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Alameda USD Culinary Training Day 1

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What's your WHY?



Program Overview

Day 1

Introduction

Mise en Place

Knife Skills

**Food Safety
Review**

**Production
Review**

Day 2

Mise En Place
(Cont.)

How to read a
recipe

Batch Cooking
Basics: Vegetables
& Intro to
Proteins

Production
Review

Day 3

Batch Cooking:
Pastas & Proteins

Taste, Flavor, &
Seasoning

Production
Review

What Next?

Day 1 Learning Objectives

- Demonstrate how to set up your workstation and organize your mise en place.
- Review factors that improve efficiency for preparation and service.
- Practice proper recipe mise en place.
- Prioritize your needs and production.
- Safely hold and handle a knife.
- Select a knife appropriate for its intended use.
- List, identify, and execute commonly used knife cuts.
- Identify proper food safety protocols and corrections



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Mise en Place



Learning Objectives

- **Demonstrate** how to efficiently set up a workstation and organize mise en place.
- **Identify** factors that improve efficiency in food preparation and service.
- **Apply** proper mise en place techniques when following a recipe.
- **Develop** a timeline for task completion to streamline kitchen workflow.
- **Prioritize** ingredients, tools, and production needs to enhance efficiency.



Key Terms

Action plan worksheet

Flow

Mise en place

Prioritize

Production list

Timeline

Workflow

Workstation

Standardized Recipe

Yield

FIFO

Pre-Prep

Portioning

Batch Cooking

Scaling



Mise en Place

“everything in its place”



Mise en Place

Helps you achieve your **GOALS**
and starts with **YOU!**



CLEAN UNIFORM, APRON,
AND HAIR COVERING.



HANDS WASHED.



COMFORTABLE, CLOSED-
TOE, NON-SKID SHOES.



ATTENTIVE AND
ORGANIZED MINDSET.

Workstation

Tasting spoons
with receptacle

Sanitation bucket with handy wipes

Salt and Pepper

Receptacles for
trash and compost

Secured cutting board

Receptacles for product

Paper towels



Mental Mise en Place before Starting a task

Game Plan Organization

- What am I going to make?
- How much am I going to make?
- How much space will I need?
- How much time will I need?
- What time is service?

Equipment

- What equipment will I use to prepare the product?
- What equipment will I use to cook the product?
- What will I serve the product in?
- What utensils do I need?

What else?

3 Stages of Mise En Place

Raw product →

1 – Preparation

Gather all ingredients and Equipment first or plan in stages (think about end goal)

Complete necessary Pre-steps if needed (cutting, dicing, slicing, and possibly cooking)

Product being prepped →

1 – Cooking or setting up items to be cooked or finished in batches during service

Cook through recipe – i.e. roast, bake, continue knife cuts, think about garnish and items needed for plating/execution of dish:

Finished product.

3 - Service

Minimal cooking other than “firing” batch items

Focused more on ‘finishing” or “assembling”

