

MENUS OF FLAVOR:

LATIN AMERICAN



MENUS OF FLAVOR: LATIN AMERICAN

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

TRAINING MANUAL

EXECUTIVE DIRECTOR

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Key Area: 2 – Operations

USDA Professional Standards Codes:

Food Production – 2100

Serving Food – 2200

Food Safety and HACCP Training – 2600

2022

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11/17/2022

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BACKGROUND INFORMATION FOR TRAINERS

WELCOME to *Menus of Flavor: Latin American*. 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 **bold** 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 LATIN AMERICAN CUISINE			
OBJECTIVES:			
<ul style="list-style-type: none"> ○ Review the geographical origin of Latin American cuisine. ○ Identify the nutritional benefits of Latin American cuisine. 			
10 minutes	<ul style="list-style-type: none"> ○ Origin ○ Nutritional benefits 	Discuss: <ul style="list-style-type: none"> ○ Origin ○ Nutritional benefits of Latin American cuisine 	Handout: Map of the Latin American 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"> • Pico de Gallo Recipe • Mise en Place List Template • Production Schedule Template

TIME	TOPIC	TASK	MATERIALS
GETTING TO KNOW THE STAPLES			
OBJECTIVE: <ul style="list-style-type: none"> ○ Recognize foods commonly found in Latin American cuisine. 			
5 minutes	Latin American ingredients	<ul style="list-style-type: none"> ○ Discuss foods commonly found in Latin American 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 Latin American cuisine. ○ Identify options for enhancing the flavor of Latin American-inspired menu items through the use of seasonings. 			
PART 1			
30 minutes	<ul style="list-style-type: none"> ○ Culinary skills and techniques ○ Latin American ingredients and their uses 	Discuss the uses of and demonstrate the culinary techniques for preparing the following items: <ul style="list-style-type: none"> ○ Tomatoes ○ Green bell pepper ○ Fresh jalapeño chile ○ Lime ○ Tomatillo ○ Corn on the cob ○ White onion ○ Garlic ○ Cilantro ○ Green cabbage ○ Pineapple 	<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 Pineapple • Cutting Herbs • Basic Principles of Cooking Vegetables to Maintain Nutrients

TIME	TOPIC	TASK	MATERIALS
PART 2			
20 minutes	<ul style="list-style-type: none"> ○ Culinary skills and techniques ○ Latin American ingredients and their uses 	Discuss the uses of and demonstrate the culinary techniques for preparing the following items: <ul style="list-style-type: none"> ○ Legumes ○ Corn Tortillas ○ Fish ○ Poultry ○ Pork ○ Plantains 	<ul style="list-style-type: none"> ○ Supplies: See Instructor Preparation Guide ○ Equipment: See Instructor Preparation Guide ○ Handout: Keep Food Safe! Food Safety Basics
CULINARY LAB			
OBJECTIVE:			
<ul style="list-style-type: none"> ○ Apply healthy preparation techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in Latin American cuisine. 			
85 minutes	Quality food production	Apply basic culinary techniques to prepare Latin American-inspired recipes: <ul style="list-style-type: none"> ○ Pico de Gallo ○ Peach Salsa ○ Spicy Quick Pickled Carrots ○ Peppy Quinoa ○ Sweet Plantains ○ Mexicali Corn ○ Chili Lime Fruit Salad ○ Blackened White Fish ○ Mexican-Inspired Pulled Pork ○ Pulled Chicken ○ Cuban-Inspired Black Beans and Rice ○ Pinto Taco Beans 	<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:			
<ul style="list-style-type: none"> ○ Evaluate the quality and usability of prepared Latin American-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 LATIN AMERICAN FLAVORS			
OBJECTIVE:			
○ Identify how the Latin American-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: LATIN AMERICAN

INTRODUCTION (5 MINUTES)

INTRODUCTIONS

- Welcome to *Menus of Flavor: Latin American*.
- 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 Latin American cuisine.
- Introduce yourself and other special guests. You should state your name, title/credentials, and relevant experience. Start the ice breaker if you choose.

ICE BREAKER IDEAS

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

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

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

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

LATIN AMERICAN-INSPIRED RECIPES

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

TEAM	1	2	3	4	5	6
RECIPE 1	Peach Salsa, Queso Fresco	Spicy Quick Pickled Carrots	Pico de Gallo	Sweet Plantains	Mexicali Corn	Chili Lime Fruit Salad
RECIPE 2	Blackened White Fish	Mexican-Inspired Pulled Pork	Pulled Chicken	Cuban-Inspired Black Beans and Rice	Pinto Taco Beans	Peppy Quinoa

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

TRAINING OBJECTIVES

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

ORIGIN AND NUTRITIONAL BENEFITS OF LATIN AMERICAN CUISINE

(10 MINUTES)

OBJECTIVES

- Review the geographical origin of Latin American cuisine.
- Identify the nutritional benefits of Latin American cuisine.

DEMONSTRATE/DISCUSS

- Direct participants to the **Map of the Latin American Regions** handout located in their workbooks (p. 23-25).
- Latin America includes North America, Central America, South America, and the Caribbean regions, representing a wide diversity of cultures. Those regions include the countries of Mexico, Cuba, Puerto Rico, Costa Rica, Peru (Perú), Brazil (Brasil), Argentina, and Colombia, to name a few.
- While each Latin American country has its own cuisine, they all have similar meals consisting of rice, beans, meat or fish, and ground corn products.
- Latin American influences can bring a lot of flavor and excitement to meals. Some of the similarities seen across Latin American countries include meals that are both meaty and rich yet are balanced by the brightness and acidity of fresh salsas with citrus and the sweetness of whole grain ground corn, plantains, root vegetables, and tropical fruits. These same eating patterns are highlighted in the *Dietary Guidelines for Americans*.
- Following a balanced Latin American 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 the nutritional benefit; however, different varieties of rice and noodles may be used in more traditional preparations.
 - Heart-healthy fats from sources like nuts, seeds, avocados, vegetable 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 tropical fruits and fresh salsas; 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 Latin American flavors.
- Latin American cuisine is a healthy way of eating and is packed with flavor that is easy to market to students.
- **One of the goals in providing a quality meal is to ensure the foods you prepare are inviting and exhibit a quality of freshness.** When properly prepared, Latin American-inspired cuisine helps meet those standards.

CLASS DISCUSSION PROMPTS

Question: What countries are considered part of Latin America?

Possible Answers: Mexico and countries located in the Caribbean, Central America, and South America:

- Costa Rica, Peru (Perú), Brazil (Brasil), Argentina, Colombia, Chile, Panama (Panamá), Ecuador, Paraguay, Nicaragua, Venezuela, Uruguay, Guatemala, Honduras, El Salvador, Cuba, Bolivia, Dominican Republic (República Dominicana), Puerto Rico, and Haiti (Haití).

Question: Why are we focusing on Latin American cooking?

Possible Answers: According to the School Nutrition Association, current food trends show increasing interest in authentic ethnic cuisine. The report indicates that in 2019, about one-half (49.9%) of districts surveyed had planned to offer new menu items that feature international flavors (source: [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 Latin American cuisine?

Possible Answers: Name some examples of typical dishes: pico de gallo, guacamole, chimichurri, refried beans, ropa vieja, taco, tamale, empanada, arepa, chipá, and fried plantains.

Ask if there are any questions.

MAP OF LATIN AMERICAN REGIONS



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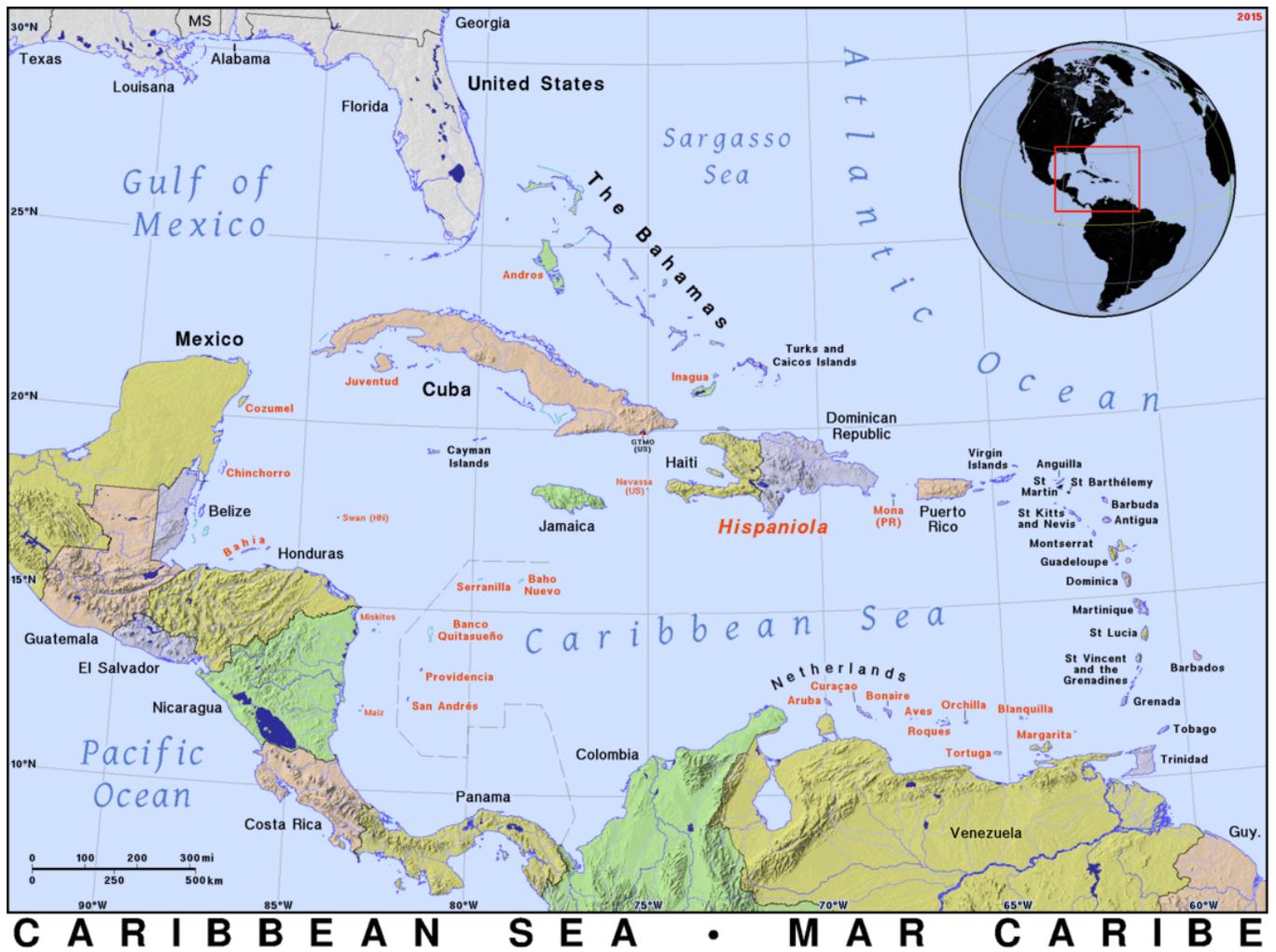


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CULINARY BASICS I

STANDARDIZED RECIPES

(40 MINUTES)

OBJECTIVE

- Identify basic culinary techniques for producing a quality meal.

