



NORTH CAROLINA
Culinary K-12
INSTITUTE
LISTENING, LEARNING, LEADING

TEACH IT FORWARD GUIDE





TEACH IT FORWARD (TIF) GUIDE

INTRODUCTION

Congratulations on becoming a North Carolina K-12 Culinary Chef Ambassador! You play an important role. As a Chef Ambassador you are ***Listening, Learning and Leading*** ways to improve your school nutrition program. During the Culinary Workshops, you ***Listened*** to Chefs share their knowledge and skills and ***Learned*** new techniques and strategies to use in your own districts. Now, you will ***Lead*** efforts in your areas by ***Teaching-It-Forward***.

TEACH-IT-FORWARD PRINCIPLES

Teach-It-Forward Principles are based on four fundamental principles of learning: **Knowledge Transfer, Demonstrations, Practice and Feedback**. We call these **Know, Show, Do, and Coach**.

The first step is to **communicate knowledge** about specific topics to participants. The second is to **demonstrate the topic** in action followed by the opportunity for participants to **practice with you** and allowing feedback.

SHORT SETS

We know carving out large blocks of time for training is difficult. So, we have developed **10 mini-units** we call **Short Sets** on topics covered in the K-12 Culinary Workshops. Each Short Set can be presented in **15 minutes**. Presenting a Short Set involves **Planning and Presenting**. Each Short Set has a “**Plan It**” page which identifies **supplies, location, key talking points, and resources** needed.

PLAN IT

Remember that during the workshop you were encouraged to make “**Notes to Self**” on how you would **Lead** efforts back in your district. You can incorporate these ideas into your **Plans**.

As a Chef Ambassador, you have access to many resources developed as part of the NC K-12 Culinary Institute. These can be found at <https://www.dpi.nc.gov/districts-schools/district-operations/school-nutrition/continuing-educationprofessional-development/nc-k-12-culinary-institute>

Included are:

- **Handouts** (which can be easily copied for participants)
- **Virtual Audio Visuals** or **VAVs**, which are handouts with full color photos best displayed on a computer monitor
- **Video Clips**, short, instructional videos designed to show “**How To’s**” on various food production and food safety topics

PRESENT IT

The Short Set also include(s) a **Present It** page(s) that describes implementation for the TIF session. These identify what to **SAY, DO, SHOW, or ASK** during the session. The **Present It** format follows the **Know, Show, Do and Coach** approach.



TEACH IT FORWARD (TIF) GUIDE

SHORT SET TOPICS:

- Batch Cooking
- Communication
- Garnishes/Merchandising
- Knife Skills
- Knife Types and Care
- Measures
- Sampling Techniques/Customer Service
- Weights
- Work Schedules
- Work Simplification

HANDOUTS:

Printable materials for use with Short Set Modules

- Action Plan
- Certificates of Completion for Short Set Modules
- Knife Guide
- Communication Blueprint
- Daily Checklist
- Encouraging Kids to Try New Foods Motivational Scripts
- Kitchen Hacks
- Notes to self
- Quality Food Overview
- Weights and Measures
- When to Batch Cook Activity
- Work Schedule - Examples

VIRTUAL AUDIO VISUALS (VAVs):

View-only handouts with photos to use via computer monitor

- Communication – Attire
- Communication in the Environment
- Garnishing Tips
- Knife Cutting Techniques
- Knife Types
- *Mise en place*
- Work Simplification Techniques



TEACH IT FORWARD

BATCH COOKING

<i>PLAN IT</i>	<i>Completed/ Comments</i>
Supplies/Materials	
<ol style="list-style-type: none"> 1. Two half (or full) size 2 inch perforated pans 2. Fresh broccoli – ready to steam (if using frozen florets, completely thaw) 3. Toothpicks and napkins for taste testing 4. NC K-12 Handout “When to Batch Cook Activity” 	
Location	
<ul style="list-style-type: none"> • Kitchen Production Area – by Steamers 	
Date, Time, Duration	
Day: _____; Time: _____; Duration: 15 minutes	
Resources and Talking Points	
<ol style="list-style-type: none"> 1. Batch cooking advantages – fresher foods, less waste (control costs), and improved customer satisfaction 2. Show NC K-12 Culinary Institute video clip on <i>Batch Cooking</i> 	
Demonstration and Activities	
<ul style="list-style-type: none"> • Vegetables cooked and held versus batch cooked • “When to Batch Cook Activity” 	
NOTES:	
<p><i>Small pans of vegetables can be used for demonstration purposes. Or Chef Ambassador may select another item for batch cooking demonstration, such as rolls, to emphasize power of aroma during service.</i></p>	



