



Culinary Institute
of America

Gustine Culinary Training Day 1

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What's your WHY?



Program Overview

Day 1

Introduction

Mise en Place

Knife Skills

Recipe Literacy

Production Review

Day 2

Batch Cooking Basics:
Vegetables & Intro to Proteins

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

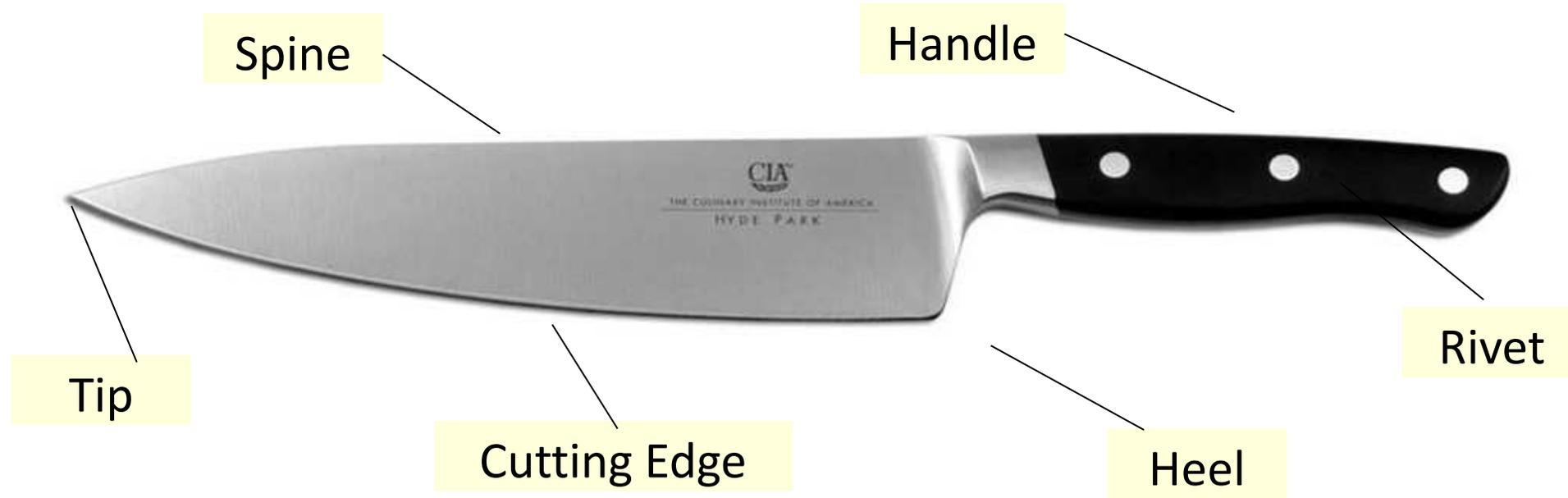
- **Safely hold and handle** a knife to prevent accidents and injuries.
- **Select** the appropriate knife for different cutting tasks.
- **List, identify, and execute** fundamental knife cuts (e.g., dice, julienne, chiffonade).
- **Apply** proper cutting techniques to improve precision and efficiency.