DEMONSTRATE/DISCUSS

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

KEY MESSAGES

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

CLASS DISCUSSION PROMPTS

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

Possible Answers:

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



Pico de Gallo

USDA Recipe for Schools

Our Pico de Gallo recipe features fresh tomatoes, red onions, garlic, cilantro, green onions, jalapeno peppers, and Mexican spices.

NSLP/SBP CREDITING INFORMATION

¼ cup provides ⅓ cup red/orange vegetable and ⅓ cup other vegetable.

INGREDIENTS	50 SERVINGS		100 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
*Tomatoes, fresh, chopped	5 lb	2 qt 2 ¾ cups	10 lb	1 gal 1 qt 1 ⅓ cups	1 Combine all ingredients together in a large bowl. Stir well. Refrigerate until ready for service.
*Red onions, fresh, diced ¼"	1 lb 8 oz	1 qt ⅔ cups	3 lb	2 qt 1 ⅓ cups	
*Jalapeno peppers, fresh, seeded, diced ¼"	6 oz	1 cup	12 oz	2 cups	
Cilantro, fresh, finely chopped	2 oz	3 ½ cups	4 oz	1 qt 3 cups	
*Green onions, fresh, finely chopped	4 oz	¾ cup	8 oz	1 ⅓ cups	
Salt		¾ tsp		1 ⅓ tsp	



Pico de Gallo

INGREDIENTS	50 SERVINGS		100 SERVINGS		DIRECTIONS
	Weight	Measure	Weight	Measure	
Black pepper, ground		2/3 tsp		1 1/2 tsp	<p>2 Critical Control Point: Cool to 41 °F or lower within 4 hours.</p> <p>3 Critical Control Point: Hold at 41 °F or below.</p> <p>4 Serve in small 2 oz soufflé cups.</p> <p>5 Portion with No. 16 scoop (1/4 cup).</p>
Garlic powder		2 Tbsp		1/4 cup	





United States Department of Agriculture

Pico de Gallo

NUTRITION INFORMATION

For ¼ cup (No. 16 scoop).

NUTRIENTS	AMOUNT
Calories	16

Total Fat	0 g
Saturated Fat	0 g
Cholesterol	0 mg
Sodium	35 mg
Total Carbohydrate	4 g
Dietary Fiber	1 g
Total Sugars	2 g
Added Sugars included	N/A
Protein	1 g

Vitamin D	0 IU
Calcium	11 mg
Iron	0 mg
Potassium	128 mg

N/A=data not available.

SOURCE

USDA Standardized Recipes Project.

MARKETING GUIDE		
Food as Purchased for	50 Servings	100 Servings
Mature onions	2 lb 8 oz	5 lb
Jalapenos	8 oz	1 lb
Green onions	6 oz	12 oz
Tomatoes	5 lb 12 oz	11 lb 8 oz

NOTES

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

Cooking Process #2: Same Day Service.

YIELD/VOLUME	
50 Servings	100 Servings
About 7 lb 2 oz	About 14 lb 4 oz
About 3 qt 2 ¼ cups/50 small soufflé cups (2 oz)	About 1 gal 3 qt ½ cup/100 small soufflé cups (2 oz)



CULINARY BASICS I

COMPONENTS OF STANDARDIZED RECIPES

OBJECTIVE

- Review the basic components of a standardized recipe.

DEMONSTRATE/DISCUSS

- Direct participants to the **Traditional Pico de Gallo** handout in the workbook (p. 29).
- You can find Standardized Recipes developed by the USDA by visiting the Institute of Child Nutrition's Child Nutrition Recipe Box located on the ICN website.

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

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

More about each of the major components of a recipe:

Ingredients

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

Weights/Volume of Each Ingredient

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

Preparation Directions

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

Equipment & Utensils Needed

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

Food Safety Guidelines & HACCP

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

Serving Size & Recipe Yield

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

KEY MESSAGES

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

CLASS DISCUSSION PROMPTS

Question: Can anyone identify this recipe's meal component(s) contribution?

Possible Answers: Answers may include vegetables, other vegetables, red/orange vegetables

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. 39)

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.
 - 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 Latin American 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 6 small portion cups each of jalapeño, tomatillo, and cilantro. 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:
 - Tomato (1 each)
 - Green bell pepper (1 each)
 - Jalapeño (1 each)
 - Lime (1 each)
 - Tomatillo (2 each)
 - Corn on the cob (1 each)
 - White onion (1 each)
 - Garlic (2 cloves)
 - Cilantro (½ bunch)
 - Green cabbage (½ head)
 - Pineapple (1 each)
- 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 Latin American cuisine.
- Identify options for enhancing the flavor of Latin American menu items through the use of seasonings.

INSTRUCTOR'S NOTE:

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

CHEF DEMO PART 1 (30 MINUTES)

- Secure the cutting board with a wet kitchen towel (or Safe-T Mat) under the board and place a chef knife on top of the board.
- Demonstrate how to properly hold a chef knife and how to hold the produce to avoid accidents/injuries (flat edges on board, rocking the knife, curling fingers, etc.)
- Chef's demo:
 - Tomato (1 each)
 - Green bell pepper (1 each)
 - Jalapeño (1 each)
 - Lime (1 each)
 - Tomatillo (2 each)
 - Corn on the cob (1 each)
 - White onion (1 each)
 - Garlic (2 cloves)
 - Cilantro (½ bunch)
 - Green cabbage (½ head)
 - Pineapple (1 each)
- Direct participants to the following handouts in the workbook.
 - **Knife Grips and Safety (p. 46)**
 - **Dicing Tomatoes (p. 51)**
 - **Slicing and Dicing Onions (p. 51)**
 - **Cutting Pineapple (p. 56)**
 - **Cutting Herbs (p. 58)**

KNIFE GRIPS AND SAFETY

DEMONSTRATE/DISCUSS

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

Culinary Quick Bites

KNIFE SKILLS

KNIFE SAFETY

S

Securely hold the knife

A

Anchor cutting boards

F

Fingertips curled back like a claw

E

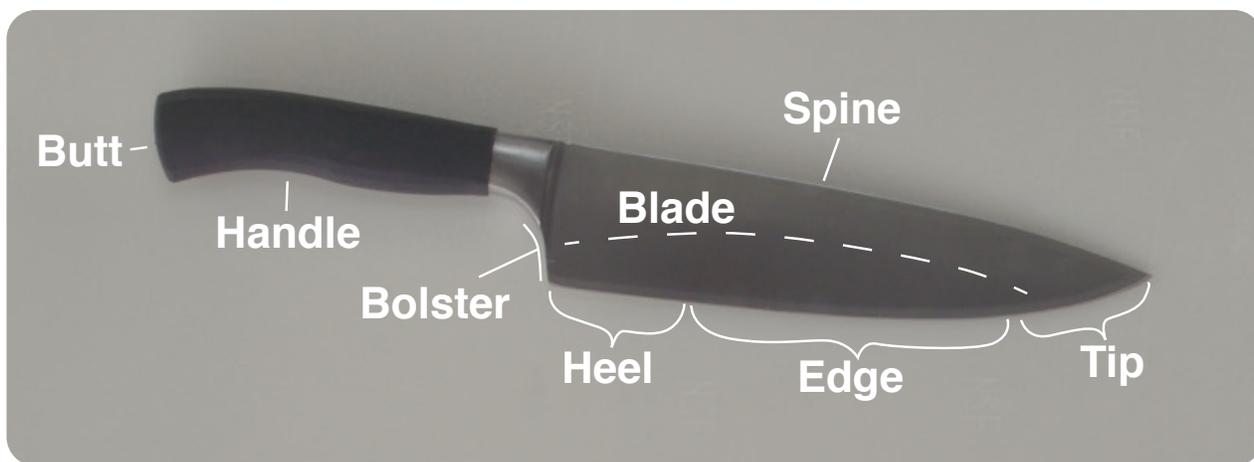
Eyes on the knife

T

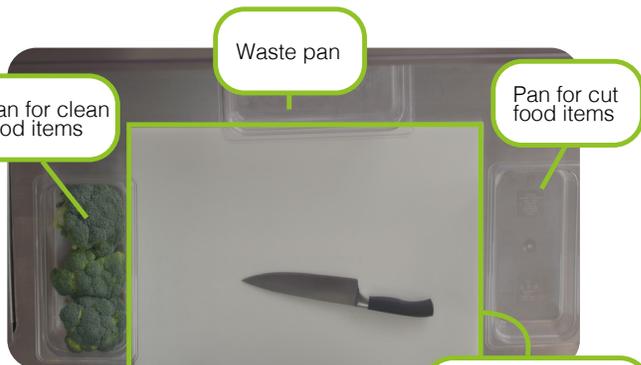
Take your time

Y

Yield to falling knives



Place an anti-slip mat under cutting board



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



Athletic Stance

Stand at a waist-high work table

feet shoulder width apart and knees slightly bent

Culinary Quick Bites

KNIFE SKILLS

KNIFE GRIPS



Securely hold
the knife



Anchor
cutting boards



Fingertips
curled back
like a claw



Eyes on the
knife



Take your time



Yield to
falling knives



How to Hold the Knife

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



Claw Grip

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



How to Cut Using the "Tunnel Grip"

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

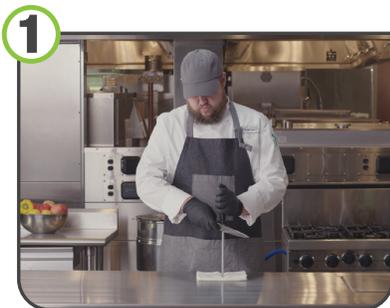
Culinary Quick Bites

KNIFE SKILLS

KNIFE CARE AND MAINTENANCE

Steps to Hone a Knife:

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



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



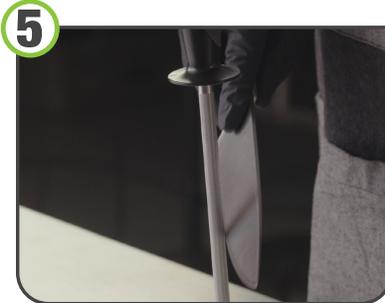
2
Pull towards you as you slide down.



