Culinary Institute of America

Alameda USD Culinary Training Day 1

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November 2025

What's your WHY?

Program Overview

Day 1	Day 2
Introduction	Recipe Literacy
Mise en Place	Batch Cooking Basics: Vegetables & Intro to Proteins
Knife Skills	Production Review
Food Safety Review	What Next?
Batch Cooking Pastas	
Production Review	

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

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 you GOALS and starts with YOU!

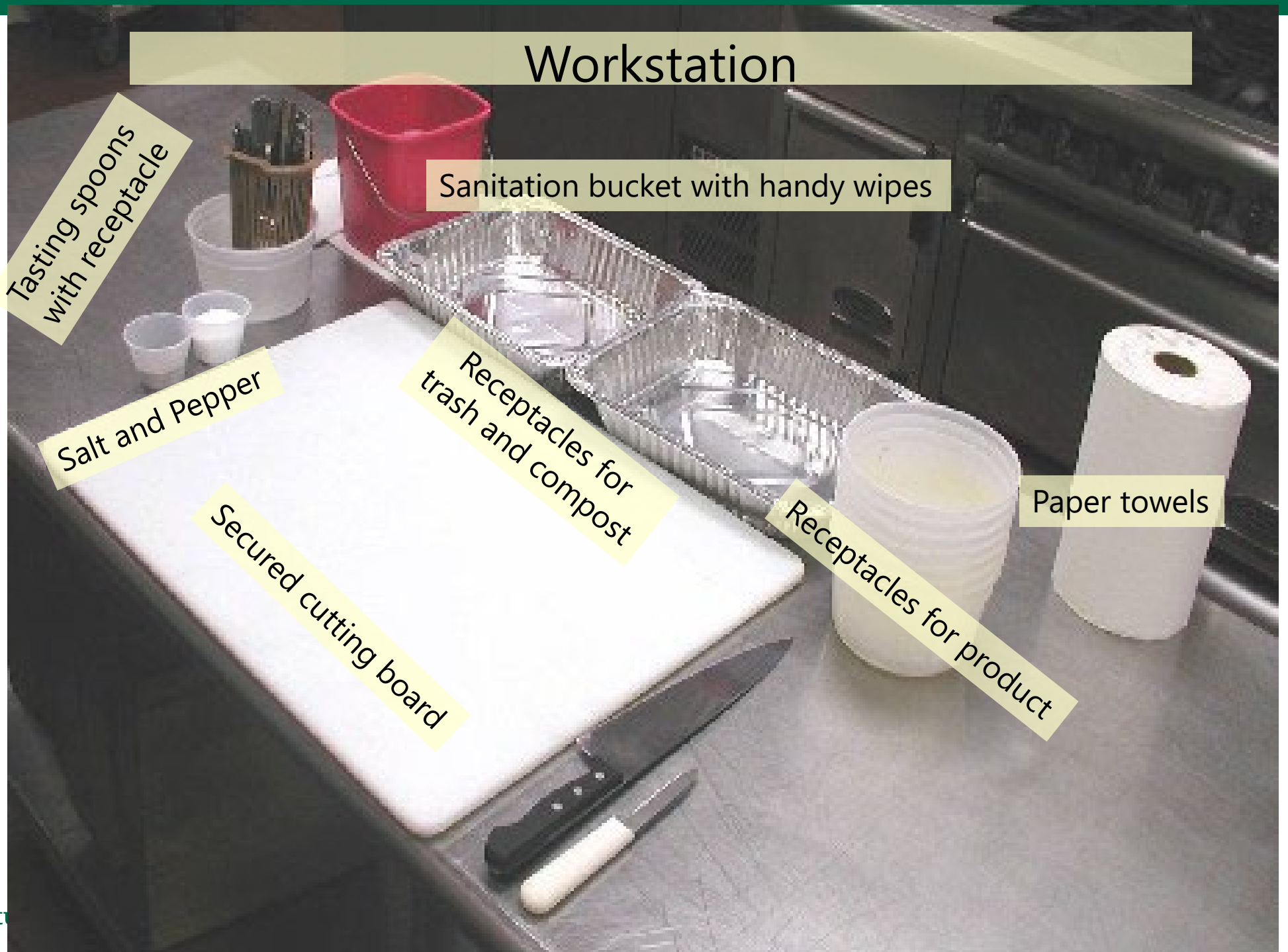
CLEAN UNIFORM, APRON, AND HAIR COVERING.