TEACH IT FORWARD

BATCH COOKING

<i>PRESENT IT</i>	<i>Comments</i>
KNOW – 2 minutes Knowledge Transfer	
<ol style="list-style-type: none"> 1. Batch Cooking Overview - SAY: <ul style="list-style-type: none"> • As you know, our primary goal is to serve students food of the highest quality possible in appearance, flavor, texture, and nutritional value. One of the keys to achieving this goal is to cook foods in small batches as needed throughout the serving periods, whenever possible. We call this method of food preparation batch cooking. You may have also heard it referred to as cooking to the line or just-in-time preparation. • Batch cooking can help us protect food quality and reduce waste. For example, if we batch cook and find that a food item is not as popular as we thought it would be, we can scale back the amount we had planned to prepare or vice versa. • The end result is well worth the time – higher quality food for the students with a reduction in waste to control costs. 2. Which menu items to batch cook – SAY: <ul style="list-style-type: none"> • Many of our menu items can be cooked to the line or in batches rather than cooking all planned amounts at the same time. • We can stagger cooking schedules with service schedules to ensure students have the freshest, most nutritious food possible. 	
SHOW – 4 minutes	
<ol style="list-style-type: none"> 1. Batch Cooked vegetables – <ul style="list-style-type: none"> • SAY: Here are two pans of steamed broccoli. The one on the right has been held for over an hour; the one on the left was just pulled from the steamer. • ASK: Which pan looks more appetizing? • TASTE • ASK: Which has the better texture and quality? 2. Summarize – <ul style="list-style-type: none"> • SAY: Vegetables are one type of food item we can see and taste and smell that are best if cooked to the line. There are also other menu items to consider such as hamburger patties, pizza or potato products. 	
DO – 7 minutes	
<p>Activity completed independently (5 minutes) – “When to Batch Cook”? DISCUSS responses using Key</p> <ul style="list-style-type: none"> • IDENTIFY items and production schedule modification to achieve batch cooking <p>LISTEN to comments -- MONITOR actions -- COACH as needed</p>	



TEACH IT FORWARD

BATCH COOKING

RECAP – 1 minute

SAY:

- You saw and tasted the improved quality that results when vegetables are batch-cooked.
- **CONGRATULATIONS!** You have earned a Certificate of Completion for .25 hours in the Learning Topic of Food Production.



TEACH IT FORWARD

COMMUNICATION

<i>PLAN IT</i>	<i>Completed/ Comments</i>
Supplies/Materials	
<ol style="list-style-type: none"> 1. Virtual Audiovisual (VAV) Handouts "Communication Employee Attire" and "Communication and the Environment" 2. Handout "Communication Blueprint" for attendees 3. Sample new recipe with communication script 	
Location	
<ul style="list-style-type: none"> • Cafeteria dining area 	
Date, Time, Duration	
Day: _____; Time: _____; Duration: 15 minutes	
Resources and Talking Points	
<ol style="list-style-type: none"> 1. Handout "Communication Blueprint" 2. Role of School Nutrition Programs (SNP) 3. Develop message using Blueprint to communicate about TIF In-Service 	
Demonstration and Activities	
Demonstrate/Practice <ul style="list-style-type: none"> • Answering phone • Developing a message - asking Art/Graphic design instructors to make signs for cafeteria 	
NOTES:	
<i>TIF Chef Ambassador may identify an alternate scenario in which to improve communications with non-nutrition staff in the school. An example specific to the district using the Communication Blueprint could be prepared.</i>	



TEACH IT FORWARD

COMMUNICATION

<i>PRESENT IT</i>	<i>Comments</i>
<p>KNOW – 3 minutes Knowledge Transfer</p> <ol style="list-style-type: none"> 1. Role of SNP – SAY: Not many people truly understand the complexities involved with planning, preparing and serving nutritious and safe food to children. We have many audiences and opportunities to inform. We communicate <i>informally</i> through our appearance and actions, and <i>formally</i> through conversations, written notices and signs, and menus. It is important we tell our positive story! 2. Who are our Audiences? – SAY: We communicate with people in the district regularly. This includes students, teachers, staff, principals, and other nutrition program employees. We also send messages to audiences not at the school regularly – parents and community members. 3. Messages – SAY: We have a great story to tell, but we can only tell a chapter at a time. 4. Communication Tools – SAY: There are many ways to tell the story. <p>ASK: What message do you think is most important to communicate? Who is the audience for this message?</p>	
<p>SHOW – 4 minutes</p> <p>Informal communications –</p> <ul style="list-style-type: none"> • SAY: If we want to communicate that our nutrition program staff are skilled school employees, we can tell this through how we interact and yes, even how we dress. Display awards or certificates for customers to see such as ServSafe® or other Certified Food Protection Manager certificates, and NC K-12 Culinary Institute graduate certificates. When we answer the phone – we can say “Nutrition Program” rather than “Kitchen” (<i>Demonstrate</i>). <p>ASK: Which sounds more professional?</p> <ul style="list-style-type: none"> • SAY: Rather than aprons and old-fashioned hairnets (<i>VAV, if available</i>), we can wear chef coats and hats or new age invisible hair nets. <p>ASK: Which look do you think will be more acceptable by students and others and represents our profession?</p> <p>Developing a message –</p> <ul style="list-style-type: none"> • SAY: We can tell children to make healthy choices or we can have signs that tell why these foods are good for them. <p>SHOW: Point of Sale sign examples (<i>VAV, if available</i>).</p> <p>ACT: Deliver script from new recipe encouraging children to sample (See Sampling TIF)</p> <ul style="list-style-type: none"> • SAY: Other messages can be about food safety, farm to school, the new chef recipes, the Chef Ambassador program, or these in-service continuing education opportunities. 	