3
Finish at the tip.



4
Switch to the other side.



5
Pull as you slide.



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

Culinary Quick Bites

KNIFE SKILLS

KNIFE CARE AND MAINTENANCE

Knife Sharpening Methods:



Whetstone

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



Electric Sharpener

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



Sharpening Service

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

DICING TOMATOES

DISCUSS

- Originally from South America, tomatoes and tomatillos took on a large role in Latin American cuisine.
- They are used in sauces, stews, salads, and condiments.
- The tomatoes and tomatillos we are using today should be small diced so we can use them in the salsa for our street tacos later.
- 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 until Thursday of that 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 Latin American dishes, onions are used as the base ingredient in almost every recipe.
- 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 dice the onions for fresh salsa. Red (or white) onions add a mild spiciness to the salsa, which goes nicely with the sweetness of tomatoes and the tanginess of the lime juice.

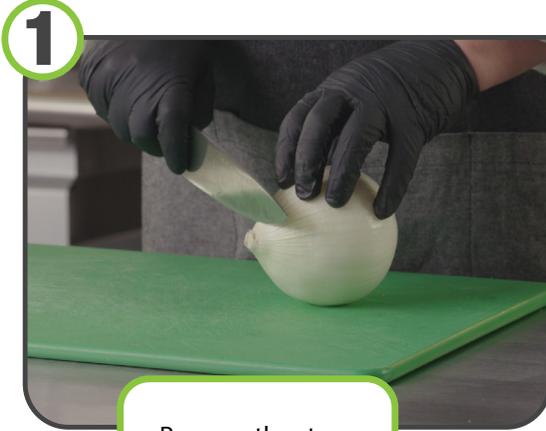
DEMONSTRATE

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

Culinary Quick Bites

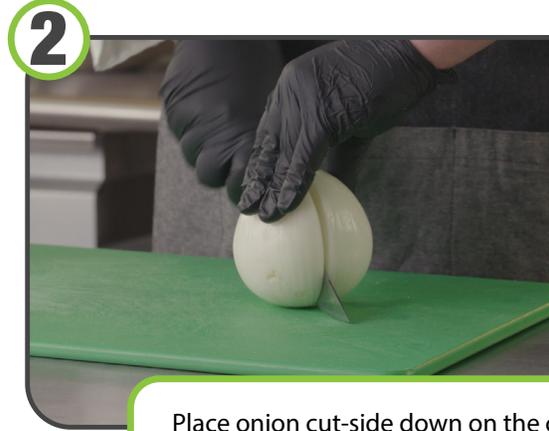
KNIFE SKILLS

HOW TO SLICE ONIONS



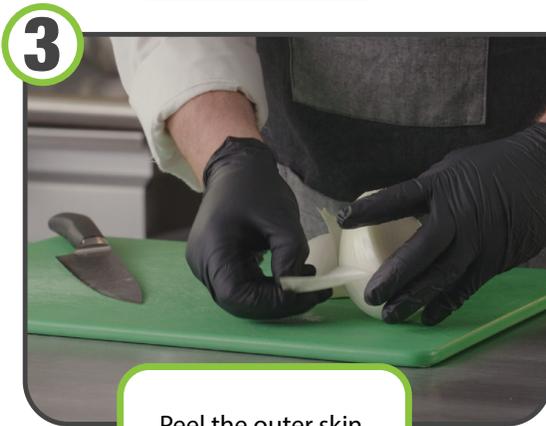
1

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.



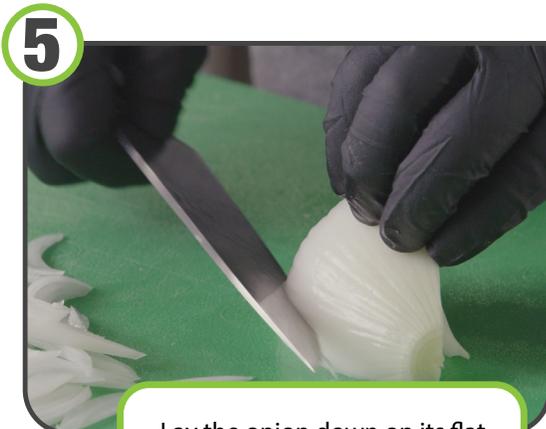
3

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

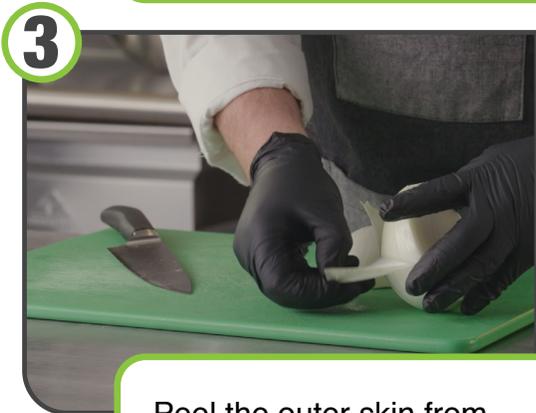
HOW TO DICE ONIONS



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

DEMONSTRATE

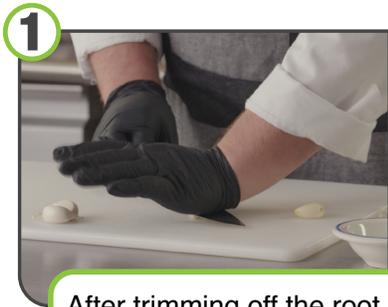
- Proper technique for mincing garlic and making “garlic paste”

Culinary Quick Bites

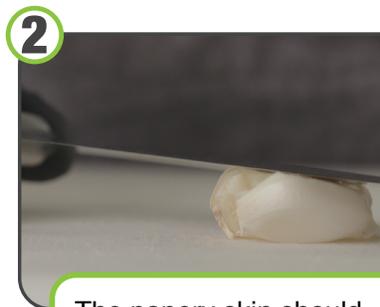
KNIFE SKILLS

HOW TO MINCE GARLIC AND MAKE GARLIC PASTE

Mincing Garlic



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

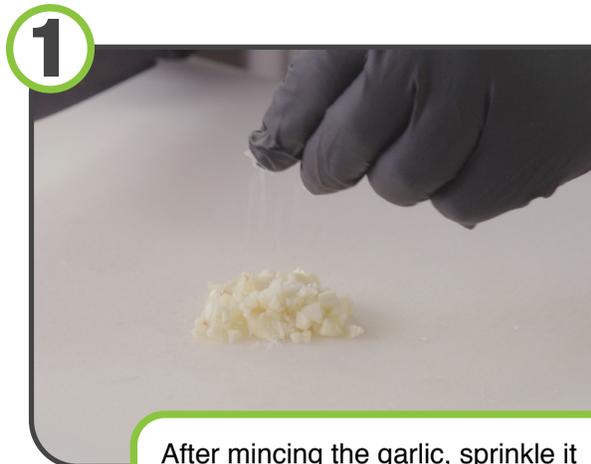


2 The papery skin should loosen and fall away from the garlic.

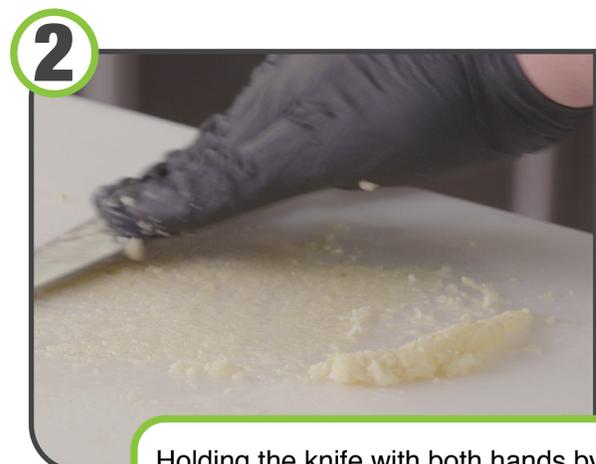


3 Using a two-handed chopping motion, run the knife over garlic repeatedly to mince it.

Making Garlic Paste



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



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

CUTTING PINEAPPLE

DISCUSS

- Fruit is an important part of the Latin American diet. It is served for breakfast, snacks, and almost always after lunch and dinner as “dessert.”
- A variety of fruits native to Latin America include pineapple, mango, papaya, citrus fruits, pomegranates, and melons, to name a few.
- Today we will cut pineapple to serve fresh as a fruit component.

DEMONSTRATE

- Pineapples need to be washed prior to cutting.
- Proper techniques for breaking down whole, fresh pineapple

Culinary Quick Bites

KNIFE SKILLS

HOW TO CUT PINEAPPLE



1 Remove the stem by twisting.



2 If the stem comes off with little effort and the fruit is very fragrant, the pineapple is ripe. If the stem is difficult to remove, the fruit is not yet ripe.



3 Lay the pineapple on its side and cut off both ends.



4 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, following the natural curvature of the pineapple.



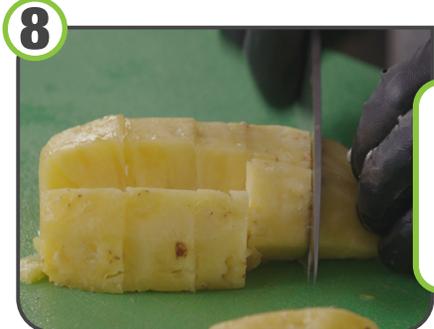
5 Cut from top to bottom down the middle of the fruit to create two halves.



6 Cut lengthwise down the middle of each half to create quarters.



7 Remove the core: lay one quarter on the cutting board like a wedge. Cut into the wedge at a 45-degree angle to slice out the tough inner core.



8 Repeat with the remaining quarters, discarding the cores. Slice quarters into desired sizes.

CUTTING HERBS

DISCUSS

- Other staples in Latin American cuisine are herbs such as cilantro and parsley.
- 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 (cilantro and parsley) are going to be used for salsa and garnishing.