HANDS WASHED.

COMFORTABLE, CLOSED-TOE, NON-SKID SHOES.

ATTENTIVE AND ORGANIZED MINDSET.

Workstation



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

Knife Skills

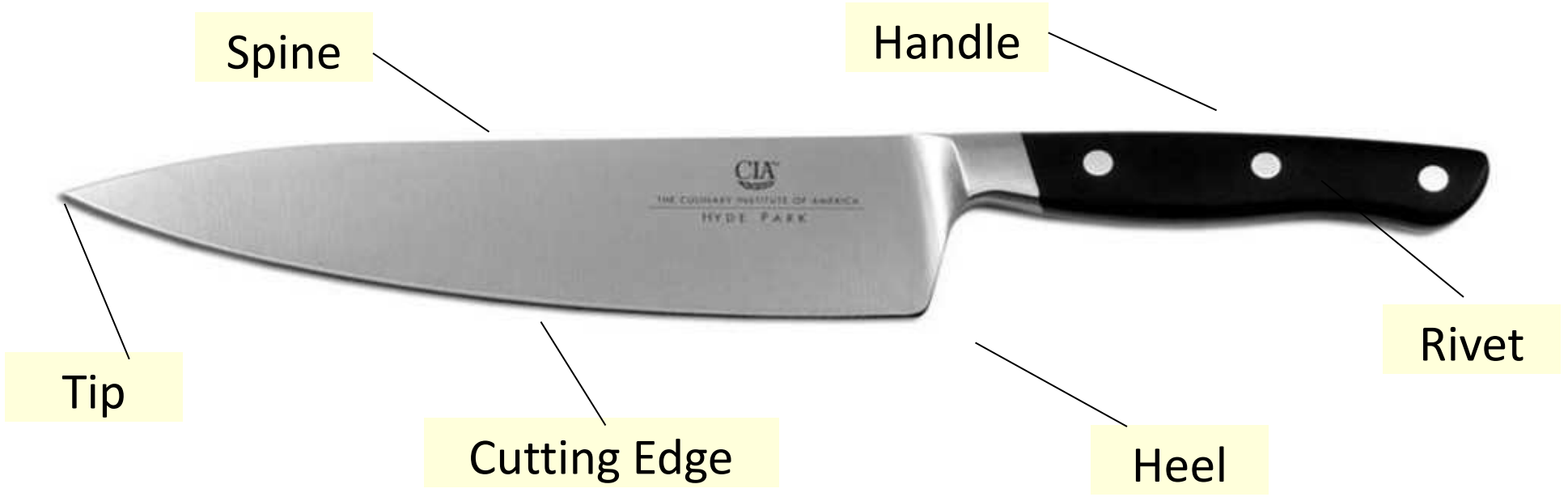
Learning Objectives