TEACH IT FORWARD

COMMUNICATION

<p>SHOW and SAY: Here is a message I developed for the district newsletter about our In-Service session using Chef Ambassador <i>Teach-It-Forward</i> materials. I used the Communication Blueprint.</p>	
<p>DO – 7 minutes</p>	
<p>Now – Let’s Practice. Together, let’s craft a message for the Art/Graphic Design Department requesting their help in making menu signs. Work with a partner to fill in the Blueprint. Share with another group and discuss. LISTEN to comments -- MONITOR actions -- COACH as needed</p>	
<p>RECAP – 1 minute</p>	
<p>SAY:</p> <ul style="list-style-type: none"> • Today we talked about how you can and do communicate – whether you intend to or not! What you say and do helps convey the important work those of us in school nutrition programs do, day in and day out. • CONGRATULATIONS! You have earned a Certificate of Completion for .25 hours in the Learning Topic of Communication and Marketing. 	



TEACH IT FORWARD

GARNISHES

<i>PLAN IT</i>	<i>Completed/ Comments</i>
Supplies/Materials	
<ol style="list-style-type: none"> 1. Paring, Utility and Chef's knives 2. Cutting board mise en place (board, damp cloths from sanitizer bucket, trays) 3. Vegetable peeler and channel knife, if available 4. Carrots and/or cucumber (one for each attendee) and parsley or cilantro bunch (washed, drained and rolled in disposable paper towel) 5. Container(s) of ice water 6. Toothpicks 7. VAV Handout "Garnishes" and/or photos of garnished menu items/serving pans 	
Location	
<ul style="list-style-type: none"> • Kitchen Production Area 	
Date, Time, Duration	
Day: _____; Time: _____; Duration: 15 minutes	
Resources and Talking Points	
<ul style="list-style-type: none"> • Students select items based on visual appeal • Garnishes are the "fashion accessory" for chefs • Color and shape of presented item will influence acceptance • Many easy to prepare garnishes 	
Demonstration and Activities	
Demonstrate AND Practice by all <ul style="list-style-type: none"> • Preparing garnishes – carrot curls, chopped or sprig parsley/cilantro (carrot and/or cucumber wheels, if channel knife is available) 	
NOTES:	
<i>TIF Chef Ambassador may identify specific garnishes to prepare for upcoming menu item. Carrot curls are the task used as an example.</i>	

TEACH IT FORWARD

GARNISHES

<i>PRESENT IT</i>	<i>Comments</i>
<p>KNOW – 3 minutes Knowledge Transfer</p> <ol style="list-style-type: none"> 1. Improving the Look – SAY: How something looks greatly influences its acceptance. Our menu is no different. Garnishes are one way to accessorize a dish; these improve the appearance by adding an accent of color or shape. 2. Ease in preparation – SAY: There are several garnishes we can prepare very easily. Some can accent a pan on the line and others may be quick touches for portioned items. 3. Types of Garnishes – SAY: The new recipes have suggested garnishes included. Some of these include simple fabrication techniques with carrots or parsley using our knife skills. Or we can use a “new look” in serving foods, such as use of display pans and bowls. <p>ASK: Look at these photos. See how the garnished pan attracts your eye?</p>	
<p>SHOW – 4 minutes</p> <p>Garnish Preparation – SAY and SHOW:</p> <ul style="list-style-type: none"> • A <u>carrot curl</u> is easily made with a vegetable peeler and a carrot – simply peel a flat strip from the carrot, curl, adhere with a toothpick and set in ice water. Orange will be a good accent color for salad mix. • A <u>carrot wheel</u> is easily made with a channel knife and a carrot – simply cut four or five channels down the side of the carrots, then cut into ¼ inch slices. • <u>Parsley sprig</u> is an inexpensive garnish and easy to prepare. Simply take washed and drained parsley and snip sprigs. The green is a good contrast for Italian inspired dishes. Further, the chlorophyll in parsley is a natural breath freshener – nice with spicy foods. • <u>Chopped cilantro</u> is also easily prepared. Rinse, drain and dry cilantro in disposable paper towel. Roll into tight bundle and cut into thin strips. May be further chopped into fine pieces. This is nice for Mexican inspired dishes. <p>ASK: Can you see the differences? Are these easy enough to prepare?</p>	
<p>DO – 7 minutes</p> <p>Now – let’s practice preparing carrot curls.</p> <ul style="list-style-type: none"> • Gather around workstations. You can share ice water baths. • When I say “GO”, each of you will make as many carrot curls as you can in one minute. Place in water baths. • After one minute, discuss challenges and share tips. • Have attendees place carrot curls on lined trays, cover tightly with film wrap and refrigerate for tomorrow’s service. <p>LISTEN to comments -- MONITOR actions -- COACH as needed</p>	