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

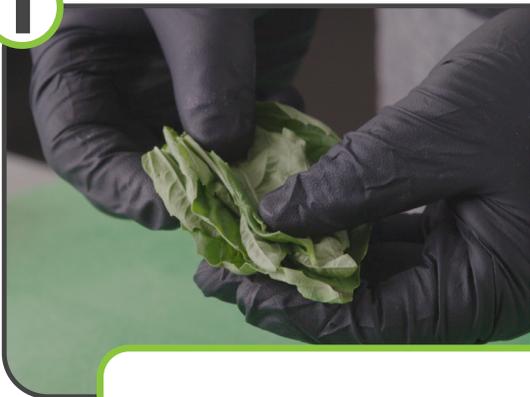
KNIFE SKILLS

HOW TO CHIFFONADE HERBS



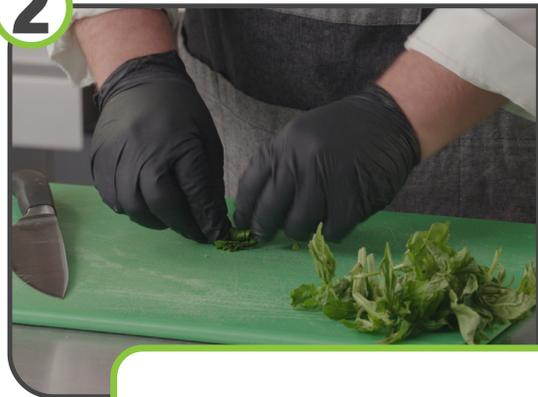
Rinse and dry the leaves.

1



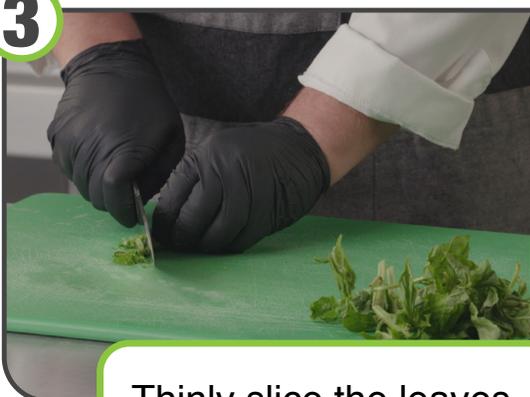
Stack the leaves.

2



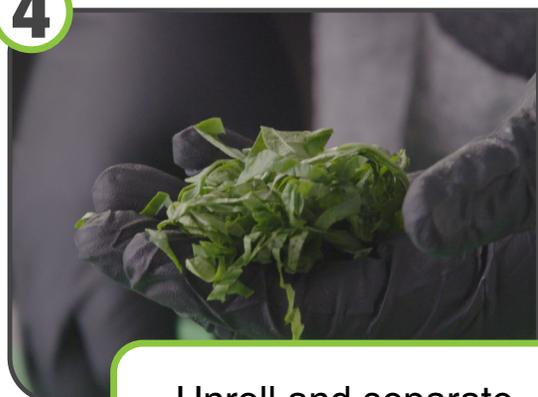
Roll the leaves tightly.

3



Thinly slice the leaves perpendicular to the roll.

4



Unroll and separate the ribbons.

SPICE MIX AND PICO DE GALLO

DISCUSS

- Latin American cuisine focuses on serving a variety of dishes using a mixture of spices and herbs that you probably have on hand.
- 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.

DEMONSTRATE

Taco Seasoning Spice Mix

Making your own spice mixes allows you to flavor meats, beans, and vegetables while allowing you to control the amount of sodium in the final dish. Explain that spice mixes can be made as a large batch and stored at room temperature for the next use or stored in the refrigerator or freezer for periods longer than one menu cycle (up to 6 months). Demonstrate the following spice mix and allow participants to sample.

- 2 tsp garlic powder
- 2 tsp onion powder
- 1 tsp dried oregano
- 1 tsp chili powder
- 1 tsp ground cumin
- 1 tsp ground paprika
- ½ tsp ground black pepper
- ½ tsp salt

Pico de Gallo

Explain that this recipe is a type of fresh salsa commonly used in Mexican cuisine. Explain that variations of this type of salsa are commonly used to top tacos. The less pungent white onion is the main ingredient for Pico de Gallo because it provides the white color, along with red tomatoes and green cilantro, to represent the colors of the Mexican flag. This salsa is also called Salsa Bandera (flag) or Salsa Fresca. Allow for sampling with whole grain tortilla chips after the demonstration.

- 2 medium tomatoes, diced
- ½ medium white onion, finely diced
- ½ cup fresh cilantro, roughly chopped
- 1 jalapeño, de-seeded and minced
- 1 lime, juiced
- ¼ tsp salt
- Whole grain tortilla chips for sampling (enough for all participants)



Culinary Principles

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

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

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

Basic Principles of Cooking Vegetables to Maintain Nutrients

Cook vegetables in the smallest amount of liquid possible.

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

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

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

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

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

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

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

Follow the recipe or directions for cooking a vegetable.

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

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

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



CHEF DEMO

PART 2 (20 MINUTES)

DEMONSTRATE/DISCUSS

- While each Latin American country has its own cuisine, they all have similar meals consisting of rice, beans, meat or fish, and whole grain ground corn products.
- Ground corn is used to make tortillas, which are used as the base for several dishes, like street tacos.
- Today we are going to explore the uses of fresh corn tortillas, quinoa, beans, chicken, and whitefish.

Whole Grain Corn Tortillas

- Fresh corn tortillas add a nice toasty flavor to a dish and are very versatile. When purchased as 100% whole grain corn, they are considered a whole grain and are naturally gluten-free.
- Their small and flexible shape makes for convenient meals prepared quickly. They taste best when warmed (either steamed or toasted on a flattop grill).
- Demonstrate how to warm large batches of tortillas:

1

Preheat oven to 350 °F.

2

Assemble stacks of six tortillas and wrap each stack in aluminum foil.

3

Place wrapped stacks on a sheet pan on the center rack of the oven.

4

Heat for 8–10 minutes.

5

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

Quinoa

- Another commonly used grain that is native to Latin American countries is quinoa.
- Quinoa, which is technically a seed, is used as a grain component in the same way as a whole grain would be. In Child Nutrition Programs, quinoa is creditable as a whole grain-rich food as part of the whole grain-rich requirement when served in the correct quantity: 1 oz eq = ½ cup cooked or 1 oz (28 g) dry.
- Benefits of quinoa are that it's a complete protein, which means it contains all the amino acids—the building blocks of protein. Amino acids make up your muscles, bones, skin, and blood. Quinoa is quick and easy to cook, and it's gluten-free!
- Quinoa is available in three different varieties: red, black, and white. All varieties are nutritionally equivalent.
- Demonstrate how to cook quinoa:

1 Rinse the quinoa in a fine-mesh strainer under cold running water.

2 In a covered saucepan over medium-high heat, combine 12 oz quinoa with 30 fl oz water and 1 Tbsp low-sodium vegetable base. Bring contents to a boil, reduce heat, and let simmer until water is completely absorbed (~10–15 minutes).

3 When finished cooking, quinoa will be soft, and a white ring will pop out of the kernel. Gently fluff the cooked quinoa with a fork.

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

Beans

- Beans are commonly used in Latin American cuisine. Pinto beans are one of the most common varieties used in Central and South American countries.
- They are a great source of protein, which allows them to credit as a meat alternate or a vegetable (legumes) in Child Nutrition Programs. When combined with whole grains, they make for a satisfying meal. They are often cooked down with liquid into a pureed consistency.
- Beans are very affordable and have a long shelf life.
- Today we are going to use canned pinto beans to make a vegetarian taco filling.
 - Explain that canned beans may be drained and rinsed to reduce their sodium content.
 - Since the beans are already cooked, this dish is very easy to make!

Chicken

- We're going to use pre-cooked chicken to make "pulled" taco meat. In Latin American cuisine, chicken is more commonly used in stews than roasted or grilled.
- Stewing meats helps them to become more tender and fall apart. This helps create an easy bite for a soft street taco!
- Explain how to reheat cooked chicken in liquid so that it falls apart while staying moist. Refer participants to the technique used in the **Pulled Chicken** recipe.

White fish

- Explain what the culinary term "blackened" means and how to prepare the fish using dried spices.
 - Blackened: a cooking technique often associated with Cajun cuisine in which proteins are lightly oiled, and a spice blend is applied to the surface before being cooked in a hot pan. The spice blend typically includes salt, paprika, cayenne, black pepper, onion powder, garlic powder, thyme, and oregano. For quantity foodservice purposes, the protein is coated in a spice blend and baked.

Food Safety

- Direct participants to the **Food Safety Fact Sheet, Cooking Foods** handout (p. 69).
- Describe food safety procedures for safely handling raw chicken and fish.
- Explain how marinating chicken breasts and/or fish before grilling/roasting results in a juicier, more tender product.

CULINARY LAB

(85 MINUTES)

OBJECTIVE

Apply healthy preparation techniques for vegetables, fruits, meats/meat alternates, and whole grains using common ingredients found in Latin American 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.

INSTRUCTOR'S NOTE:

Instructor will note any recipe ingredient substitutions that were made for today's menu items.

Latin American-Inspired Recipes

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

TEAM	1	2	3	4	5	6
RECIPE 1	Peach Salsa, Queso Fresco	Spicy Quick Pickled Carrots	Pico de Gallo	Sweet Plantains	Mexicali Corn	Chili Lime Fruit Salad
RECIPE 2	Blackened White Fish	Mexican- Inspired Pulled Pork	Pulled Chicken	Cuban- Inspired Black Beans and Rice	Pinto Taco Beans	Peppy Quinoa

- 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.

- 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.

References

U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2015). *Food safety in schools*. University, MS. Author.
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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.

References

- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2006). *Developing a school food safety program*. University, MS. Author.
- U.S. Department of Agriculture, Food and Nutrition Service, & Institute of Child Nutrition. (2015). *Food safety in schools*. University, MS. Author.
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FOOD PREPARATION

(85 MINUTES)

DEMONSTRATE/DISCUSS

- The recipes we are preparing today are inspired by flavors and dishes from Latin American cuisine and may vary from what would be authentic to specific cultures.
- Some of the recipes we are going to prepare can be used for a build-your-own taco/bowl station.
- The idea is to serve your students a meal that they can customize with an array of fresh offerings. Participants can choose to make tacos with soft corn tortillas, or bowls with brown rice or quinoa:
 - Grains: Whole Grain Corn Tortillas, Brown Rice, Peppy Quinoa
 - Meats/Meat Alternates: Blackened Fish, Pulled Chicken, Mexican-Inspired Pulled Pork, and/or Pinto Beans
 - Toppings: Pico de Gallo, Peach Salsa, Queso Fresco
- Additional menu items include:
 - Main item: Cuban-Inspired Black Beans and Rice with Sweet Plantains
 - Vegetables/Fruits: Spicy Quick Pickled Carrots, Mexicali Corn, Chili Lime Fruit 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, read assigned recipes thoroughly, 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 Latin American 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 street tacos (including the fresh vegetables that were previously chopped up: tomatillos, onions, green cabbage).
- Discuss garnishes (e.g., chopped cilantro, fresh lime wedges).