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

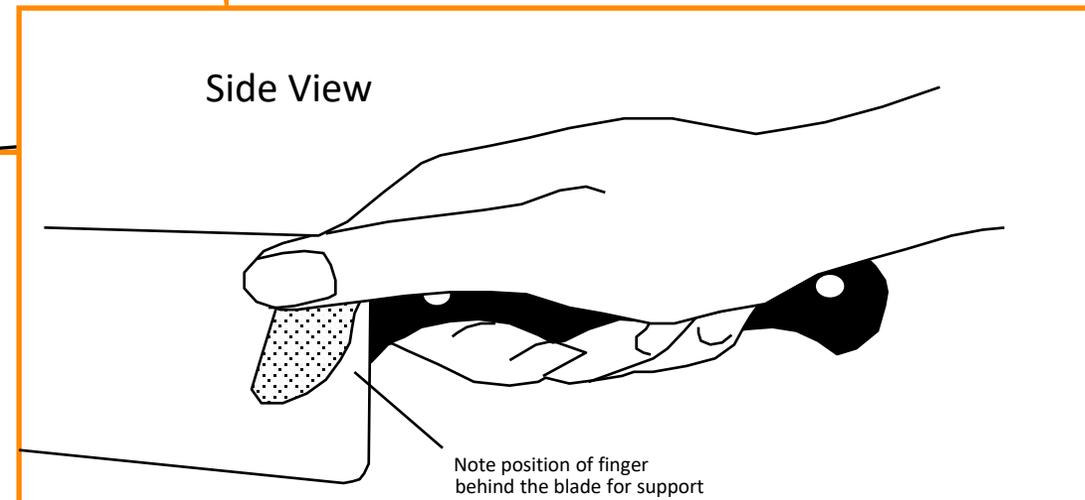
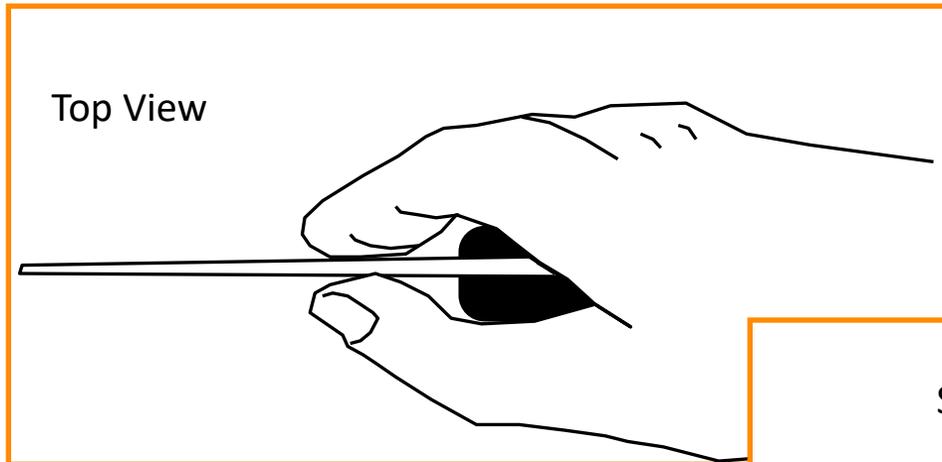
Honing and Sharpening

- **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



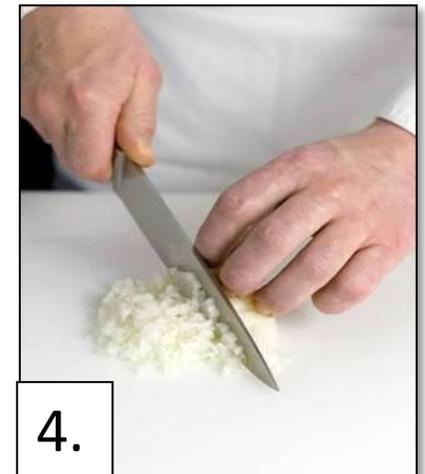
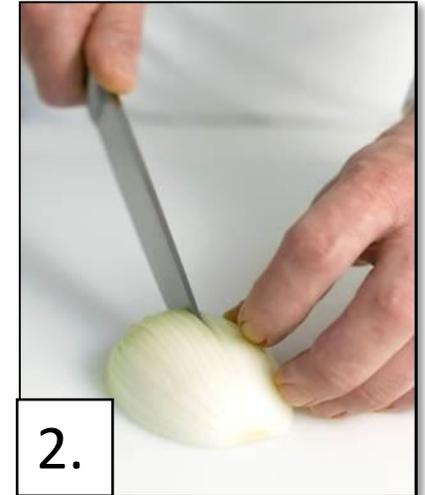
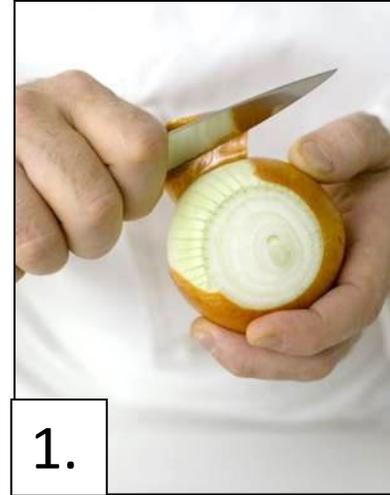
Rondelle

$\frac{1}{2}$ 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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Recipe Literacy



Decoding a Recipe starts with Recipe Literacy

- Understanding recipe components
- Deciphering ingredients: measurements, prep techniques, substitutions
- Interpreting directions: recognizing cooking terms, following order, adjusting based on equipment or batch size
- Planning & organization: applying mise en place
- Critical evaluation: judging a recipe's reliability, clarity, and practicality

Recipe literacy = ability to read, understand, and interpret recipes to successfully create dishes.

Not just reading, it encompasses a deeper understanding of culinary process and implications of each step.

Why is Recipe Literacy important?