TEACH IT FORWARD

GARNISHES

RECAP – 1 minute

SAY:

- Today we talked about easy-to-prepare garnishes that can accent menu items and enhance visual appeal. The use of these techniques will positively influence students' acceptance of school nutrition meals.
- **CONGRATULATIONS!** You have earned a Certificate of Completion for .25 hours in the Learning Topic of Serving Food.



TEACH IT FORWARD

KNIFE TYPES AND CARE

<i>PLAN IT</i>		<i>Completed/ Comments</i>
Supplies/Materials		
<ol style="list-style-type: none"> 1. Different Types of Knives: Chef, Utility, Paring, and Serrated on tray 2. Manual knife sharpener 3. Product to demo and practice (i.e. bell pepper, tomato, lemons, or onions) 4. Three-compartment sink set up 		
Location		
<ul style="list-style-type: none"> • Kitchen Production Area • Workstations for practice -- cutting boards anchored with damp cloths from sanitizer bucket, knives, and tray 		
Date, Time, Duration		
Day: _____; Time: _____; Duration: 15 minutes		
Resources and Talking Points		
Types of Knives <ol style="list-style-type: none"> 1. Virtual Audio Visual (VAV) Handout "Types of Knives" 2. Parts of knife - Handle, Tang, Blade, Tip, Point 3. Uses for different types of knives 	Care of Knives <ol style="list-style-type: none"> 1. Storage 2. Sharpening 3. Cleaning 	
Demonstration and Activities		
<ul style="list-style-type: none"> • Demonstrate AND Practice by all • Use of knives • Products best for each type of knife • Techniques, work set up • Drop delivery 		
NOTES:		
<i>TIF Chef Ambassador may want to tailor use of knives best suited for kitchen and items prepared. Featured items to demonstrate use of knife include bell pepper, onions, lemon, and tomato.</i>		

TEACH IT FORWARD

KNIFE TYPES AND CARE

<i>PRESENT IT</i>	<i>Comments</i>
<p>KNOW – 3 minutes Knowledge Transfer</p> <ul style="list-style-type: none"> • Key Parts of Knives • SHOW a knife and SAY: These are key parts of a knife -- handle, tang, blade, tip and point. (See “Types of Knives” VAV). • Types of Knives -- SHOW each knife and SAY: • A Chef’s Knife is also called a cook’s knife. It can be used for most types of slicing, dicing, and rough chopping. The heft, weight and balance of this knife are good for heavy-duty work with thicker cuts of foods. • A Utility Knife is a smaller knife, with blades 6” to 8” used for cutting of foods too large for a paring knife. • A Paring Knife is a small knife with a straight, sharp blade generally 3” to 4” long. It is easy to handle and works well for peeling and coring foods. • A Serrated Knife has a long blade with “teeth” used to slice food hard on the outside and soft on the inside, like hard crusted bread, or soft food, such as a tomato. • Care of Knives/Safety -- SAY: • Knives are the workhorses in a quantity kitchen. They need to be sharp to be effective, but don’t be scared. More accidents happen with dull knives than sharp tools. • Because of the sharp blade, it is important we follow guidelines on cleaning and storing. • ALWAYS wash your knife by hand – putting knives in the dish machine dulls the blade. • NEVER leave a knife in a sink of soapy water – that’s an accident waiting to happen! • Set up of work area includes use of a cutting board with traction OR a damp cloth dipped in sanitizing solution placed under the board. • When transporting knives through the kitchen, verbally notify others using words such as “knife” or “sharp”. Never transport knives on top of cutting boards. Knives should be carried down by your side as you walk. <p>ASK IF ANY QUESTIONS – WAIT!</p>	
<p>SHOW – 5 minutes</p> <p>How to Use Knives – SAY:</p> <ul style="list-style-type: none"> • Set up of work area is important for safety and to avoid fatigue. • First, make sure the cutting board is secure. Have a tray handy for “drop delivery” of processed product. This is a type of work simplification. • We know this knife is sharp by cutting into a tomato – the tomato test. If not, it needs sharpening. Demonstrate use of manual knife sharpener (Accusharp® was provided in the K12 Culinary Workshops) or electric sharpener where available. • Demonstrate and show drop delivery for one or more: <ul style="list-style-type: none"> ○ We can use a <u>Chef’s</u> knife to chop onions or peppers ○ We can use a <u>Utility</u> knife to wedge lemons ○ And a <u>Serrated</u> knife to slice these very soft tomatoes 	



TEACH IT FORWARD

KNIFE TYPES AND CARE

Cleaning – SAY:

- Knives need to be washed by hand, rinsed, sanitized and air-dried before placing into storage.
- In this kitchen, we have a rule that each person takes responsibility for the knife – so after using a knife, YOU take it to 3-compartment sink and wash, rinse, sanitize and then air dry before returning to storage spot. (*Modify for specific operation*).