DEMONSTRATE

- Instruct them to create their own street tacos to sample the different Latin American flavors.
- Ask for two volunteers to be your first customers. Walk them through choosing each filling and side option, and then demonstrate wrapping the street taco.
- Instruct the rest of the participants to build their own street tacos 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.

LATIN AMERICAN 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
Blackened Fish	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Pulled Chicken	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Mexican-Inspired Pulled Pork	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Pinto Taco Beans	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Fresh Salsa	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Peach Salsa	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Cuban-Inspired Black Beans with Brown Rice	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Peppy Quinoa	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Spicy Quick Pickled Carrots	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Mexicali Corn	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Sweet Plantains	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5		
Chili Lime Fruit Salad	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 LATIN AMERICAN FLAVORS

(10 MINUTES)

OBJECTIVE

- Identify how the Latin American recipes can be used in the participant's program.

DEMONSTRATE/DISCUSS

- Latin American cuisine includes a variety of fresh fruits and vegetables, whole grains, daily use of beans, fresh herbs, spices, and lean protein like fish and chicken.
- Many of the foods found in Latin American cuisine are cost-effective and extremely tasty, as you experienced in the culinary lab. Items such as black beans, pinto beans, and brown rice 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 Latin American eating style, the focus is whole grains, beans, fresh salsas, fruits, and healthy fats from lean protein and/or avocados and vegetable oils.
- Reinforce the flavorful aspects of Latin American cuisine to meet the meal pattern with optimal student acceptance.
- Refer participants to the following handouts in the workbook:
 - Vegetable Subgroups Mini-Poster (p. 81)
 - Fruits Mini-Poster (p. 82)
 - Whole Grain-Rich Sources Mini-Poster (p. 83)
 - Meats/Meat Alternates Mini-Poster (p. 84)
- Explain how participants can incorporate the meal components with Latin American flavors:
 - Vegetables: fresh salsas, spicy quick pickled carrots, seasoned corn, beans
 - Fruits: fruit salsa, tropical fruits like pineapple, banana, mango
 - Grains: seasoned rice, whole grain ground corn used to make tortillas, quinoa
 - Meat/Poultry/Fish: stewed chicken, fresh fish, shellfish, lean cuts of beef
 - Meat alternates: pinto beans or black beans that are either stewed, refried, or mixed with rice, natural cheeses like queso fresco

CLASS DISCUSSION PROMPTS

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

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

Question: How can you incorporate more Latin American 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 Latin American salsas and quinoa at the salad bars.

- Offer different variations of stewed beans or beans served with rice as a meat alternate.

- Use tropical fruits (using seasonal fruits) as the fruit component of the meal.

- Use fresh lime, herbs, and spice mixes to add flavor without adding extra sodium or calories from saturated fats.

- Offer fresh fish more often, either in a taco or topped with pico de gallo.

- Switch it up by serving whole corn tortillas instead of flour tortillas for a whole grain option.

- International food theme days are a great way to introduce and incorporate Latin American 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

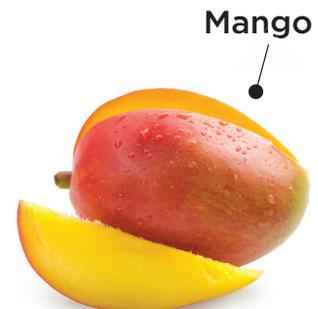
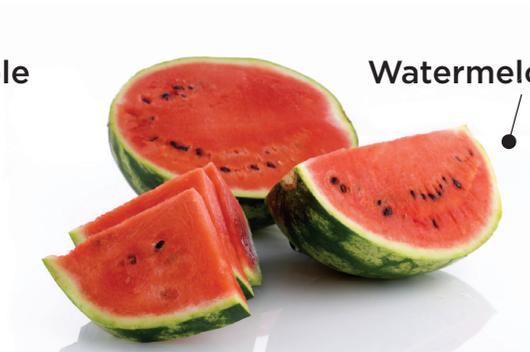
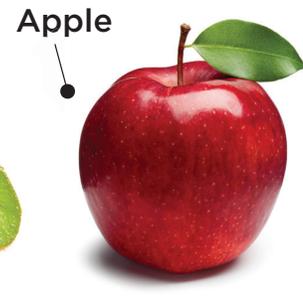
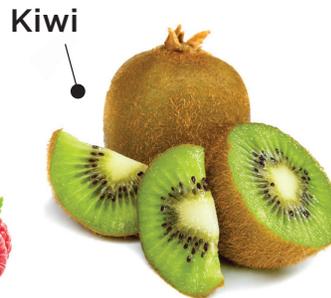
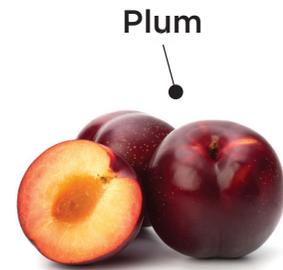
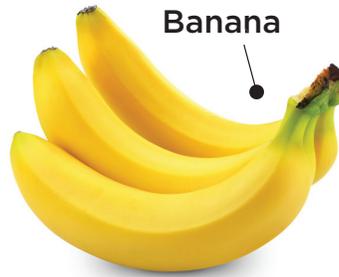
Fiber

Vitamin C

Potassium

Folate

Zinc



Food Source

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06/30/18



Identifying Whole Grain-Rich Sources

WHOLE GRAIN-RICH SOURCES



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

NOT WHOLE GRAIN-RICH SOURCES



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

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Meats/Meat Alternates

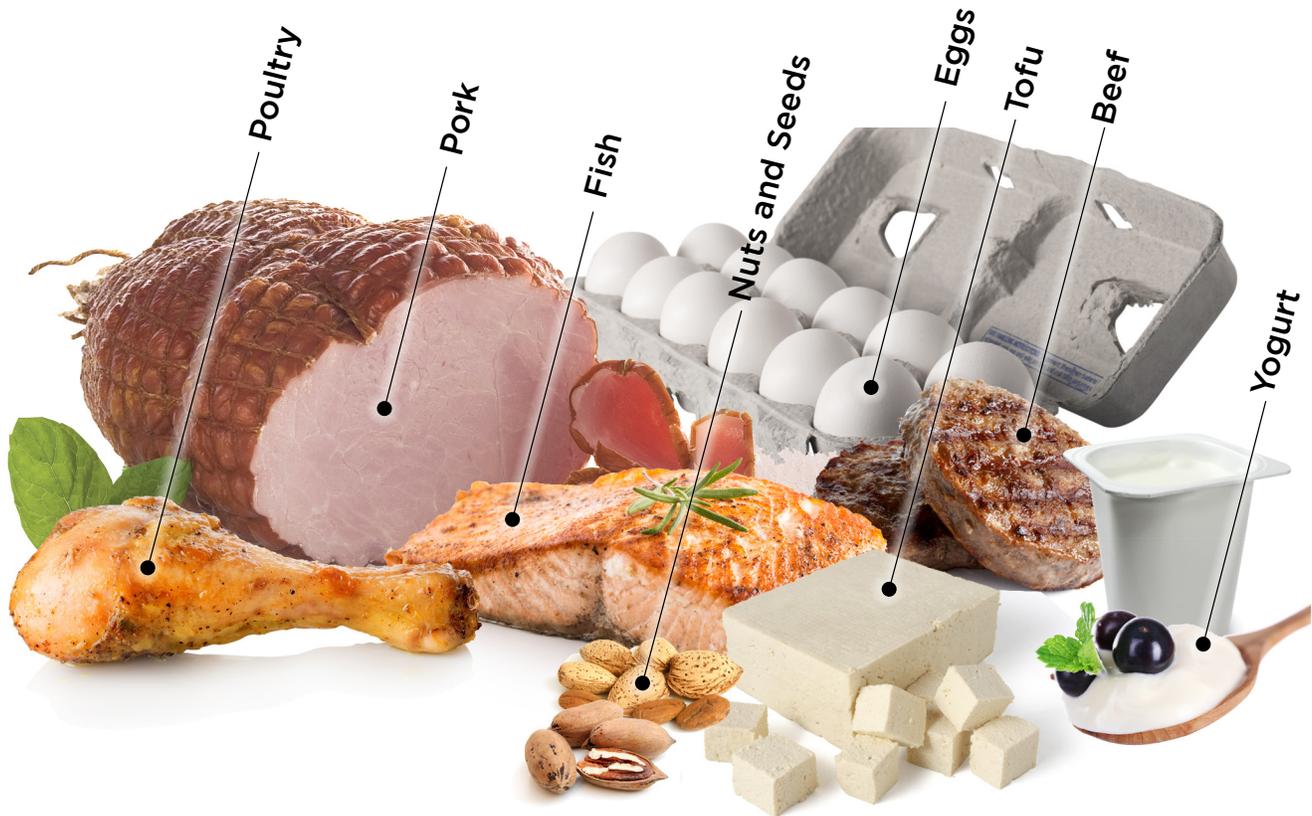
Food Sources,
Health Benefits,
and Nutrients

Health Benefits

- Heart Health
- Bone Health
- Metabolic Health
- Neurological Health

Nutrients

- | | | |
|---------------------|-------------------|-----------------|
| <u>Vitamin E</u> | <u>Thiamine</u> | <u>Copper</u> |
| <u>Vitamin D</u> | <u>Riboflavin</u> | <u>Iron</u> |
| <u>B12 Vitamins</u> | <u>Phosphorus</u> | <u>Selenium</u> |
| <u>Niacin</u> | <u>Magnesium</u> | <u>Cholin</u> |
| <u>Vitamin B6</u> | <u>Zinc</u> | |



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06/30/18



WRAP UP

(10 MINUTES)

DEMONSTRATE/DISCUSS

- Today, we have discussed important concepts related to culinary skills and the many benefits associated with Latin American cuisine.
- We've discussed service options and ways to incorporate some of the Latin American 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 you may want to “borrow” from each other as you share your thoughts.