- **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

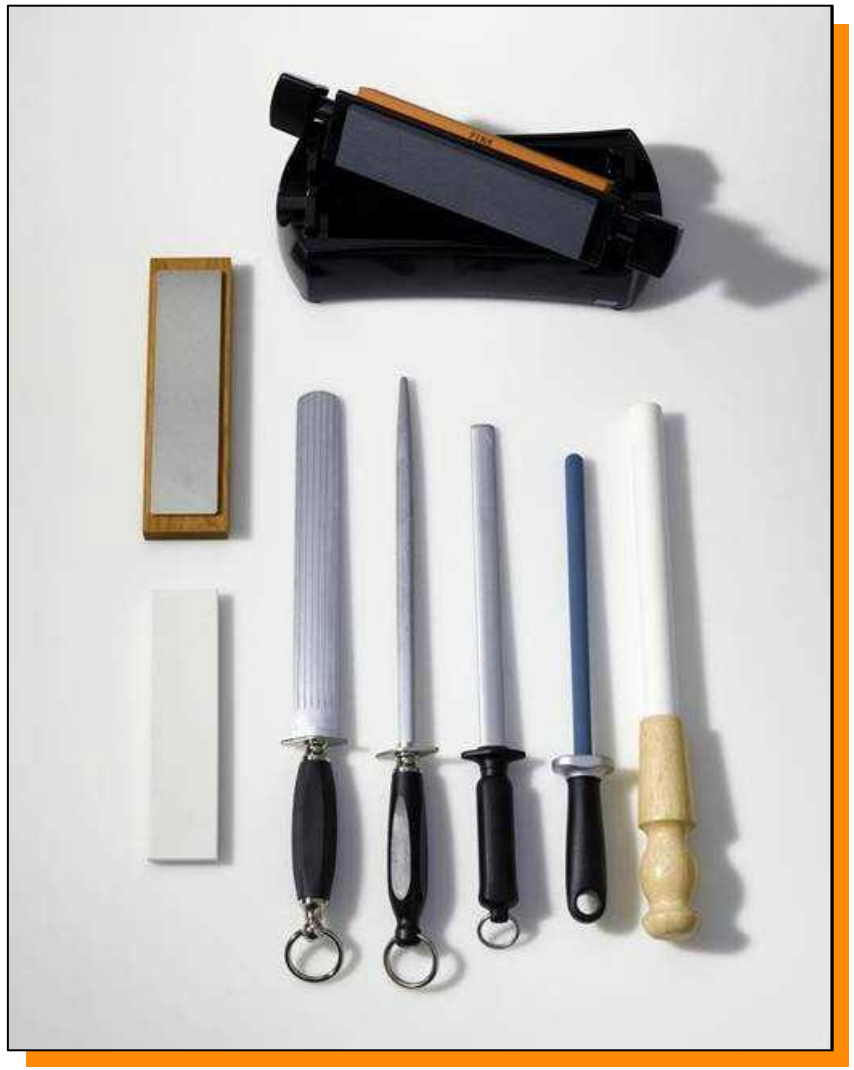
slicing cooked meats and poultry

Serrated Knife

slicing through the crusts of bread

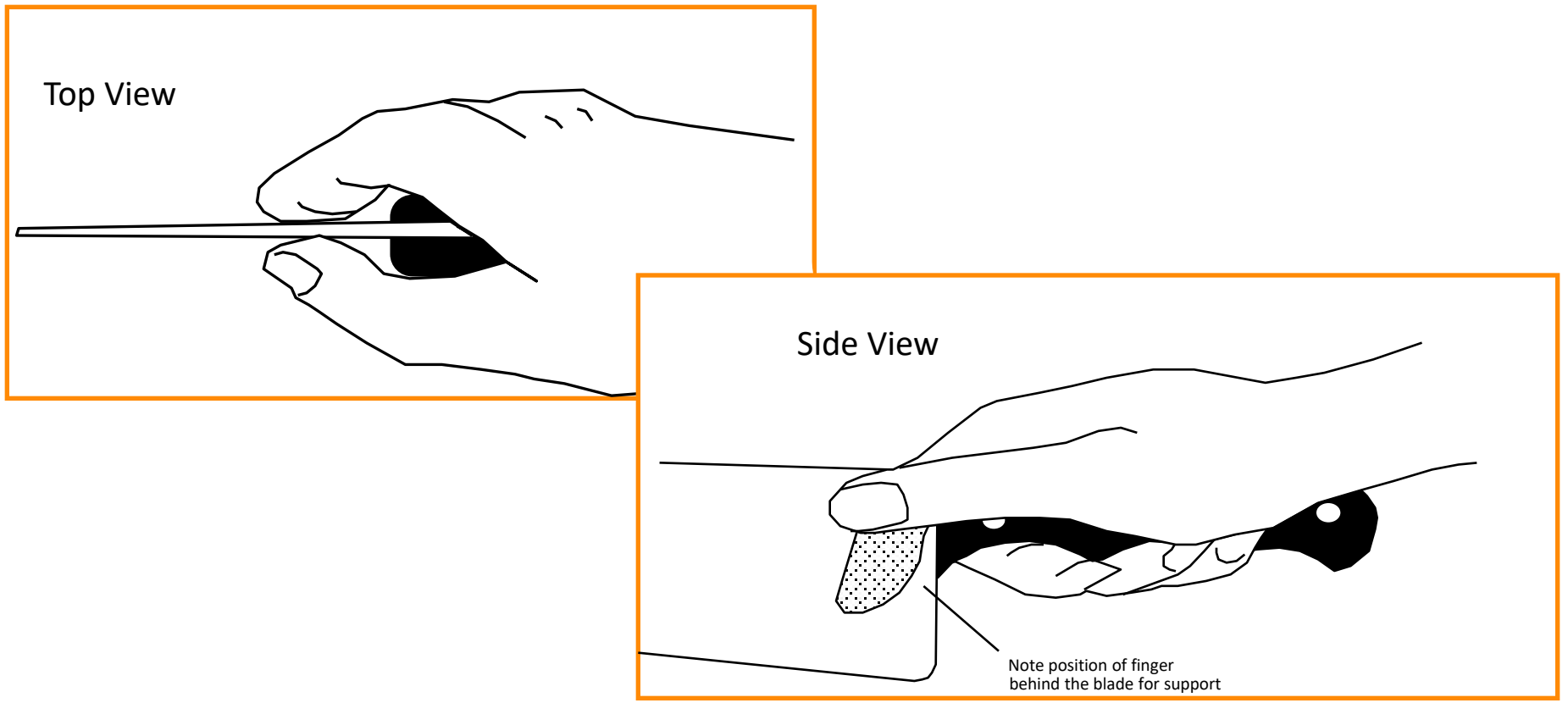
Honing and Sharpening

- **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 