ASK:

- Why is it important not to put knives in wash sink?
- Why is it important not to use dull knives?

DO – 6 minutes

Practice and Apply -- *Participants gather around work stations and:*

- Identify types of knives and which are best to use on various products
- Practice use with different knives on different products (set up, drop delivery)
- Practice walking and notifying others that you are transporting a knife.
- Clean knives following SOP

LISTEN to comments -- MONITOR actions -- COACH as needed

RECAP – 1 minute

SAY:

- You have had an opportunity to practice with different knives and recognize how each can best be used in the kitchen. What you have learned will improve productivity and lessen the chance of injury to yourselves and others in the kitchen.
- **CONGRATULATIONS!** You have earned a Certificate of Completion for .25 hours in the Learning Topic of Food Production.



TEACH IT FORWARD

KNIFE SKILLS

<i>PLAN IT</i>		<i>Completed / Comments</i>
Supplies/Materials		
<ol style="list-style-type: none"> 1. Chef, Utility, Paring and Serrated knives on trays 2. Anchored cutting board with secure rubber edges or dampened cloths from sanitizer bucket or approved cleaned and sanitized rubber mat or mesh. 3. Product (items from Roasted Root Vegetables recipe) to demo and practice (i.e. carrots, sweet potatoes, and fresh parsley and five basil or spinach leaves) 4. Flat, plastic tray, if available 		
Location		
<ul style="list-style-type: none"> • Kitchen Production Area • Workstations for practice with cutting boards and different knives. Cutting boards should be anchored and trays available for "drop delivery" of foods. 		
Date, Time, Duration		
Day: _____; Time: _____; Duration: 15 minutes		
Resources and Talking Points		
<ol style="list-style-type: none"> 1. Importance of choosing right knife for work 2. Grip and motion 3. Techniques for use (See VAV Handout – "Knife Skills") 4. Knife Guide Handout 		
Demonstration and Activities		
<ul style="list-style-type: none"> • Grip • Guiding Hand • Forward Motion 	<ul style="list-style-type: none"> • Techniques – slice, dice, rough chop, chiffonade, mince • Drop delivery 	
NOTES:		
<p><i>Wash and weigh AP of carrots or sweet potatoes or any other produce item for following day's recipes. The In-Service TIF can serve as pre-prep period if participants wash hands and wear gloves (if foods are not for cooked products) when using knives. Carrots, sweet potatoes and parsley are listed as demonstration items, but you can make a different choice.</i></p>		

TEACH IT FORWARD

KNIFE SKILLS

<i>PRESENT IT</i>	<i>Comments</i>
KNOW – 2 minutes Knowledge Transfer	
<ol style="list-style-type: none"> 1. Knife selection - SAY: Match best knife use for each job to improve efficiency and safety. 2. Types of Knives Review - SAY: We know from before foods best suited for each type of knife. <p>SHOW and SAY: Hold up each knife as review</p> <ul style="list-style-type: none"> • Chef Knife is an all-purpose kitchen knife used for slicing, dicing, and rough chopping foods. • Utility Knife is a smaller knife used for foods too big for a paring knife. • Paring Knife is easy to handle and works well for cutting small items. • Serrated Knife has a long blade with “teeth” used to slice food. 	
<p>ASK: Which knife is best slicing carrots, dicing sweet potatoes, chopping parsley, and chiffonade basil or spinach?</p> <p>SAY: A Chef Knife will work best for all of these products. Most knives work best by using a forward cutting motion, rather than a straight up and down motion. This forward motion lets the knife do the work – up and down motions makes your arm apply more force and you get tired.</p> <p>ASK: Any questions? WAIT</p>	
SHOW – 5 minutes	
<p>Demonstrate - Chef knife to slice carrots, dice sweet potatoes, and chop parsley and chiffonade basil or spinach. Work area includes cutting board with traction and tray for drop delivery of cut products.</p> <p>Guiding Hand – SAY:</p> <ul style="list-style-type: none"> • Make certain fingers are curled inward and your thumb is tucked underneath; your guiding hand makes “the claw”. • The guiding hand stabilizes the food being cut, guides the knife, and determines size of cut. • The side of the knife blade rests against the knuckles. <p>Techniques – SAY:</p> <ul style="list-style-type: none"> • To slice, cut through the food with a forward motion starting at the tip. • To dice, cut food into desired thickness, then cut into sticks which can then be cut into dices. • To chop, roll the rinsed parsley tightly, and chop into the desired size. For quantity food production, don’t remove the stems; just chop the leaves until you reach the stems. • To mince, use a “rocking” motion. Your guiding hand sits on top of the blade, helping pivot knife repeatedly along curved edge. The end of the knife never lifts from the board. • To chiffonade, roll the rinsed basil or spinach leaves tightly, and slice into fine strips. For quantity food production, don’t remove the stems; just slice the leaves until you reach the stems. 	