- Improved cooking skills
- More consistent results
- Efficient cooking
- Dietary awareness
- Reduced food waste



Improving recipe literacy

- Read the entire recipe first
- Learn common cooking terms and techniques
- Pay attention to measurements and prep instructions
- Make notes or highlight key steps and timing
- List tools, pans, and serving equipment in advance
- Practice mise en place every time—it makes a difference



What is a Standardized Recipe?

Tested and tailored for a specific kitchen or operation

Designed to yield consistent results in taste, quality, and portion sizes.

Includes detailed instructions, exact measurements, and specific yields

Built for scale, efficiency and compliance with meal patterns, establishment needs, and/or nutrition requirements

Angel Biscuits, Whole Wheat

| Grains | | HACCP: Non-Hazardous/Other | | Healthier Kansas Recipe 120 (Cooking Light, modified by KSDE) | |
|---|---|----------------------------|------------------------------|--|---|
| Ingredients | 100 Servings | | Servings | | Directions |
| | Weight | Measure | Weight | Measure | |
| Flour, white whole wheat Flour, all-purpose, enriched Yeast, instant Sugar, granulated Baking Powder Baking Soda Salt | 4 lb 3 lb 2½ oz 10 oz | | | 1 Tbsp 2 tsp 1 Tbsp 2 tsp 1 Tbsp 2 tsp | 1. Combine flours, yeast, sugar, baking powder, baking soda and salt in mixing bowl using a paddle attachment on low speed. 2. Cut shortening into dry ingredients with paddle attachment until mixture looks like coarse meal (about 2 minutes). 3. Add buttermilk to flour mixture, mix just until ingredients are moistened. 4. Cover and chill 1 hour. 5. Turn the dough out onto a floured surface; knead lightly 5 times. 6. Roll dough into a ½ inch thickness; cut with a 2½ inch biscuit cutter. Biscuits should weight approximately 2 oz each. 7. Place the biscuits on a paper lined sheet pan. 8. Bake in a convection oven at 450°F for 9 minutes or a conventional oven at 475°F for 12 minutes, or until golden brown. |
| Vegetable Shortening, Trans Fat Free | 1 lb 4 oz | | | | |
| Buttermilk, low-fat | | 2 qt 2 cups | | | |
| Flour for kneading: Flour, whole wheat | 7 oz | | | | |
| Serving Size 1 biscuit | 1 Serving Provides 2.0 oz equivalent Grains | | Yield 100 biscuits | | |

Nutrients Per Serving

| | | | | | |
|---------------|----------|-----------------|----------|-------------|----------|
| Calories | 188 | Vitamin A | 11.52 IU | Iron | 1.79 mg |
| Protein | 4.83 gm | Vitamin C | 3.08 mg | Calcium | 53.93 mg |
| Carbohydrate | 29.19 gm | Fiber | 2.71 gm | Cholesterol | 0.98 mg |
| Fat | 6.37 gm | % Fat | 30.40% | Sodium | 231.9 mg |
| Saturated Fat | 1.64 gm | % Saturated Fat | 7.82% | | |

Recipes for Healthier Kansas Menus-Breakfast; September 2014 – Child Nutrition & Wellness, Kansas State Department of Education – Page 20

Key Elements of Standardized Recipe

- Recipe Name
- Yield/Portions
- Ingredients + exact measurements
- Preparation instructions
- Cooking time & temperature
- Serving Size
- Equipment/Tools (optional)
- Allergen/dietary notes
- Nutrition facts

RECIPE LITERACY—KEY ELEMENTS

| | | | | |
|--|--|--|-----------------------|---|
| Recipe Title | | Serving Size & Credible Portions | | |
| BAKED CHICKEN DRUMSTICK | | SERVING SIZE: K-8: 1 DRUMSTICK 9-12: 2 DRUMSTICKS 1 DRUMSTICK PROVIDES 1.5 OZ. EQ-M/MA | |  |
| Ingredients | INGREDIENTS | 50 SERVINGS | 25 SERVINGS | Yield |
| | Chicken, drumsticks (One 3.7-oz. drumstick = 1.5-oz. cooked chicken meat) CN-Labeled to provide 1.5-oz. eq-m/ma | 11 pounds 10 ounces | 5 pounds 14 ounces | Ingredient amount needed for specific yield |
| Direction Or Preparation Method/Order | DIRECTIONS | | | |
| | 1. → Thaw chicken under refrigeration overnight. For best results, place in a perforated pan to drain overnight. 2. → Toss chicken with seasoning blend. 3. → Lay thawed chicken in single layer on sheet pans lined with parchment paper. 4. → Bake until internal temperature reaches 165°F Conventional oven: 400°F for 45-55 minutes. Convection oven: 350°F for 30-35 minutes. | | | |
| | | CCP: Heat to 165°F or higher for 15 seconds | | Critical Control Points |
| | | CCP: Hold at 135°F or higher | | |
| Ranch— for 50 servings | Rosemary— for 50 servings | BBQ— for 50 servings | | |
| Garlic, granulated 2 tablespoons Granulated onion 2 tablespoons Dill weed 2 tablespoons Salt 2 teaspoons Black pepper 1 1/2 teaspoon | Rosemary 3 tablespoons Garlic, granulated 2 tablespoons Granulated onion 2 tablespoons Salt 2 teaspoons Black pepper 1 1/2 teaspoon | Cumin 2 tablespoons Smoked paprika 2 tablespoons Garlic, granulated 2 tablespoons Granulated onion 2 tablespoons Salt 2 teaspoons Black pepper 1 1/2 teaspoon | | |