knifes 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

⅛ x ⅛ x 1 to 2 in.

Batonnet

¼ x ¼ x 2 to 2½ in.

Dice Sizes

Small Dice

¼ x ¼ x ¼ in.

Medium Dice

½ x ½ x ½ in.

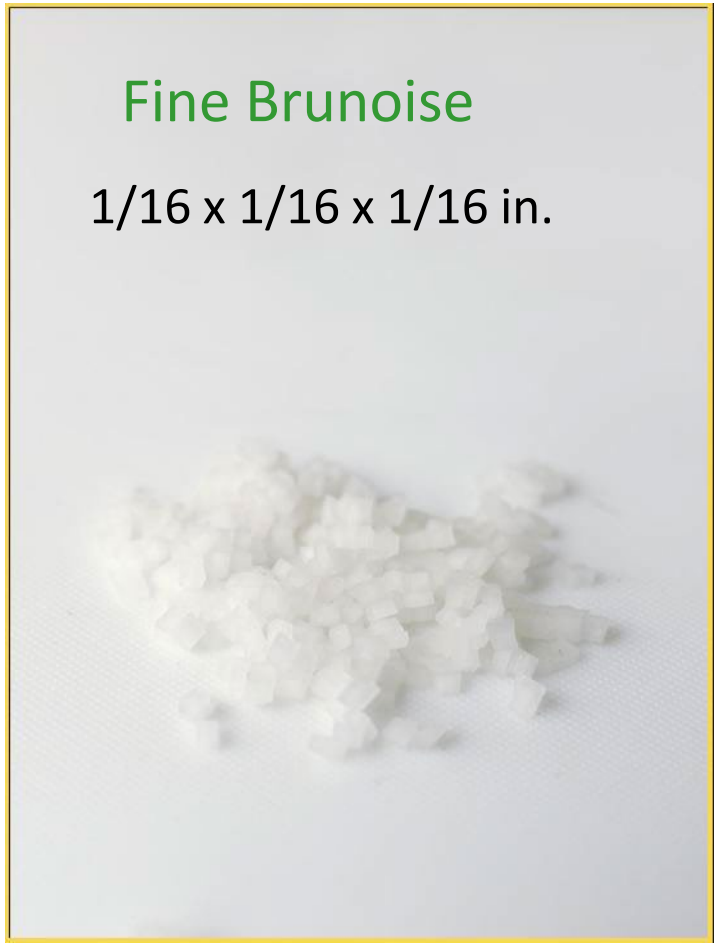
Large Dice

¾ x ¾ x ¾ in.