Product being delivered to customer



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Knife Skills



Learning Objectives

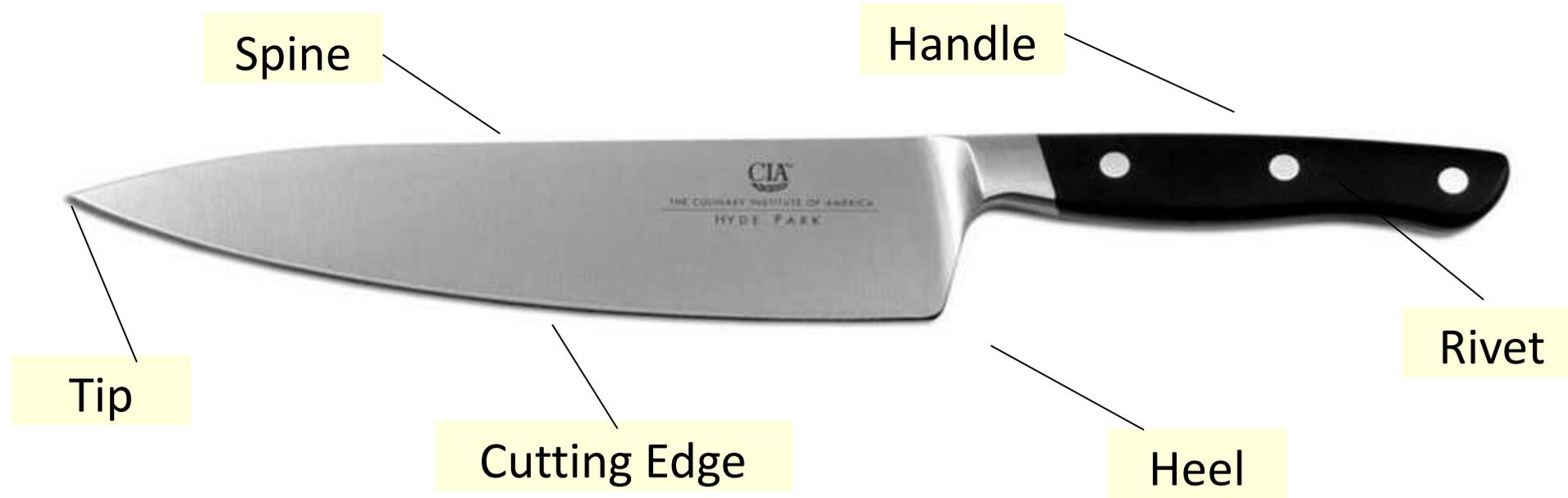
- **Safely hold and handle** a knife to prevent accidents and injuries.
- **Select** the appropriate knife for different cutting tasks.
- **List, identify, and execute** fundamental knife cuts (e.g., dice, julienne, chiffonade).
- **Apply** proper cutting techniques to improve precision and efficiency.



Key Terms

- Claw Grip
- Pinch Grip
- Chopping
- Slicing
- Types of Knives (chefs, paring, serrated, boning, etc.)