APPLICATION ACTION PLAN

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

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

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

POST-ASSESSMENT

(5 MINUTES)

DEMONSTRATE/DISCUSS

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

CLASS DISCUSSION PROMPT

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



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APPENDIX

BEST PRACTICES

QUALITY MEAL SERVICE

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

RECIPES

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

MISE EN PLACE

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

UNITS OF MEASURE

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

CULINARY TERMS

ACIDULATION:

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

AERATE:

To incorporate air into a mixture by sifting or mixing

AL DENTE:

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

AROMA:

The sensations of smell as interpreted by the brain

BAKING:

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

BLANCHING:

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

BRAISING:

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

CHIFFONADE:

A preparation of finely sliced or shredded leafy vegetables or herbs

CORING:

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

EMULSION:

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

FIFO:

First-In, First-Out; inventory management system

JULIENNE:

To slice food into uniform thin strips the size of matchsticks

MARINATE:

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

MINCE:

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

MISE EN PLACE:

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

MONOSODIUM GLUTAMATE (MSG):

Flavor-enhancing food additive

PARBOILING:

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

PAR COOKING:

Partially cooking food by any cooking method

SCRATCH-BASED FOOD PREPARATION:

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

TARE:

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

ZEST:

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

PRE-ASSESSMENT

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

1. A balanced Latin American diet provides a rich source of fiber from the following ingredient(s):

- a. Whole grain ground corn
- b. Beans
- c. Spices
- d. All of the above
- e. A and B only

2. Latin America includes:

- a. Central America
- b. South America
- c. Mexico
- d. All of the above
- e. A and B only

3. Pico de gallo is a fresh _____ commonly used in Latin American cuisine.

- a. Pepper
- b. Salsa
- c. Spice blend
- d. Cheese

4. True or False: Tomatillos are a tangy, green fruit with an outer husk, and they make a great addition to fresh salsas.

5. According to the National School Lunch Program, pinto or black beans are considered a _____.

- a. Meat Alternate
- b. Vegetable
- c. Grain
- d. All of the above
- e. A and B only

6. True or False: Homemade spice blends can be stored in the freezer to extend the shelf life.

7. According to the National School Lunch Program, quinoa is considered a _____.

- a. Meat Alternate
- b. Vegetable
- c. Fruit
- d. Grain

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

9. Which Latin American ingredient adds a sweet acidity to recipes and can be used as a marinade or salad dressing?
 - a. Oil
 - b. Avocado
 - c. Lime
 - d. Jalapeño pepper

POST-ASSESSMENT

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

1. A balanced Latin American diet provides a rich source of fiber from the following ingredient(s):

- a. Whole grain ground corn
- b. Beans
- c. Spices
- d. All of the above
- e. A and B only

2. Latin America includes:

- a. Central America
- b. South America
- c. Mexico
- d. All of the above
- e. A and B only

3. Pico de gallo is a fresh _____ commonly used in Latin American cuisine.

- a. Pepper
- b. Salsa
- c. Spice blend
- d. Cheese

4. True or False: Tomatillos are a tangy, green fruit with an outer husk, and they make a great addition to fresh salsas.

5. According to the National School Lunch Program, pinto or black beans are considered a _____.

- a. Meat Alternate
- b. Vegetable
- c. Grain
- d. All of the above
- e. A and B only

6. True or False: Homemade spice blends can be stored in the freezer to extend the shelf life.

7. According to the National School Lunch Program, quinoa is considered a _____.

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- c. Fruit
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 - a. Oil
 - b. Avocado
 - c. Lime
 - d. Jalapeño pepper

PRE-/POST-ASSESSMENT ANSWER KEY

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

1. A balanced Latin American diet provides a rich source of fiber from the following ingredient(s):

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- b. Beans
- c. Spices
- d. All of the above

e. A and B only

2. Latin America includes:

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- b. South America
- c. Mexico

d. All of the above

e. A and B only

3. Pico de gallo is a fresh _____ commonly used in Latin American cuisine.

a. Pepper

b. Salsa

c. Spice blend

d. Cheese

4. **True** or False: Tomatillos are a tangy, green fruit with an outer husk, and they make a great addition to fresh salsas.

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a. Meat Alternate

b. Vegetable

c. Grain

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9. Which Latin American ingredient adds a sweet acidity to recipes and can be used as a marinade or salad dressing?
- a. Oil
 - b. Avocado
 - c. Lime**
 - d. Jalapeño pepper

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 LATIN AMERICAN 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
- Container for processed produce
- Container for trim
- Sanitizer bucket with towel
- Side towel
- 2 oz portion cups

Sanitation: Wash all produce ahead of time:

- 1 Tomato – small dice
- Tomato (1 each)
- Green bell pepper (1 each)
- Jalapeño (1 each)
- Lime (1 each)
- Tomatillo (2 each)
- Corn on the cob (1 each)
- White onion (1 each)
- Garlic (2 cloves)
- Cilantro (½ bunch)
- Green cabbage (½ head)
- Pineapple (1 each)
- 2 oz shredded cheddar cheese

ACTIVITY: CHEF DEMO OF SPICE MIX AND PICO DE GALLO

Preparation Notes

Gather ingredients:

- Garlic powder
- Onion powder
- Dried oregano
- Chili powder
- Ground cumin
- Ground paprika
- Ground black pepper
- Salt
- Tomatoes
- White onion
- Cilantro
- Jalapeño
- Lime

Taco Seasoning and Spice Mix

Ingredients:

- 2 tsp garlic powder
- 2 tsp onion powder
- 1 tsp dried oregano
- 1 tsp chili powder
- 1 tsp ground cumin
- 1 tsp ground paprika
- ½ tsp ground black pepper
- ½ tsp salt

Pico de Gallo

Ingredients:

- Whole grain tortilla chips
- Chopped ingredients from chef demo
 - 2 medium tomatoes, diced
 - ½ medium white onion, finely diced
 - ½ cup fresh cilantro, roughly chopped
 - 1 jalapeño, de-seeded and minced
 - 1 lime, juiced
 - ¼ tsp salt

CHEF DEMO | PART 2

GRAINS

Preparation Notes

Quinoa

- Prepare a sample serving before training. Cook ½ cup (dry) quinoa so that it is ready for participants to sample.
- Demo cooking of quinoa during Culinary Techniques II

Equipment:

- Saucepan with lid – small
- Mixing bowl – medium
- Tasting spoons

Ingredients:

- Water – 1 cup
- Quinoa, dry – ½ cup
- Vegetable base – ¼ tsp
- Tasting spoons

Combine water, quinoa, and vegetable base in a small saucepan. Bring to a boil over high heat. Reduce heat to low and cook, covered, for 10–15 minutes. When done, quinoa will be soft, and a white ring will pop out of the kernel. Gently fluff the cooked quinoa with a fork.

Whole Grain Corn Tortillas

- Demo wrapping and warming fresh corn tortillas.

For Demo

Equipment:

- Oven – preheated to 350 °F
- Aluminum foil
- Sheet pan

Ingredients:

- Corn tortillas

LEGUMES

Preparation Notes

Explain pinto bean and black bean recipe preparations.

MEATS/MEAT ALTERNATES

Preparation Note

Explain chicken and white fish recipe preparations.

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** Peach Salsa, Queso Fresco,
Blackened White Fish

Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Colander
- Bowl – mixing, large
- Spoon – mixing, large
- Plastic foodservice film
- Oven
- Sheet pan – 18” x 26”
- Bowl – mixing, small (2)
- Thermometer – digital, instant-read

TEAM 2 Spicy Quick Pickled Carrots,
Mexican-Inspired Pulled Pork

Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Tongs (2)
- Bowl – mixing, small (2)
- Bowl – mixing, large
- Whisk
- 2-inch half-size steam table pan
- Thermometer – digital, instant-read

TEAM 3 Pico de Gallo,
Pulled Chicken

Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Bowl – mixing, large
- Spoon – mixing, large (2)
- Plastic foodservice film
- Skillet – large (or saucepan, large)
- Thermometer – digital, instant-read

TEAM 4 Sweet Plantains, Cuban-Inspired Black Beans, and Rice

Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Saucepan – small
- Spatula – rubber
- 2-inch half-size steam table pan (2)
- Saucepan – large (or stockpot, small)
- Spoon – mixing, large
- Thermometer – digital, instant-read

TEAM 5 Mexicali Corn, Pinto Taco Beans

Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Stockpot – small (or 2-inch half-size steam table pan)
- Half-size perforated steam table pan
- Bowl – mixing, large
- Spatula – rubber (2)
- Colander
- Food processor
- Saucepan – large (or stockpot, small)
- Spoon – mixing, large (2)
- Thermometer – digital, instant-read

TEAM 6 Chili Lime Fruit Salad, Peppy Quinoa

Equipment:

- Chef knife
- Cutting board
- Measuring cups – set
- Measuring spoons – set
- Saucepan – small
- Bowl – mixing, large
- Spoon – mixing, large (2)
- Plastic foodservice film
- Fine mesh strainer
- Stockpot – small, with lid
- 2-inch half-size steam table pan
- Aluminum foil
- Thermometer – digital, instant-read

CUSTOMIZABLE STREET TACO/BOWL STATION

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

Setup

- Line up dishes from the team recipes in either half-size or full-size steam table pans.
- Whole grain corn tortillas (2 per person) in a half-size steam table pan (covered with aluminum foil to keep warm).
- Participants can choose to make tacos with soft corn tortillas, or bowls with brown rice or quinoa.