CHILI-CINNAMON ROASTED SWEET POTATOES

SERVING SIZE: ½ CUP

ONE PORTION PROVIDES: ½ CUP RED/ORANGE VEGETABLE



| INGREDIENTS | 50 SERVINGS | 10 SERVINGS | DIRECTIONS |
|---|--------------|---------------|--|
| Sweet potatoes, fresh, diced, wedges, or sticks | 15 ½ pounds | 3 pounds | <ol style="list-style-type: none"> Preheat oven to 400°F. Scrub potatoes (and peel if desired) and cut them into wedges or sticks. Combine seasonings: chili powder, cinnamon, sugar, black pepper, white pepper, garlic, and salt. |
| Chili powder | 1 tablespoon | ¾ teaspoon | |
| Cinnamon | 2 teaspoons | ½ teaspoon | |
| Sugar, white | 1 tablespoon | ½ teaspoon | |
| Black pepper, ground | 1 teaspoon | ¼ teaspoon | |
| Garlic, granulated | ½ teaspoon | 1/8 teaspoon | |
| Salt, kosher | ½ teaspoon | 1/8 teaspoon | |
| Oil, olive, or canola | 1 cup | 3 tablespoons | <ol style="list-style-type: none"> Drizzle sweet potatoes with oil and sprinkle with seasonings. Mix well to coat evenly with oil and seasonings. Place on sheet trays. For 50 servings, use 2 full sheet trays. Bake at 400°F for 12 to 15 minutes until tender and browned in spots. <p>CCP: Cook until internal temperature reaches 135°F or above.</p> <ol style="list-style-type: none"> Serve immediately. <p>CCP: Hold for hot service at 135°F or above.</p> |

NUTRIENTS PER SERVING

| | | | | | | | |
|--------------|-------|---------------|-------|-----------|----------|---------------|-------|
| Calories | 170 | Total Fat | 4.6 g | Vitamin A | 19627 IU | Iron | .8 mg |
| Protein | 2.3 g | Saturated Fat | .7 g | Vitamin C | 12 mg | Sodium | 50 mg |
| Carbohydrate | 31 g | Cholesterol | 0 mg | Calcium | 47 mg | Dietary Fiber | 2.5 g |

WEIGHTS AND MEASURES

In foodservice operations, weights and measures are essential components to producing high-quality meals. All recipes require a basic understanding of the different units, the purpose of measuring tools, and the right techniques for measurement. Sometimes, recipes also require conversions or alterations. Because of this, math skills are essential for working in the kitchen.

¶

WEIGHT VS. VOLUME

There are many forms of measurement, such as weight, time, speed, and volume. Each of these forms has a distinct purpose and unit of measure. Weight and volume are two types of measurements that are often confused.

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Weight is the measure of an item's mass. In foodservice, the most common units of weight are ounces and pounds.

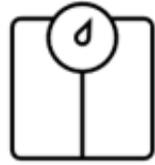
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Volume is the measure of the amount of space an item takes up. There are seven units of volume, including teaspoon, tablespoon, fluid ounce, cup, pint, quart, and gallon.

-

MEASURING TOOLS AND TECHNIQUES

There are different measuring tools created for different purposes. Here are the most common tools used within foodservice operations:



Scales measure weight. They are the most accurate way to measure dry ingredients but can also be used for some liquid ingredients as well.

¶



Measuring cups and **measuring spoons** measure volume. They are best used for liquid ingredients but can be used for small quantities of dry ingredients too.

¶



Scoops measure volume. The scoop number equals the average number of scoops in a quart.