- Knife Cuts & Techniques (julienne, brunoise, dice, chiffonade, bias, mince)
- Honing
- Sharpening
- Whetstone

Anatomy of a Knife



Knife Selection

Use the RIGHT knife for the job!!

French Knife



chopping, slicing, dicing,
mashing

Paring Knife



peeling, trimming, and shaping
fruits and vegetables

Boning Knife



cutting meat away from bones

Knife Selection

Slicer



slicing cooked meats and poultry

Serrated Knife



slicing through the crusts of bread

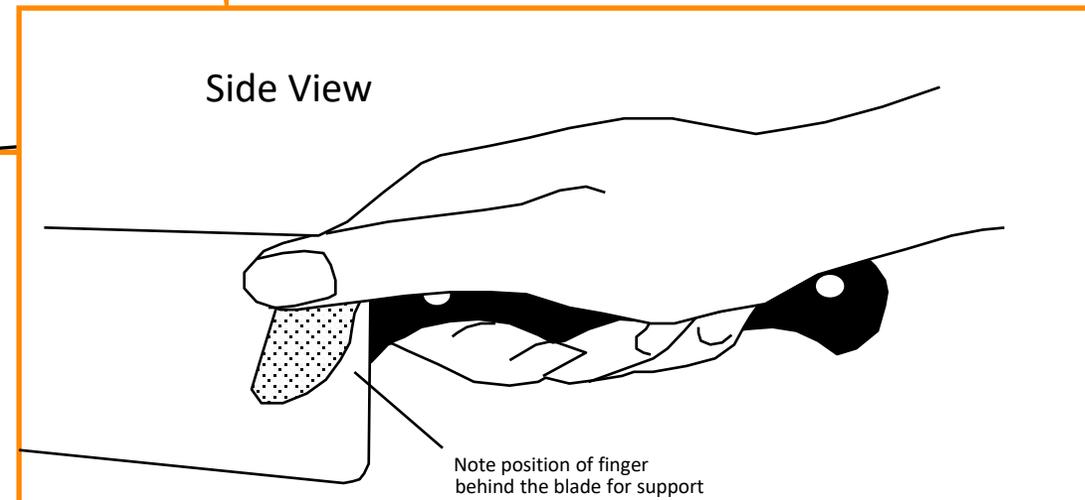
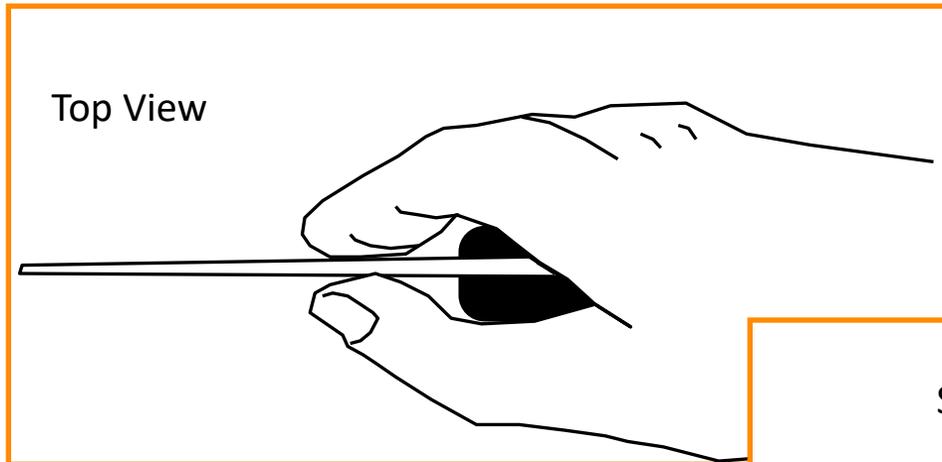
Honing and Sharpening