Demo flow of station with two volunteers:

- Grains: Whole Grain Corn Tortillas, Brown Rice, and Peppy Quinoa
- Meat/Meat Alternates: Blackened Fish, Pulled Chicken, Mexican-Inspired Pulled Pork, Pinto Beans, Cuban-Inspired Black Beans
- Toppings: Pico de Gallo, Peach Salsa, Queso Fresco
- Vegetables/Fruits: Sweet Plantains, Spicy Quick Pickled Carrots, Mexicali Corn, Chili Lime Fruit Salad

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			
Digital kitchen scale	1		
Food processor	1		
Food processor slicing blade	1		
Oven and range	1		
Steamer	1		
POTS & PANS			
Large saucepan	3		
Large skillet	1		
Medium saucepan	1		
Small stockpot	2		
Half-size perforated steam table pan	1		
SMALL KITCHEN TOOLS			
2-qt plastic container	5		
Can opener	1		
Digital thermometer	6		
Fine mesh strainer	1		
Set of measuring cups	6		
Set of measuring spoons	6		

EQUIPMENT	TOTAL	CONFIRM EQUIPMENT IS PRESENT	USE THIS SPACE TO ADD COMMENTS IF EQUIPMENT/SUPPLIES ARE NOT AVAILABLE. PLEASE INCLUDE ANY EQUIPMENT SUBSTITUTIONS USED.
LARGE KITCHEN TOOLS			
4-qt plastic container	6		
Colander	2		
Cutting board	6		
Large baking sheet	2		
Large mixing bowl	5		
Medium mixing bowl	4		
Small mixing bowl	4		
KNIVES & UTENSILS			
Chef knife	6		
Large mixing spoon	8		
Large tongs	2		
Rubber spatula	6		
Whisk	2		
SERVING TRAYS			
Half-size steam table pan	9		
PAPER GOODS			
Plastic Food Service Film	1		
2 ounce portion cups	100		
Aluminum foil	1		
Disposable napkins	50		
Forks	50		
Paper plates	50		
Paper towel	1		
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, green	½ head		
Cantaloupe, whole	1 lb 8 oz		
Carrots, large	2 each		
Corn on the cob	1 ear		
Garlic	10 cloves		
Ginger root, fresh	1 small		
Green bell pepper, large	1 lb 8 oz (5 each)		
Jalapeños	7 each		
Limes	10 each		
Onion, red, large	1 ½ lb (4–5 each)		
Onion, yellow, large	1 lb (3 each)		
Onions, white, large	1 each		
Pineapple	2 each		
Plantains, yellow, fresh	3 lb 4 oz		
Red bell pepper, large	1.5 lb (4–5 each)		
Scallions	1 large bunch		
Tomatillos, medium	2 each		
Tomatoes, medium	1 lb 4 oz		
Watermelon, whole, seedless	3 lb 3 oz		
FRESH HERBS			
Cilantro	2 small bunches		
CONDIMENTS/OILS			
Canola/vegetable oil	5 Tbsp		
Oil, olive	3 Tbsp		
Red wine vinegar	1 Tbsp		

FOOD	TOTAL NEEDED	INVENTORY FROM PRIOR WORKSHOP	PURCHASED
REFRIGERATOR			
Butter, unsalted	2 ½ Tbsp		
Cheese, cheddar, shredded	8 oz		
Fresh white fish (cod, haddock, pollock, etc.)	2 ⅓ lb		
Queso fresco	10 oz		
Vegetable base	1 Tbsp		
DRY/CANNED GOODS			
Black beans, canned	½ #10 can (3 lb 8 oz)		
Brown rice, medium grain	12 oz		
Brown sugar, light or dark	¼ cup + 1 Tbsp		
Corn, unsalted	32 oz		
Diced green chilies	9 oz		
Low-sodium chicken base	1 Tbsp		
Peaches, diced, in 100% juice	22 oz		
Pimentos, canned	2 oz		
Pinto beans, canned	72 oz		
Quinoa	12 oz		
Tomato paste, unsalted	⅓ each		
Whole grain corn tortillas, soft, 6-inch diameter	48 each		
Whole grain corn tortilla chips	12 oz bag		
DRIED SPICES			
Bay leaf	1 each		
Black pepper, ground	1 Tbsp		
Chili flakes	1 tsp		
Chili, powder	6 tsp		
Cinnamon, ground	2 tsp		
Cumin, ground	3 Tbsp		
Garlic powder	3 Tbsp		
Kosher salt	4 Tbsp		
Onion powder	2 Tbsp		
Oregano, dried	6 tsp		
Paprika	4 ½ tsp		
Tajin chili lime seasoning	½ tsp		
Thyme leaf, dried	1 tsp		

FREEZER			
Chicken, diced, cooked, frozen	1 ½ lb		
Pork, pulled, pre-cooked	2 lb		
Orange juice concentrate	1 oz		

RECIPES

PEACH SALSA

COOKING PROCESS: #1 NO COOK

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
3/8 cup (3 oz spoodle)	1/8 cup red/orange vegetable, 1/4 cup fruit

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Peaches, diced, canned, packed in 100% juice, drained	1 lb 6 oz	3 cups
Peppers, sweet, red, raw, finely diced		1 1/2 cups
Jalapeño pepper, raw, finely diced		1/4 cup
Vinegar, red wine		1 Tbsp

INSTRUCTIONS

1. In a large bowl, combine all ingredients and mix well. CCP: Refrigerate until served. CCP: Hold for cold service at 41 °F or lower.

Recipe adapted from *What's Cooking? USDA Mixing Bowl*.

NUTRIENTS PER SERVING			
Calories	34	Total Carbohydrates	8 g
Total Fat	0 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	7 g
Cholesterol	0 mg	Protein	0 g
Sodium	3 mg		

QUESO FRESCO

COOKING PROCESS: #1 NO COOK

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

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Cheese, fresh, queso fresco	12 oz	

INSTRUCTIONS

- Using a food processor, break up the block of cheese and process into small crumbles for topping tacos. CCP: Refrigerate until served. CCP: Hold for cold service at 41 °F or lower.

Recipe adapted from the John C. Stalker Institute.

NUTRIENTS PER SERVING			
Calories	85	Total Carbohydrates	1 g
Total Fat	7 g	Dietary Fiber	0 g
Saturated Fat	4 g	Total Sugars	1 g
Cholesterol	20 mg	Protein	5 g
Sodium	213 mg		

BLACKENED WHITE FISH

COOKING PROCESS: #2 SAME DAY SERVICE

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

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Fish, white, raw	2 lb 8 oz	
Garlic powder		2 tsp
Chili powder		2 tsp
Onion powder		2 tsp
Paprika, ground		2 tsp
Black pepper, ground		1 tsp
Thyme leave, dried		1 tsp
Salt, table		1 tsp
Vegetable oil		1 Tbsp
Lime juice		⅓ cup

INSTRUCTIONS

1. Trim and divide fish fillets if purchased as whole fish. CCP: Refrigerate until served.
2. Mix all of the dry spices in a shallow dish.
3. Coat both sides of fillets in the dry spices mixture.
4. Spray sheet pans with cooking spray and place the seasoned fillets on sheet pan.
5. Drizzle oil on fillets and cook for about 8 minutes. CCP: Heat to an internal temperature of 145 °F for 15 seconds. CCP: Hold for hot service at 135 °F or higher.
6. Sprinkle fillets with freshly squeezed lime juice just before serving.

Recipe adapted from the John C. Stalker Institute.

NUTRIENTS PER SERVING			
Calories	103	Total Carbohydrates	2 g
Total Fat	3 g	Dietary Fiber	0 g
Saturated Fat	1 g	Total Sugars	0 g
Cholesterol	44 mg	Protein	18 g
Sodium	253 mg		

SPICY QUICK PICKLED CARROTS

COOKING PROCESS: #1 NO COOK

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
¼ cup	¼ cup red/orange vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Carrots, raw, whole	1 lb	
Vinegar, distilled		¾ cup
Water		¾ cup
Sugar, granulated		1 Tbsp 1 ½ tsp
Salt, table		½ tsp
Jalapeño pepper, raw, sliced		¼ cup

INSTRUCTIONS

1. Wash, peel, and trim ends off carrots. Cut carrots into equal lengths to fit the depth of the food processor opening. Slice with the food processor using the ⅛-inch slicing blade. Place sliced carrots into a non-reactive foodservice container. Alternately, slice carrots on a slight bias using a chef knife into ⅛-inch slices.
2. Combine the vinegar, water, sugar, and salt. Whisk until the sugar and salt have dissolved. Pour the brine over the sliced carrots. Stir in the sliced jalapeño peppers.
3. Chill in the refrigerator for at least 1 hour and up to 5 days. CCP: Refrigerate until served. CCP: Hold for cold service at 41 °F or lower.

Recipe from the Culinary Institute of Child Nutrition.

NUTRIENTS PER SERVING			
Calories	24	Total Carbohydrates	5 g
Total Fat	0 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	3 g
Cholesterol	0 mg	Protein	0 g
Sodium	97 mg		

MEXICAN-INSPIRED PULLED PORK

COOKING PROCESS: #2 SAME DAY SERVICE

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

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Oregano leaves, dried		1 tsp
Black pepper, ground		½ tsp
Salt, table		½ tsp
Cumin, ground		½ tsp
Cinnamon, ground		½ tsp
Red chili flakes		½ tsp
Garlic, granulated		½ tsp
Onion powder		½ tsp
Pork, pre-cooked, pulled, thawed	1 lb 14 oz	
Orange juice concentrate, thawed		2 Tbsp

INSTRUCTIONS

1. Combine dry seasonings.
2. Spray a 2-in half-size steamtable pan with vegetable oil. Add the pork and break apart into chunks. Mix in the spice blend and the orange juice concentrate.
3. Bake, uncovered, at 350 °F until meat reaches 165 °F (about 10 minutes). CCP: Heat to 165 °F or higher. CCP: Hold for hot service at 135 °F or higher.
4. 2.35 ounces equals 2 ounce equivalent meat.

Recipe from the Culinary Institute of Child Nutrition.

NUTRIENTS PER SERVING			
Calories	103	Total Carbohydrates	2 g
Total Fat	3 g	Dietary Fiber	0 g
Saturated Fat	1 g	Total Sugars	0 g
Cholesterol	44 mg	Protein	18 g
Sodium	253 mg		

PICO DE GALLO

COOKING PROCESS: #1 NO COOK

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
¼ cup	¼ cup additional vegetable

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Tomatoes, red, raw, ½ inch dice	1 lb 4 oz	2 ½ cups
Onions, white, raw, ¼ inch dice	6 oz	1 cup
Jalapeño pepper, raw, ¼ inch dice	1 ½ oz	⅓ cup
Cilantro, fresh, rough chop	½ oz	½ cup
Lime juice		1 Tbsp
Salt, Kosher		½ tsp

INSTRUCTIONS

1. Combine all ingredients in a non-reactive foodservice container. Mix gently. CCP: Refrigerate until service.
2. Serve ¼ cup portions. CCP: Hold for cold service at 41 °F or lower.

Recipe adapted from USDA Recipes for Schools

NUTRIENTS PER SERVING			
Calories	13	Total Carbohydrates	3 g
Total Fat	0 g	Dietary Fiber	1 g
Saturated Fat	0 g	Total Sugars	1 g
Cholesterol	0 mg	Protein	0 g
Sodium	9 mg		

PULLED CHICKEN

COOKING PROCESS: # 3 COMPLEX FOOD PREPARATION

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

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Chicken, diced, cooked, frozen, thawed	1 lb 8 oz	
Onion powder		2 tsp
Garlic powder		2 tsp
Oregano leaves, dried		1 tsp
Chili powder		1 tsp
Cumin, ground		1 tsp
Paprika, ground		1 tsp
Salt, table		1 tsp
Black pepper, ground		½ tsp
Water		4 ½ cups

INSTRUCTIONS

1. In a large skillet over medium heat, combine chicken, seasonings, and water.
2. Bring mixture to a boil, reduce heat and simmer for 10 minutes or until water absorbs, stirring occasionally. CCP: Heat to 165 °F or higher for at least 15 seconds. CCP: Hold at 135 °F or higher.