¶

¶

For graduated dry and liquid ingredients, the standard sizes are:

- → 1 quart
- → 1 pint
- → 2 quarts
- → 1 gallon

¶

Measurements and their abbreviation

| Measurement | Abbreviation | Tool Used |
|----------------|--------------|-------------------------------|
| Teaspoon | tsp or t | Measuring spoons |
| Tablespoon | Tbsp or T | Measuring spoons |
| Fluid Ounce | fl oz | Liquid measuring cup |
| Cup | c | ? |
| Pint | pt | ? |
| Quart | qt | ? |
| Gallon | gal | Liquid measuring cup |
| Ounce (weight) | oz | Kitchen scale |
| Pound | lb | ? |
| Gram | g | ? |
| Milliliter | mL | Liquid Measuring cup (metric) |
| Liter | L | ? |



Tips for using a kitchen scale



1. **Turn it on** – Make sure it's on a flat, stable surface.
2. **Select your unit** – Choose **grams (g)** or **ounces (oz)** depending on your recipe.
3. **Place your container** – Put a bowl, pan, or tray on the scale.
4. **Tare it!** – Hit the **"tare"** or **"zero"** button to subtract the weight of the container.
5. **Add your ingredient** – Slowly add until you reach the desired amount.
6. **Tare between ingredients** – Keep adding and taring to measure multiple ingredients in one bowl (great for efficiency!).



- Always zero the scale before adding ingredients
- Use grams for more precise measuring (especially for baking or scaling recipes)
- Avoid measuring while holding the scale
- Don't overload! Check max weight capacity—usually listed on the scale
- Clean between uses to prevent cross-contact or flavor contamination

Basic Cooking Terminology

| Term | Heat type | Description | Equipment |
|----------|-----------|---|-------------------------|
| Sauté | Dry Heat | Quick cooking in small amount of fat over medium-high heat | Tilt skillet, Saute pan |
| Pan Fry | Dry heat | Cooking food in moderate fat in a shallow pan | Tilt skillet, fry pan |
| Deep Fry | Dry heat | Submerging food completely in hot oil | Fryer |
| Stir Fry | Dry heat | Cooking quickly over high heat while stirring constantly | Wok, Tilt Skillet |
| Roasting | Dry Heat | Cooking with dry, indirect heat, usually in an oven | Convection oven |
| Baking | Dry Heat | Cooking food with indirect dry heat, often for bread/pastries | Convection oven |

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Basic Cooking Terminology

| Term | Heat type | Description | Equipment |
|-----------|-----------------|--|---------------------------------------|
| Braising | Combina tion | Searing food first, then cooking it slowly in a small amount of liquid | Tilt skillet, oven, steam kettle |
| Stewing | Combina tion | Cooking smaller pieces of food submerged in liquid over low heat | Steam kettle, stock pot, tilt skillet |
| Blanching | Moist heat | Quickly boiling food, then shocking it in ice water or cold water | Steam kettle, stock pot, tilt skillet |
| Simmering | Moist heat | Cooking in liquid just below boiling (185 – 205) | Steam kettle, stock pot |

Basic Cooking Terminology

| Term | Heat type | Description | Equipment |
|----------|------------|---|---------------------------------------|
| Boiling | Moist heat | Cooking food in rapid boiling water | Steam kettle, stock pot, tilt skillet |
| Poaching | Moist heat | Gently cooking food in a liquid at a lower temperature (160 to 180) | Sauce pan, steam kettle |
| Grilling | Dry heat | Cooking food over an open flame or heated grates | Grill |
| Broiling | Dry heat | Cooking under direct heat | Broiler, convection oven |
| Searing | Dry heat | COOK OVER HIGH, DIRECT HEAT | Saute pan, tilt skillet |