- **Sharpening** = removing metal to redefine the cutting edge.
- **Honing** = realigning/straightening the existing metal of the cutting edge.



Holding a Knife

Grasp the knife by the handle, allowing your thumb and index finger to rest on the blade for support.



Knife Safety

- Always use a sharp knife!
- Hold the knife firmly in your hand and cut away from your body.
- Always use a cutting board.
- Place knives on flat surfaces, away from the table edge, with the blade facing away from you.
- Keep knives in clear sight, never covered.
- Do not grab blindly for a knife.
- If a knife falls off the table, do not attempt to catch it.
- Pass a knife to someone using the handle, never the blade.
- When walking with a knife, carry it with the point down.
- Never place knives in the dish area. Always hand wash and return to proper storage.

How To Julienne and Dice

1. Square off the ends and sides.
2. Slice into even slabs of the same thickness.
3. Stack the slabs and slice into even sticks.
4. Gather the sticks and cut into even cubes.



Julienne Sizes

Fine Julienne

1/16 x 1/16 x 1 to 2 in.



Julienne/Allumette

1/8 x 1/8 x 1 to 2 in.



Batonnet

1/4 x 1/4 x 2 to 2 1/2 in.



Dice Sizes

Small Dice

$\frac{1}{4} \times \frac{1}{4} \times \frac{1}{4}$ in.



Medium Dice

$\frac{1}{2} \times \frac{1}{2} \times \frac{1}{2}$ in.



Large Dice

$\frac{3}{4} \times \frac{3}{4} \times \frac{3}{4}$ in.



Brunoise Sizes

Fine Brunoise

$1/16 \times 1/16 \times 1/16$ in.



Brunoise

$1/8 \times 1/8 \times 1/8$ in.



Other Classic Vegetable Cuts

Tourné

2 in. long with 7 faces



Oblique

Uniform pieces with
2 angled cuts



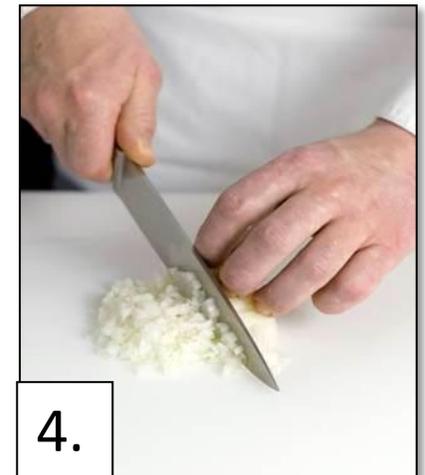
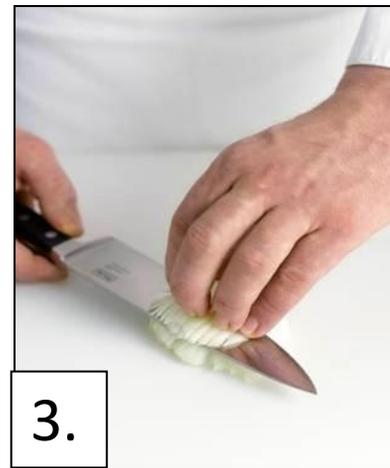
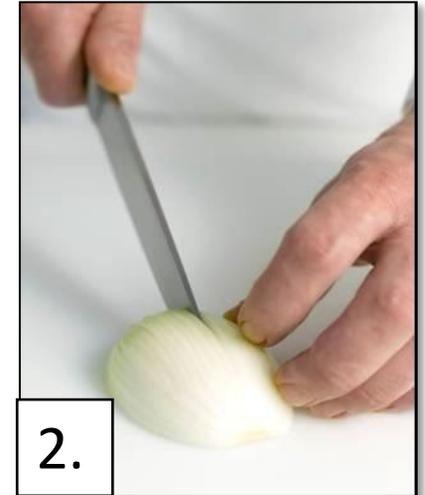
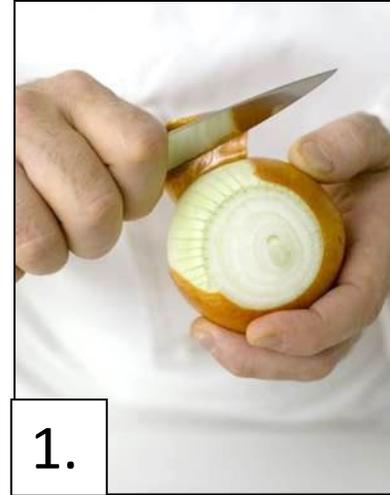
Rondelle