Recipe adapted from *What's Cooking? USDA Mixing Bowl*.

NUTRIENTS PER SERVING			
Calories	78	Total Carbohydrates	1 g
Total Fat	2 g	Dietary Fiber	0 g
Saturated Fat	0 g	Total Sugars	0 g
Cholesterol	42 mg	Protein	12 g
Sodium	261 mg		

SWEET PLANTAINS

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
3/8 cup	1/4 cup starchy vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Plantains, yellow, raw	3 lb 4 oz	1 quart 2 cups
Water		1/2 cup
Sugar, brown		1/4 cup
Margarine	1 oz	
Ginger root, raw, finely minced		1 Tbsp

INSTRUCTIONS

1. Peel plantains and slice into 1-inch pieces. Place sliced plantains into a steamtable pan and spread evenly over the bottom. Set aside.
2. Melt margarine in a small stockpot uncovered over medium heat.
3. Add brown sugar, water, and minced ginger. Stir well until sugar dissolves. Remove from heat.
4. Pour ginger mixture over the plantains.
5. Bake in a pre-heated 350 °F conventional oven for 15-25 minutes, or a 325 °F convection oven for 15-20 minutes. CCP: Heat to 135 °F for at least 15 seconds. CCP: Hold for hot service at 135 °F or higher.
6. Serve 3 pieces per serving (3/8 cup)

Recipe from USDA Recipes for Schools.

NUTRIENTS PER SERVING			
Calories	168	Total Carbohydrates	44 g
Total Fat	1 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	26 g
Cholesterol	0 mg	Protein	2 g
Sodium	20 mg		

CUBAN-INSPIRED BLACK BEANS WITH BROWN RICE

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
⅔ cup black beans with ½ cup brown rice	1 oz equivalent meat/meat alternate, 1 oz equivalent grains

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Water, hot		3 cups
Salt, table		½ tsp
Rice, brown, long grain, parboiled, dry	12 oz	1 ¾ cup
Onions, yellow, raw	5 oz	¾ cup
Peppers, sweet, green, raw	5 oz	¾ cup
Cilantro leaves, raw	½ oz	½ cup
Vegetable oil		3 Tbsp
Salt, table		¾ tsp
Garlic, raw, minced	1 ½ oz	
Cumin, ground		1 Tbsp
Vegetable base, low sodium		2 ¼ tsp
Black beans, low sodium, canned		½ #10 can with liquid
Bay leaf, dry		1 each

INSTRUCTIONS

- Preheat oven: Conventional 350 °F, Convection 325 °F.
- Heat water in the microwave until steaming or use an instant-hot water dispenser. Add salt to hot water and stir to dissolve. Place brown rice in a half-size 2-inch steam table pan. Pour salted hot water over brown rice. Stir. Cover pans tightly with foil.
- Bake for 40 minutes, or steam with 5 lb pressure for 25 minutes. Remove cooked rice from the oven and let stand, covered, for 5 minutes. CCP: Heat to 135 °F or higher. CCP: Hold for hot service at 135 °F or higher.
- Wash onions, bell pepper and cilantro. Dice onions and bell pepper into ¼ inch small dice. Rough chop cilantro leaves and tender stems, and set aside for garnishing.
- Heat a stockpot over medium-high heat. Add the oil, onions, green bell pepper, and salt. Cook, stirring occasionally, for 2-3 minutes or until onions become translucent. Add the garlic and cumin, stir, and cook until fragrant, about 1 minute. Add the beans with liquid, vegetable base, and bay leaf. Bring to a boil. Reduce heat to medium. Simmer for 5-10 minutes. CCP: Heat to 135 °F or higher. CCP: Hold for hot service at 135 °F or higher.
- Transfer beans to a half-size 2-inch steam table pan. Portion black beans with a No. 6 scoop (⅔ cup). Portion rice with a No. 8 scoop (½ cup). Just before service, garnish each serving of black beans with chopped cilantro.

Recipe from USDA Recipes for Schools.

NUTRIENTS PER SERVING			
Calories	262	Total Carbohydrates	46 g
Total Fat	4 g	Dietary Fiber	10 g
Saturated Fat	0 g	Total Sugars	1 g
Cholesterol	0 mg	Protein	11 g
Sodium	527 mg		

MEXICALI CORN

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	¼ cup starchy vegetable, ¼ cup additional vegetable

INGREDIENTS	12 SERVINGS	
	WEIGHT	MEASURE
Butter, unsalted	1 oz	2 Tbsp
Onions, red, raw, small dice	3 oz	⅔ cup
Peppers, sweet, green, raw, small dice	4 oz	¾ cup
Chili powder		2 tsp
Salt, table		1 tsp
Cumin, ground		½ tsp
Paprika		½ tsp
Corn, whole kernel, unsalted, canned	2 lb 2 oz	1 quart 2 cups
Pimientos, canned	2 oz	¼ cup 1 tsp

INSTRUCTIONS

1. In a large saucepan, melt butter over medium heat. Add onions, green bell peppers, chili powder, salt, cumin, and paprika. Sauté uncovered over medium-high heat for 2–3 minutes or until onions are translucent, stirring occasionally.
2. Add corn and pimientos. Sauté uncovered over medium heat for 2 minutes. Stir well. CCP: Heat to 135 °F or higher. CCP: Hold for hot service at 135 °F or higher.
3. Serve ½ cup portion (# 8 scoop).

Recipe adapted from *What's Cooking? USDA Mixing Bowl*.

NUTRIENTS PER SERVING			
Calories	87	Total Carbohydrates	17 g
Total Fat	3 g	Dietary Fiber	3 g
Saturated Fat	1 g	Total Sugars	3 g
Cholesterol	4 mg	Protein	2 g
Sodium	223 mg		

PINTO TACO BEANS

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	2 oz equivalent meat/meat alternate

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Beans, pinto, canned, drained	4 lb 8 oz	
Water		1 ¼ cup
Onions, yellow, raw, diced		½ cup
Tomato paste, canned, no salt added		½ cup
Garlic powder		1 Tbsp
Oregano leaves, dried		1 ½ tsp
Chili powder		1 ½ tsp
Cumin, ground		1 ½ tsp
Paprika, ground		1 ½ tsp
Onion powder		1 ½ tsp
Black pepper, ground		1 ½ tsp

INSTRUCTIONS

1. Drain and rinse canned beans.
2. Place the beans, water, onions, tomato paste, and seasonings in a food processor and blend until beans are pureed.
3. Transfer bean mixture to a large pot and bring to a boil. Reduce heat and simmer for 25–30 minutes, stirring periodically. Serve warm.
4. CCP: Hold for hot service at 135 °F or higher.
5. Serve ½ cup portions (# 8 scoop).

Recipe adapted from *What's Cooking? USDA Mixing Bowl*.

NUTRIENTS PER SERVING			
Calories	213	Total Carbohydrates	39 g
Total Fat	2 g	Dietary Fiber	10 g
Saturated Fat	0 g	Total Sugars	1 g
Cholesterol	0 mg	Protein	13 g
Sodium	429 mg		

CHILI LIME FRUIT SALAD

COOKING PROCESS: #1 NO COOK

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	½ cup fruit

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Watermelon, whole, raw	3 lb 3 oz	
Cantaloupe, whole, raw	1 lb 8 oz	
Pineapple, whole, raw	1 lb 4 oz	
Lime juice		2 Tbsp
Tajin chili lime seasoning		½ tsp

INSTRUCTIONS

1. Remove the rind from the watermelon. Cut watermelon into large dice.
2. Remove the rind from the cantaloupe. Cut cantaloupe in half. Remove the seeds with a large spoon. Cut into large dice.
3. Remove the rind from the pineapple. Cut lengthwise into quarters and remove the core from each quarter. Cut each quarter lengthwise in half, then cut crosswise into ¼-inch pieces.
4. Combine the watermelon, cantaloupe, pineapple, and lime juice. CCP: Refrigerate until served. CCP: Hold for cold service at 41 °F or lower.
5. Just before serving, sprinkle Tajin chili lime seasoning on top of fruit and gently mix. Serve immediately.

Recipe from the Culinary Institute of Child Nutrition.

NUTRIENTS PER SERVING			
Calories	78	Total Carbohydrates	20 g
Total Fat	0 g	Dietary Fiber	2 g
Saturated Fat	0 g	Total Sugars	16 g
Cholesterol	0 mg	Protein	2 g
Sodium	41 mg		

PEPPY QUINOA

COOKING PROCESS: #2 SAME DAY SERVICE

NSLP/SBP CREDITING INFORMATION	
SERVING SIZE	1 SERVING PROVIDES
½ cup	1 oz equivalent grains, ¼ cup other vegetable

12 SERVINGS		
INGREDIENTS	WEIGHT	MEASURE
Quinoa, uncooked	13 oz	2 cups
Water		4 cups
Vegetable base, low sodium		1 Tbsp
Onions, red, raw, finely chopped		2 medium
Diced green chilies, canned	9 oz	
Garlic, raw, minced		2 cloves
Salt, table		1 tsp
Cilantro, fresh, minced		¼ cup
Onions, green, finely sliced		¼ cup
Lime juice		¼ cup

INSTRUCTIONS

1. Preheat oven to 350 °F.
2. Rinse quinoa in a fine-mesh strainer until water runs clear, not cloudy.
3. Combine quinoa, water, and vegetable base in a covered stockpot and bring to a boil. Reduce heat and simmer until water is completely absorbed, about 10–15 minutes. When done, quinoa will be soft, and a white ring will pop out of the kernel. The white ring will appear only when it is fully cooked.
4. Lightly coat a half-size 2-inch steamtable pan with non-stick spray. Transfer quinoa to prepared pan and add red onion, chilies, garlic, and salt. Mix well.
5. Cover the dish with aluminum foil and bake for 40 minutes. CCP: Heat to 165 °F or higher for at least 15 seconds.
6. Before serving, toss in cilantro, green onions, and lime juice. CCP: Hold for hot service at 135 °F or higher.

Recipe adapted from USDA Team Nutrition's Recipe for *Healthy Kids Cookbook for Schools*.

NUTRIENTS PER SERVING			
Calories	125	Total Carbohydrates	23 g
Total Fat	2 g	Dietary Fiber	3 g
Saturated Fat	0 g	Total Sugars	1 g
Cholesterol	0 mg	Protein	5 g
Sodium	308 mg		



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