TEACH IT FORWARD

KNIFE SKILLS

DO – 7 minutes

Practice and Apply

Participants gather around workstations and practice:

→ slicing of carrots → dicing of sweet potatoes → chop/mince parsley → chiffonade of basil or spinach

LISTEN to comments -- **MONITOR** actions -- **COACH** as needed

- Facilitator monitors actions
- Correct as needed

RECAP – 1 minute

SAY:

- You have had an opportunity to practice different culinary techniques with knives that should improve your efficiency in the kitchen. Speed will come with practice, but the *technique* is most important.
- **CONGRATULATIONS!** You have earned a Certificate of Completion for .25 hours in the Learning Topic of Food Production.



TEACH IT FORWARD

MEASURES

<i>PLAN IT</i>	<i>Completed/ Comments</i>
Supplies/Materials <ol style="list-style-type: none"> 1. Set of measuring spoons, dry measure containers, and liquid measure containers for each station 2. Product to demo and practice (spices, salt, brown sugar, oil, carrot sticks, oats, white sugar, water, and raisins) 3. Ounce scale 4. Handout "Measuring & Weighing" 	
Location <ul style="list-style-type: none"> • Kitchen Production Area • Workstations for practice with measuring tools, practice items, and production sheets 	
Date, Time, Duration	
Day: _____; Time: _____; Duration: 15 minutes	
Resources and Talking Points <ol style="list-style-type: none"> 1. Importance of measures and difference between weights 2. How to measure dry and liquid items 3. Techniques for use covered in "Measuring & Weighing Fact Sheet" handout 	
Demonstration and Activities <ul style="list-style-type: none"> • Measuring techniques dry (loose cup, level top and packed) and liquid foods (read volume from meniscus) 	
NOTES:	
<i>Prepare one cup each of loose filled pack brown sugar and packed. Measure items needed for upcoming production; the In-Service TIF can serve as a pre-prep period. Spices, salt, oil, water, raisins and carrot sticks are listed as demonstration items, but you can make a different choice. Use at least three items for demonstration and practice including dry and liquid ingredients.</i>	

TEACH IT FORWARD

MEASURES

<i>PRESENT IT</i>	<i>Comments</i>
<p>KNOW – 2 minutes Knowledge Transfer</p> <ol style="list-style-type: none"> Measures overview - SAY: Success in food preparation depends on correct ingredient amounts. Whenever the recipe calls for teaspoons, tablespoons, cups, quarts or gallons, it is time to use the appropriate measuring tool. Measuring by volume is often used for smaller amounts of ingredients, such as spices or liquids. Tools for measuring are available. Types of measuring tools – SHOW and SAY: Most of our kitchens have these measuring tools: teaspoons and tablespoons, cup, quart and gallon measures. Point to each as you identify: <ul style="list-style-type: none"> Teaspoons and tablespoons are useful for measuring spices and small amounts. Cups, quarts and gallons are good for larger volumes. Measuring tools are generally made of aluminum, stainless steel, plastic or Pyrex. Caution should be taken when using aluminum to measure acidic foods, as metal may leach and change flavor. To avoid burns, use plastic tools when measuring hot foods. Ways to measure – SAY: <ul style="list-style-type: none"> Most dry items are loose-filled into container with tops level. Brown sugar is an exception as this is usually packed. Fill the clear plastic measure with water. Point out the meniscus to ensure we have the proper volume. Food Density – SAY: <ul style="list-style-type: none"> Food items prepared differently will fill the container differently. For example, the same weight of shredded carrot sticks will have a greater volume than sticks. <p>ASK: Which of these food items (point to spices or carrot sticks) should the recipe list by weight rather than measure?</p>	
<p>SHOW – 4 minutes</p> <ol style="list-style-type: none"> Ways to measure – <ul style="list-style-type: none"> SAY: Loose filled with level top means we don't compress the item into the measure container; brown sugar is the exception. SHOW and SAY: A rounded tablespoon of baking powder in a quick bread could be almost twice as much as intended with a level top. A level top is achieved by using a straight edge, such as flat spatula, across top of container. SHOW and SAY: Filling the clear plastic measure with water, we can see the meniscus (point out) to ensure we have the proper volume. Food Density – <ul style="list-style-type: none"> SHOW and SAY: For example, we have two-cup measures with brown sugar – one is loose filled and the other is packed. As I empty, you can visually see the difference in amounts. 	