$\frac{1}{2}$ to $\frac{1}{8}$ in. thick rounds



Dice/Mince Onions & Shallots

1. Cut off tip end, peel, and cut through root to tip.
2. Make several evenly spaced parallel cuts, without cutting the root.
3. Make two to three horizontal cuts, without cutting the root.
4. Make even crosswise cuts working from tip to root.



Mince Garlic

1. Peel cloves
2. Slice cloves
3. Cut cloves into a rough chop
4. Using a rocking motion, chop to desired fineness



Chop/ Mince Herbs



1. Wash, dry, and remove leaves from stems; roll into a tight ball and chop roughly.
2. Move hand to front of knife and chop using a rocking motion.
3. Continue cutting to desired fineness.

Chiffonade Herbs

1. Remove leaves
2. Stack the leaves, placing smaller leaves on top of larger leaves
3. Roll into a cylinder
4. Make fine parallel cuts across the cylinder



Suprême Citrus Fruit



1. Cut away the ends.
2. Cut away the rind and all the pith, leaving as much flesh as possible.
3. Cut along each side of the membrane to cut away the segments.



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Food Safety



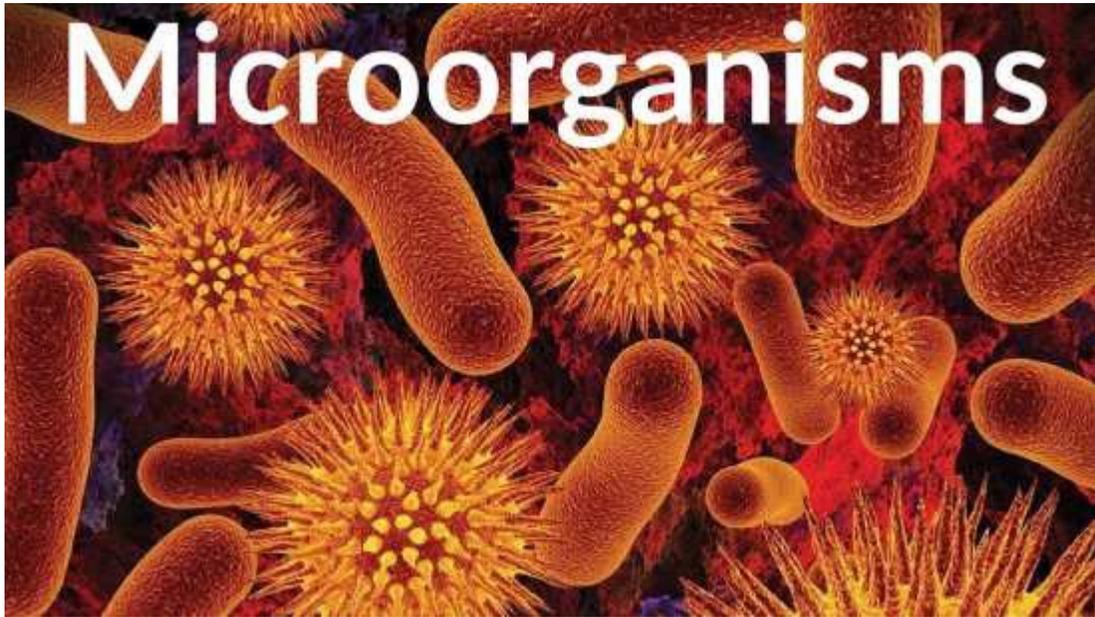
Learning Objectives

- **Identify** common foodborne pathogens and their sources.
- **Recognize** the conditions that allow bacteria and pathogens to grow.
- **Implement** best practices to prevent foodborne illnesses in school kitchens.
- **Understand** how food handlers can contaminate food and how to prevent cross-contamination.
- **Identify** critical control points (CCPs) in school food operations and strategies to maintain food safety standards.



Key Terms

- Foodborne illness
- Pathogens
- Cross-contamination
- TCS (time & temperature control for safety Foods)
- TDZ (temperature danger zone)
- Hot holding
- Cold holding
- Cooling process
- Reheating
- FIFO
- Sanitizing vs Cleaning
- Personal hygiene
- RTE foods
- HACCP
- CCPS
- Corrective Action



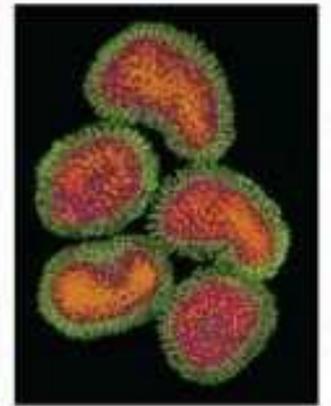
- Small, living organisms that can be seen only through a microscope
- Some are harmless or even beneficial
 - Mold for blue cheese
 - Yeast for bread
- Some are **harmful – called pathogens**
 - Can make sick by eating
 - Can make sick by producing toxins

Types of pathogens

- Viruses
 - Survive freezing and cooking
 - Need a host (humans/animals) to reproduce
- Bacteria
 - Produce spores & toxins (some survive cooking)
 - Multiply rapidly in TDZ
- Parasites
 - Must be in flesh of an animal to survive
 - Common in raw meat, fish, and contaminated water
- Fungi
 - Mostly spoils foods rather than cause illness