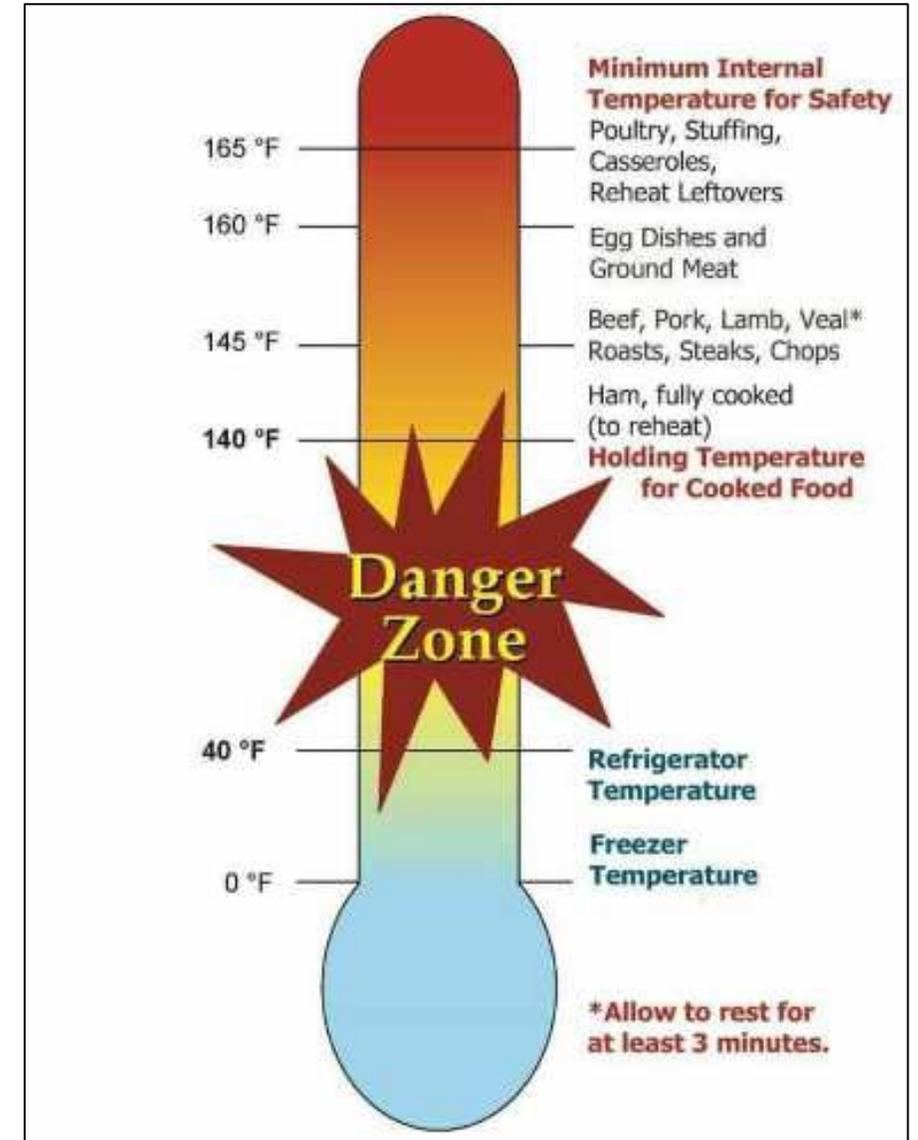
Cooking time & temperature

Exact cooking and holding temps, along with anticipated cook times

- Ensures food safety (especially proteins)
- Prevents over/undercooked dishes
- Important for planning prep lists, service times, and batch production

Tips:

- Use internal temp. targets (e.g. 165F for chicken)
- Include preheat instructions if relevant
- Add holding/reheating guidelines when needed
- Times may vary based on equipment, batch size, product size



Serving Size

The exact amount each student or guest should receive.

- Ensures meal pattern compliance
- Helps control food costs and waste
- Support nutrition analysis and reporting



Tips:

- Tie portion to serving utensils = (#8 scoop = 1/2 cup)
- Show visuals when training – what does 1/2 cup really look like?

| Color | Capacity (oz.) | Capacity (cups) | Servings per qt. |
|--------|----------------|-----------------|------------------|
| Purple | 3/4 | 3/32 | 40 |
| Black | 1 | 1/8 | 30 |
| Red | 1 1/3 | 1/6 | 24 |
| Yellow | 1 5/8 | 7/32 | 20 |
| Blue | 2 | 1/4 | 16 |
| Green | 2 2/3 | 1/3 | 12 |
| Gold | 3 | 3/8 | 10 |
| Grey | 4 | 1/2 | 8 |
| White | 5 1/3 | 2/3 | 6 |
| Cyan | 6 | 3/4 | 5 |
| Red | 8 | 1 | 4 |

Equipment/Tools (optional)

A list of tools, pans, or appliances required to produce a dish.