TEACH IT FORWARD

MEASURES

DO – 7 minutes	
<p>Practice and Apply – Working in teams of 2 or 3, measure the following items, then weigh and compare the difference in measures within teams and between teams.</p> <ul style="list-style-type: none"> • Measure one level Tablespoon and one rounded Tablespoon of salt. • Measure one cup brown sugar packed and one cup loosely filled. • Measure one quart of water in a clear container and one quart in an opaque container. <p>LISTEN to comments -- MONITOR actions -- COACH as needed</p>	
RECAP – 1 minute	
<p>SAY:</p> <ul style="list-style-type: none"> • You have had an opportunity to practice use of measures and reinforce concepts of proper food preparation. This experience illustrates the importance of accurate measures of foods as specified in recipes to ensure quality products. • CONGRATULATIONS! You have earned a Certificate of Completion for .25 hours in the Learning Topic of Food Production. 	



TEACH IT FORWARD

SAMPLING TECHNIQUES

<i>PLAN IT</i>	<i>Completed/ Comments</i>
Supplies/Materials	
<ol style="list-style-type: none"> 1. Trays 2. 1 ounce portion cups filled with various new recipe samples (or plates, spoons, napkins, or toothpicks, depending on the items) 3. Litter container 4. Selected new recipes 5. "Motivational phrases" handout 	
Location	
<ul style="list-style-type: none"> • Cafeteria Service Lines 	
Date, Time, Duration	
Day: _____; Time: _____; Duration: 15 minutes	
Resources and Talking Points	
<ol style="list-style-type: none"> 1. Overcoming unknowns 2. Samples allow for "just a taste" 3. Encourages interaction with students 4. Recipe talking points 	
Demonstration and Activities	
Role play offering samples of new products	
NOTES:	
<i>The In-Service TIF Chef Ambassador can identify 2 or 3 new products for sampling and insert into script as noted below.</i>	



TEACH IT FORWARD

SAMPLING TECHNIQUES

<i>PRESENT IT</i>	<i>Comments</i>
<p>KNOW – 3 minutes Knowledge Transfer</p> <ol style="list-style-type: none"> 1. Introduction of New Menu Items- SAY: We all know students may be reluctant to try a new food. You have all been asked “What is it?”, “What’s in it?”, “Is it good?” “Do <u>you</u> like it?” more times than you can count. Today we are going to try out the technique of offering samples of some of the new recipes to students. Recipes have suggested communication scripts to encourage student selection. 2. Sampling Techniques - SAY: <ul style="list-style-type: none"> We want to present each new recipe at its best – and communicate ingredients while encouraging students to sample. We also want to ensure the safety of the food is not compromised. So, we have prepared and portioned some of the new Chef Recipes into these small serving cups/plates/etc. Today, we are going to practice on each other by taking turns as the “student sampler” and the “staff sample giver”. It can be hard to approach a group of students and encourage them to try something new. Practicing on each other will be helpful. When you are the “student” – feel free to channel student behavior and conversations of what you see and hear. When you are the “sample giver” be sure you are prepared and know ingredients (including the Big 8 allergens, if applicable) and other key points about the recipe. <p>ASK: – Any questions? Who would like to portray a student as I demonstrate how to offer a sample?</p>	
<p>SHOW – 2 minutes</p> <p>Role Play Demonstration –</p> <ul style="list-style-type: none"> Walk up to the “student” and SAY: Script on recipe – something like “Hi, how would you like to sample this new Chef recipe of INSERT NAME”? “Student” responds with “What’s in it?” SAY: INSERT KEY INGREDIENTS PRESENT tray with samples (one end to student) and monitor as they select one. Watch as they take a bite and ask their opinion (Students LOVE to be asked opinions!). Hold out small container for litter. <p>Summarize – SAY: See, it can be that easy!</p>	
<p>DO – 9 minutes</p> <p>SAY: Now, let’s break into groups of 2.</p> <ul style="list-style-type: none"> Rotate roles so you are the “Sampler” and “Sample Giver” Review script on back of recipe Learn ingredients At “GO”, Begin role play. After 1 minute, SWITCH roles After 3 minutes – SAY “STOP” 	



TEACH IT FORWARD

SAMPLING TECHNIQUES

ASK: How many students were encouraged to sample the item?

SWITCH to different product.

REPEAT activity

LISTEN to comments -- **MONITOR** actions -- **COACH** as needed

RECAP – 1 minute

SAY:

- Today you have had an opportunity to see different ways new foods can be sampled and practice approaching students to encourage them to taste something new.
- **CONGRATULATIONS!** You have earned a Certificate of Completion for .25 hours in the Learning Topic of Communications and Marketing.