Brunoise Sizes

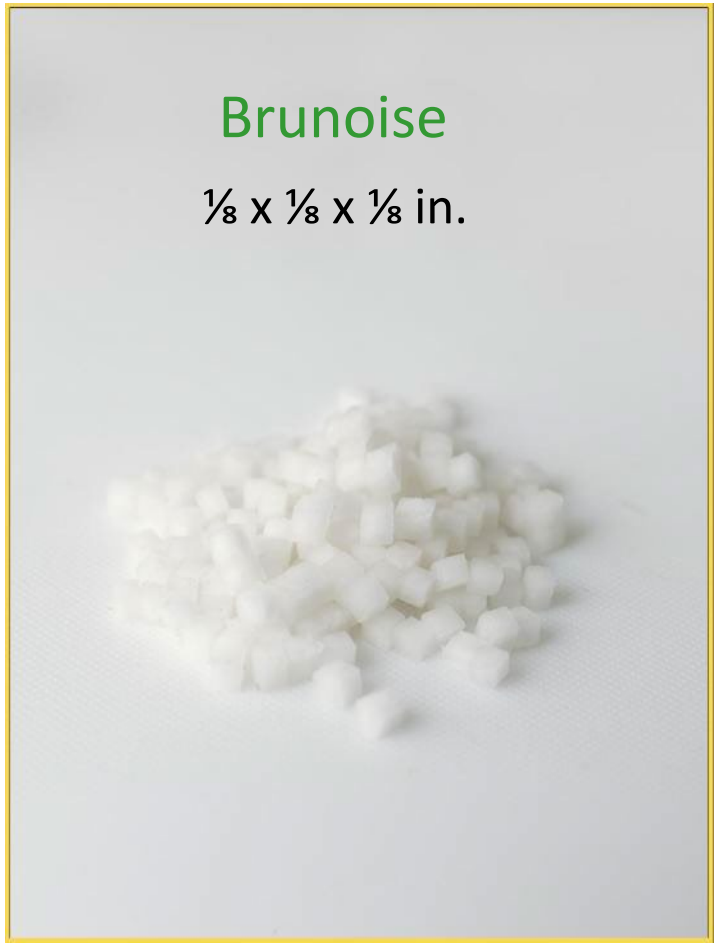
Fine Brunoise

1/16 x 1/16 x 1/16 in.



Brunoise

⅛ x ⅛ x ⅛ in.



Other Classic Vegetable Cuts

Tourné

2 in. long with 7 faces

Oblique

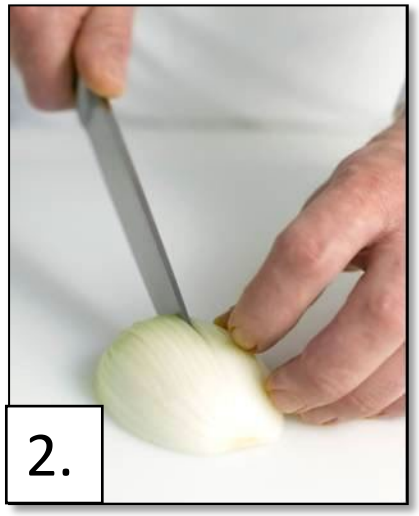
Uniform pieces with 2 angled cuts

Rondelle

½ to ⅛ 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

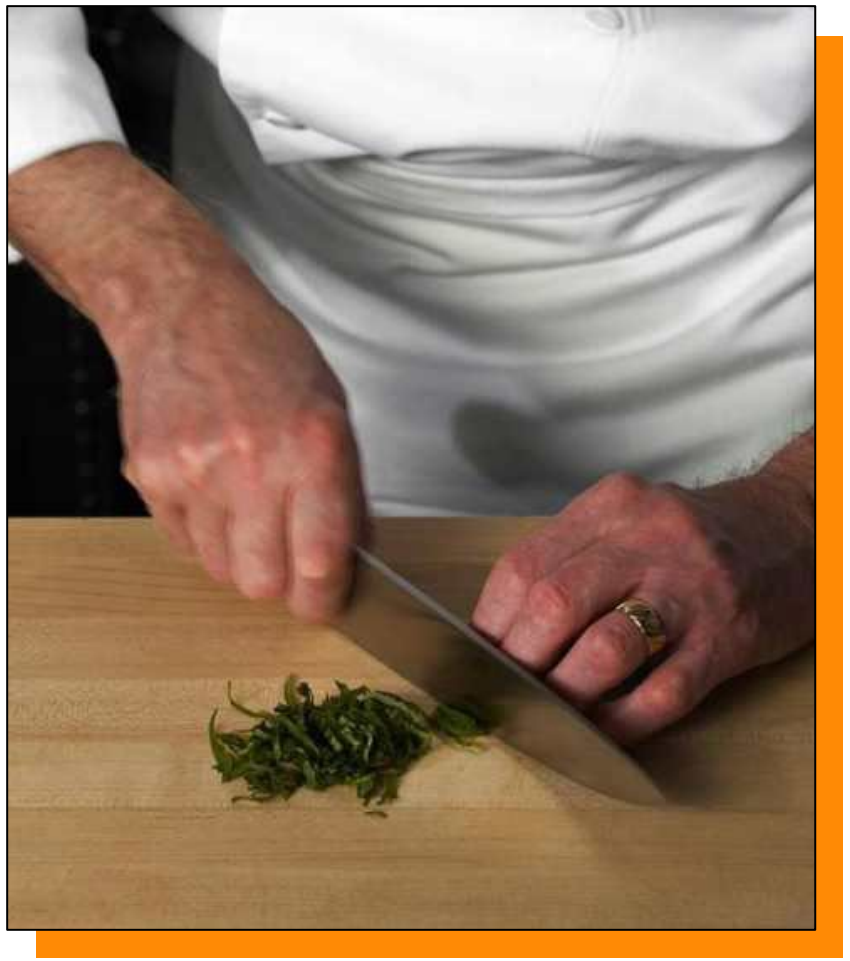
1. Peel cloves
2. Slice cloves
3. Cut cloves into a rough chop
4. Using a rocking motion, chop to desired fineness