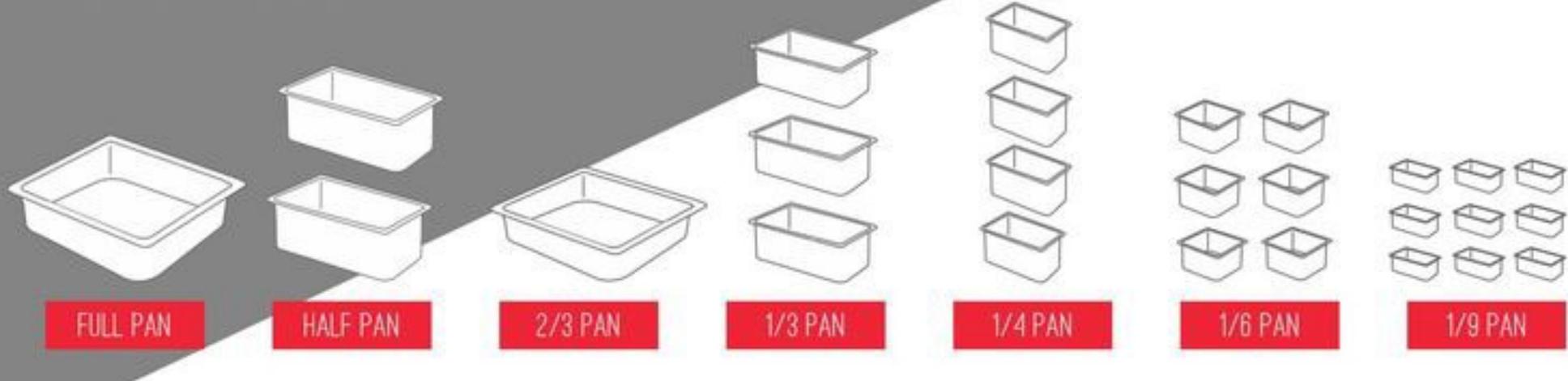
- Ensures staff are ready before service starts
- Reduces confusion or wasted time during prep
- Helps schedule equipment use during busy service window



Tips:

- Include size/type of pan (e.g. 2-inch hotel pan, 8-qt stock pot)
- Consider labeling pre-prep needs (e.g. soak beans overnight, thaw frozen chicken)

A SIZE GUIDE TO STEAM TABLE PANS



DEPTH OF PANS



PAN DEPTH –To know what depth of pan to get, you’ll need to match up the depth of pan your equipment takes with the right pan depth.

Cold TABLES
usually take
/// 4" deep pans
/// plastic pans

Steam TABLES
usually take
/// 4" deep pans
/// metal or high-heat

Hot TABLES
usually take
/// 6" deep pans
/// metal or high-heat

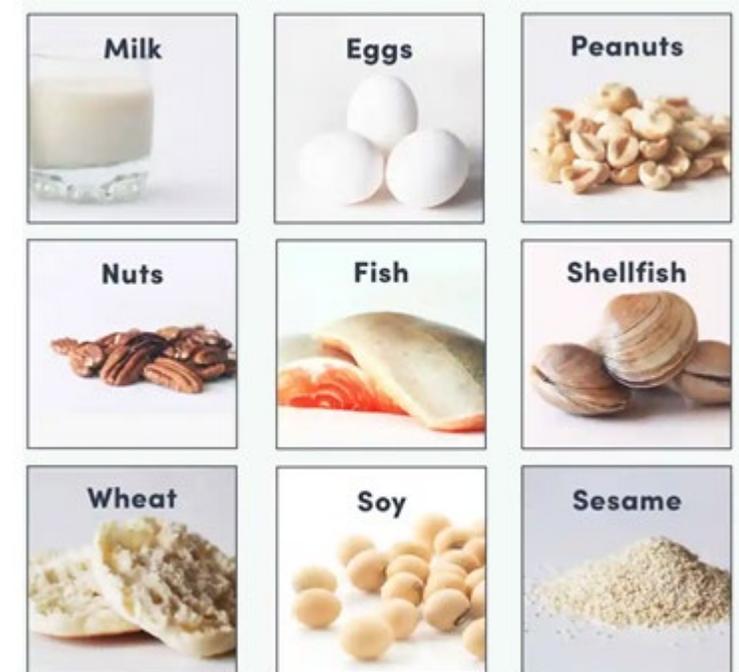
Allergen/dietary notes

Notes identifying allergens and dietary accommodations

- Ensures student safety
- Helps with menu labeling, production records, and compliance
- Supports inclusive menu planning

Suggestions:

- Use icons or callouts for top 9 allergens
- Suggest substitutions when possible (sunflower seed butter for nut free)
- Standardize where you place these notes (always in same place on recipe)



Nutrition facts

Breakdown of a dish's nutrition content per serving, often found at the bottom or back of a standardized recipe

- Ensures you're meeting USDA requirements
- Supports choices for students with special dietary needs
- Can be used to teach students about balanced eating

Tips:

- Always check that portion size listed matches the planned serving size.