a Bacteria



b Viruses



c Fungi



e Parasitic worm

Conditions supporting the growth of pathogens

- **Food**
- **Acidity**
- **Temperature**



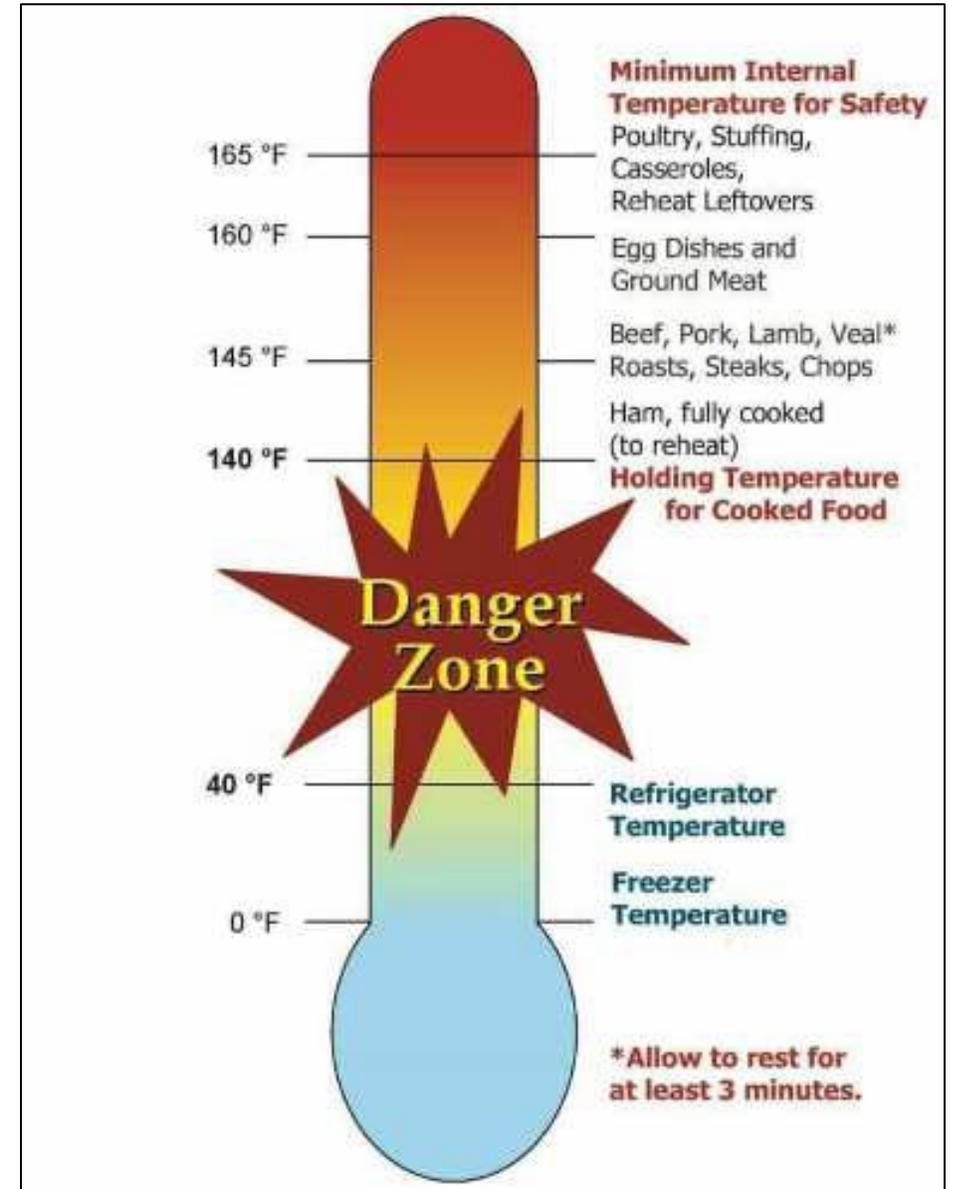
- **Time**
- **Oxygen**
- **Moisture**

Preventing Foodborne Illness

- **Control time and temperature**
- **Prevent cross-contamination**
- **Practice Good Personal Hygiene**
- **Purchase food from approved, reputable suppliers**
- **Proper food labeling**
- **Follow HACCAP & Know CCPS**

Temperature Danger Zone

- 41°F - 135°F
- Ideal for pathogen growth



Controlling Time & Temperature

Store, cook, hold, cool, and reheat food to proper temperatures in proper time
Keep out of Temperature Danger Zone **41°F - 135°F**

Hot & Cold Food Holding

- **Hot Holding:** Keep hot foods at **135°F or higher** to prevent bacterial growth.
- **Cold Holding:** Keep cold foods at **41°F or lower** to slow bacteria multiplication.
- **Monitor temperatures frequently** with a food thermometer.

Cooling Process: How to Cool Food Safely

- To prevent foodborne illness, follow the **2-Step Cooling Method:**
- 1. First Step:** Cool food from **135°F to 70°F within 2 hours.**
 - 2. Second Step:** Cool food from **70°F to 41°F within the next 4 hours.**
- **Use shallow pans, ice baths, or blast chillers** to speed up cooling.
 - **Do NOT cover hot food tightly** while cooling—allow air circulation.

Preventing Cross-Contamination & Good Personal Hygiene

Don't allow ready-to-eat food to contact contaminated hands, surfaces, or raw food