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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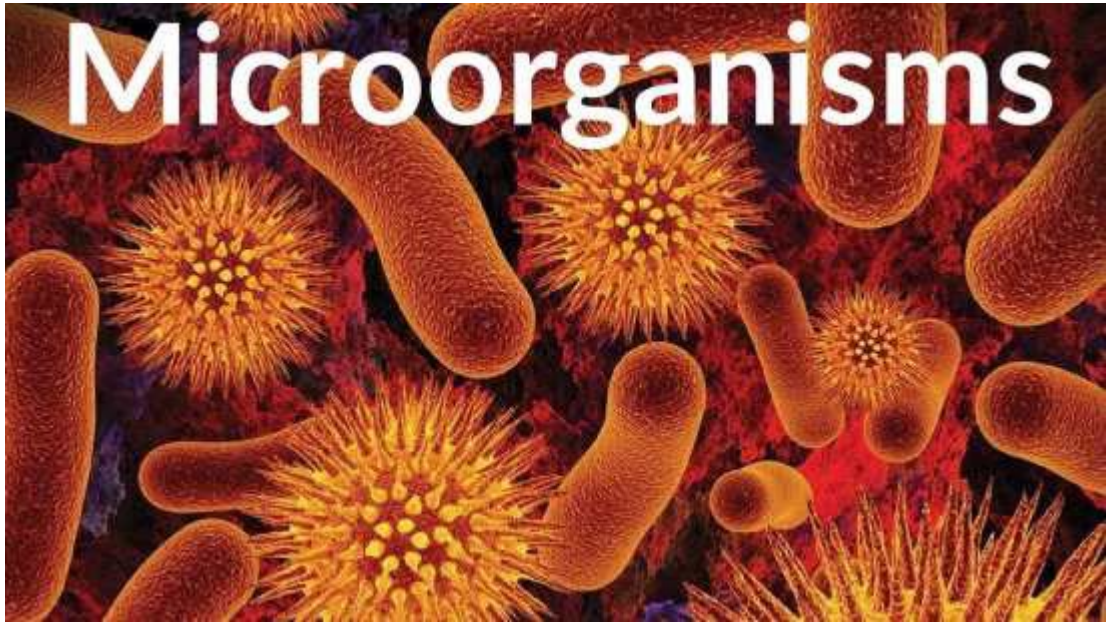
Food Safety