| NUTRIENTS PER SERVING | | | | | | | |
|-----------------------|-----|-------------------|---|----------------|----|-------------------|----|
| Calories | 145 | Total Fat (g) | 3 | Vitamin A (IU) | 1 | Calcium (mg) | 17 |
| Protein(g) | 2.9 | Saturated Fat (g) | 1 | Vitamin C (mg) | .3 | Sodium (mg) | 65 |
| Carbohydrate (g) | 27 | Cholesterol (mg) | 3 | Iron (mg) | 1 | Dietary Fiber (g) | 3 |

| Nutrition Facts | |
|---|------------|
| 8 servings per container | |
| Serving size 2/3 cup (55g) | |
| Amount per serving | |
| Calories 230 | |
| % Daily Value* | |
| Total Fat 8g | 10% |
| Saturated Fat 1g | 5% |
| Trans Fat 0g | |
| Cholesterol 0mg | 0% |
| Sodium 160mg | 7% |
| Total Carbohydrate 37g | 13% |
| Dietary Fiber 4g | 14% |
| Total Sugars 12g | |
| Includes 10g Added Sugars | 20% |
| Protein 3g | |
| Vitamin D 2mcg | 10% |
| Calcium 260mg | 20% |
| Iron 8mg | 45% |
| Potassium 240mg | 6% |
| * The % Daily Value (DV) tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice. | |

| Whole Wheat Pancakes - USDA Recipe for Schools | |
|---|--------------|
| Amount Per Serving 1 pancake | |
| Calories | 183 |
| Total Fat | 10g |
| Saturated Fat | 1g |
| Cholesterol | 30mg |
| Sodium | 308mg |
| Total Carbohydrate | 19g |
| Dietary Fiber | 2g |
| Total Sugars | 5g |
| Added Sugars included | N/A |
| Protein | 4g |
| Vitamin A | 56 IU |
| Vitamin C | 0mg |
| Calcium | 105mg |
| Iron | 1mg |
| N/A=data not available | |

Recipe Mise en Place

| | | |
|--|---|---|
| CHILI-CINNAMON ROASTED SWEET POTATOES | SERVING SIZE: ½ CUP ONE PORTION PROVIDES: ½ CUP RED/ORANGE VEGETABLE |  |
|--|---|---|

Read through the recipe in its entirety before starting

Understand all terms and definitions. Ask questions!

Check yield, temperature, cooking times.

Gather ingredients before preparation time (FIFO)

Complete any “pre” steps

Establish flow of production
Raw product -> product being prepared -> finished product

| INGREDIENTS | 50 SERVINGS | 10 SERVINGS | DIRECTIONS |
|---|--------------|---------------|---|
| Sweet potatoes, fresh, diced, wedges, or sticks | 15 ½ pounds | 3 pounds | 1. Preheat oven to 400°F. 2. Scrub potatoes (and peel if desired) and cut them into wedges or sticks. 3. Combine seasonings: chili powder, cinnamon, sugar, black pepper, white pepper, garlic, and salt. |
| Chili powder | 1 tablespoon | ¼ teaspoon | |
| Cinnamon | 2 teaspoons | ½ teaspoon | |
| Sugar, white | 1 tablespoon | ½ teaspoon | |
| Black pepper, ground | 1 teaspoon | ¼ teaspoon | |
| Garlic, granulated | ½ teaspoon | 1/8 teaspoon | |
| Salt, kosher | ½ teaspoon | 1/8 teaspoon | |
| Oil, olive, or canola | 1 cup | 3 tablespoons | 4. Drizzle sweet potatoes with oil and sprinkle with seasonings. Mix well to coat evenly with oil and seasonings. 5. Place on sheet trays. For 50 servings, use 2 full sheet trays. 6. Bake at 400°F for 12 to 15 minutes until tender and browned in spots. CCP: Cook until internal temperature reaches 135°F or above. 7. Serve immediately. CCP: Hold for hot service at 135°F or above. |

| NUTRIENTS PER SERVING | | | | | | | |
|-----------------------|-------|---------------|-------|-----------|----------|---------------|-------|
| Calories | 170 | Total Fat | 4.6 g | Vitamin A | 19627 IU | Iron | .8 mg |
| Protein | 2.3 g | Saturated Fat | .7 g | Vitamin C | 12 mg | Sodium | 50 mg |
| Carbohydrate | 31 g | Cholesterol | 0 mg | Calcium | 47 mg | Dietary Fiber | 2.5 g |



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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?

Group Work – Review Recipes for the day:

Look at key elements

Read through directions

Circle unfamiliar terms

Pay attention to measurements

Mise en Place plan



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Any Questions?