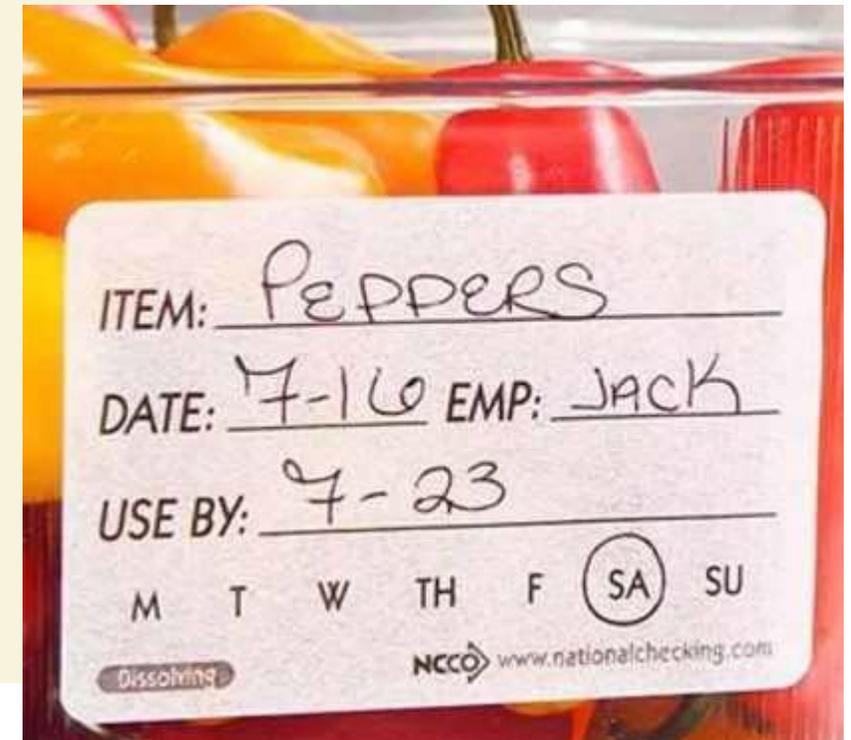
- Separate cutting boards & utensils
- Store raw foods below cooked/RTE foods in fridge
- Change gloves & wash hands between tasks
- Sanitize worksurfaces & equipment between tasks

Good Hygiene Practices

- Handwashing
 - Before and after handling food
 - After touching face, hair, phone, body
 - After using restroom or handling trash
- Clean uniform and aprons
- Gloves with handling RTE foods
- Stay home if sick

Food Labeling

- Label all kitchen food and non-food items
- Store chemicals separately, away from food
- Label foods requiring time and temperature control with:
 - Date food was made
 - Use by date
- Label foods not being monitored for temperature control with:
 - Time removed from refrigeration
 - Time it must be discarded



HACCP & Critical Control Points

Critical Control Points (CCPs)

- CCPs are key steps in food production where hazards must be controlled to ensure food safety.

Examples of CCPs in school kitchens:

- Receiving & Storage: Checking food temperatures upon delivery.
- Cooking: Ensuring food reaches safe internal temperatures (e.g., poultry at 165°F).
- Cooling: Properly cooling food using the 2-Step Cooling Method.
- Holding: Keeping hot food above 135°F and cold food below 41°F.
- Reheating: Ensuring food is reheated to 165°F before service.

Corrective Action: What to do when CCP Fails

When should immediate action be taken?

Examples of Corrective Actions:

- **Food does not reach correct cooking temperature?** Continue cooking until it meets safety guidelines.
- **Cooling food did not reach 70°F within 2 hours?** Reheat to **165°F** and cool again properly.
- **Cold food rises above 41°F during storage?** Discard if in the danger zone too long.
- **Expired or damaged food received?** Reject the delivery.



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Production Expectation & Responsibilities





Kitchen Responsibilities

Keep stations clean

Properly handle & store all food

- If you don't cook it, glove it – RTE food
- Sanitation between tasks

Clean as you go

- Dish Cart
- Avoid clutter
- Communicate!
- Ask questions (no question is a stupid question)
- Plan your production list and discuss workflow as a team

End-of-Class Clean up:

- Ensure workstations are left spotless
- All tools, equipment, and ingredients should be properly stored
- Label all prep appropriately (date, name, time if needed, recipe)

What to Expect During Production

- Demos as needed – Chef will provide demonstrations at the start of class and throughout class
- Production & Plating time – teams will work on the assigned recipes, using proper mise en place
 - Prep, Cook, transition to plating
- Service – present dishes as a class and eat
- Critique and Review – reflect on strengths and improvements, prepare for the nextday
- Recipe assignments – each team will work on different recipes

Assessing Your Work – Chef's Feedback

Observations from production will be used to discuss:

- **Strengths** – What was executed well?
- **Areas for improvement** – Timing, organization, teamwork, and cooking techniques.
- **Developing good work habits** – Efficiency, focus, and communication.



Self-Evaluation

- **Evaluate Your Dish:**
 - What did you do well?
 - What could be improved?
- **Evaluate Your Performance:**
 - How was your timing?
 - Did you complete all assigned tasks?
 - If you had extra time, how could you have elevated the dish?



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Any Questions?