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

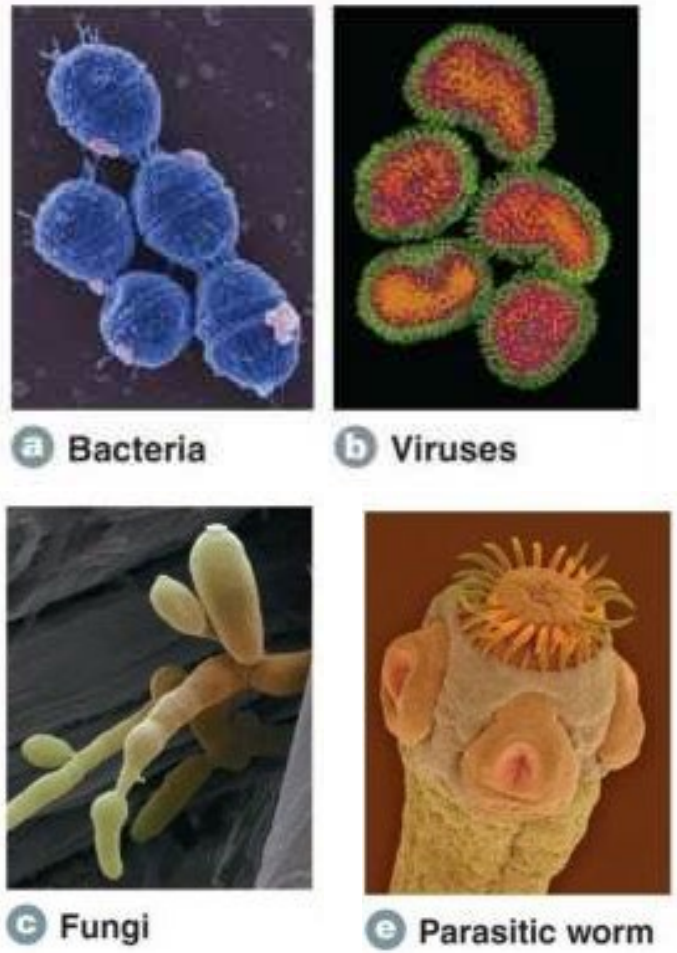
- Foodborne illness
- Pathogens
- Cross-contamination
- TCS (time & temperature control for safety Foods)
- TDZ (temperature danger zone)
- Hot holding
- Cold holding
- Cooling process
- Reheating
- FIFO
- Sanitizing vs Cleaning
- Personal hygiene
- RTE foods
- HACCP
- CCPS
- Corrective Action



- 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



Conditions supporting the growth of pathogens

- **F**ood
- **A**cidity
- **T**emperature

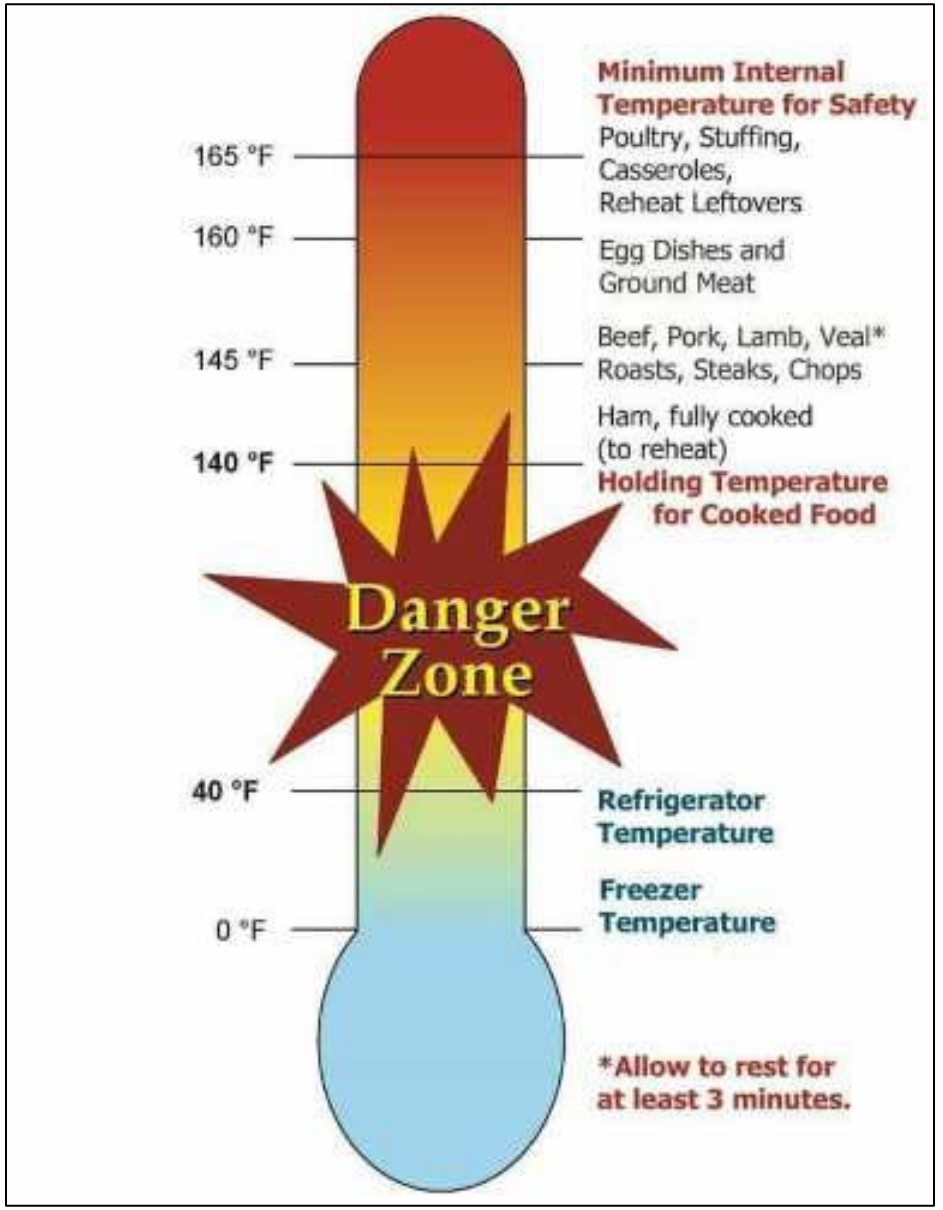
- **T**ime
- **O**xygen
- **M**oisture

Preventing Foodborne Illness

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

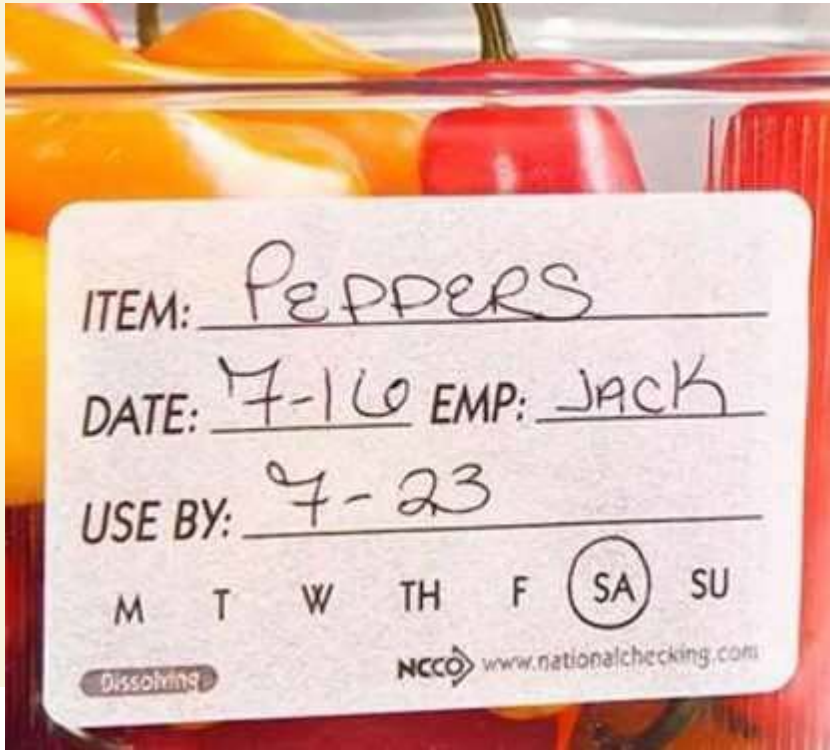
Temperature Danger Zone

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



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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Batch Cooking:
Pasta & Protein

Cooking Pasta

1. Measure water in a steam-jacketed kettle or pot
    - 1 lb pasta - 1 gal water – 1 tsp salt
2. Bring water to a rolling poil
    - Add pasta while stirring gentley
3. Cook until al dente
    - Reduce cooking time by 2 min if pasta will be cooked again in a dish or reheated and hot held
4. Drain pasta in a colander or tilt straining immediately
5. Serve immediately or chill or later use (ice bath, rinse under cold water until cooled, then drain and refrigerate
6. Reheating pre-cooked pasta:

    Briefly immerse in boiling water – do not let ‘cook’

    drain, sauce, or season, serve immediately

IF SERVING PASTA IMMEDIATELY WITH A SAUCE: drain the pasta (don't rinse!) and toss immediately with the sauce.

IF PREPARING FOR LATER USE

(e.g. pasta salad, reheating): Shock the pasta in an ice bath to stop cooking, drain well then toss with a small amount of oil to prevent clumping.


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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 let 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?