TEACH IT FORWARD

WEIGHTS

<i>PLAN IT</i>	<i>Completed/ Comments</i>
Supplies/Materials	
<ol style="list-style-type: none"> 1. Traditional portion spring scale and/or digital electronic scales 2. Product to demo and practice (i.e. rice, sugar and/or flour) 3. Handout "Measuring and Weighing" 	
Location	
<ul style="list-style-type: none"> • Kitchen Production Area • Workstations for practice – scales, practice items, and production sheets 	
Date, Time, Duration	
Day: _____; Time: _____; Duration: 15 minutes	
Resources and Talking Points	
<ol style="list-style-type: none"> 1. Importance of weights and difference between weights and measures 2. Types of scales in this kitchen 3. Units of weight 4. Techniques for use – reading and taring 	
Demonstration and Activities	
<ul style="list-style-type: none"> • Weights of food items of various densities 	
NOTES:	
<i>Weigh items needed for upcoming production. The In-Service TIF can serve as a pre-prep period. Rice, sugar, and/or flour are listed as demonstration items, but you can make a different choice. Use at least two items for demonstration and practice.</i>	



TEACH IT FORWARD

WEIGHTS

<i>PRESENT IT</i>	<i>Comments</i>
<p>KNOW – 2 minutes Knowledge Transfer</p> <ol style="list-style-type: none"> Weights Overview - SAY: Whenever a recipe calls for pounds, ounces, or grams, it is time to use the scale. Weighing is more accurate than measuring as foods have different densities and size, so measures will vary. Types of Scales – SHOW and SAY: Most kitchens have a scale. It may be a portion spring scale or a digital electronic scale with greater weight capacity. Point to each or use "Measuring & Weighing" handout to identify. <ul style="list-style-type: none"> Spring scales are portable and useful for portioning work; however, you must be sure they are calibrated. Most have smaller weight limits with only pound/ounce units. Electronic digital read scales are considered more accurate and consistent. Weights may be shown in pounds and ounces and/or grams. Some scales revert to pounds or ounces, so always look before you weigh. Units of weight –SAY: Scales may be shown through fractions or decimal units. A toggle switch moves the reading. Scales should be at ZERO before weighing. You can TARE the scale (return scale to ZERO) after placing the container on the platform. Food Density – SAY: Foods have different densities due to make up of air or water. <p>ASK: What type of scale is best for portioning individual servings of deli ham?</p>	
<p>SHOW – 4 minutes</p> <ol style="list-style-type: none"> Units of Weight SHOW and SAY: For instance, this bowl of sugar weighs 2.5 pounds which is <u>not</u> 2 pounds 5 ounces, rather 2 pounds and 8 ounces, or 1,133.98 grams, which is not very useful. Generally, your recipes are recorded in pounds and ounces. It is important to remember there are 16 ounces in the pound and which unit the scale is set for, as obviously this will affect your weights and the product! Food Density SHOW and SAY: This bowl with 2 and one-half pounds of sugar is a volume of about 5 2/3 cups. This bowl with 2.5 pounds of flour is a volume of about 9 cups. ASK: How much does air weigh? The answer is "nothing". So, a denser food such as sugar will take less volume than flour – 2.5 pounds of sugar will take under 6 cups versus about 9 cups for the same weight of flour. SHOW and SAY: See when we tamp down on the container of flour how the product settles and the air is forced out? ASK: Any questions? WAIT 	
<p>DO – 7 minutes</p>	
<p>Practice and Apply – Working in teams of 2 or 3, gather around scales/workstations: Place empty container on scale and TARE to ZERO.</p> <ul style="list-style-type: none"> Weigh 2 cups of sugar. Record weight pounds/ounces with decimals and fractions. Remove container and ZERO scale. Place empty container on scale and TARE to ZERO. 	



TEACH IT FORWARD

WEIGHTS

- Weigh two cups of flour. Record weight pounds/ounces with decimals and fractions. Remove container and ZERO scale.
- Compare visually amounts of products that are each the same volume.

LISTEN to comments -- **MONITOR** actions -- **COACH** as needed

RECAP – 1 minute

SAY:

- You have had an opportunity to practice use of scales and reinforce concepts of kitchen weights. This experience illustrates the importance of accurate weighing of foods as specified in recipes to ensure quality products since equal volumes do not have equal weights!
- **CONGRATULATIONS!** You have earned a Certificate of Completion for .25 hours in the Learning Topic of Food Production.



TEACH IT FORWARD

WORK SCHEDULES

<i>PLAN IT</i>	<i>Completed/ Comments</i>
Supplies/Materials <ol style="list-style-type: none"> 1. NC K-12 Culinary Institute handout "Sample Work Schedule" 2. 40 oranges, chef's knife, cutting board, sectionizer with 4 or 6 blade, 2 inch steamtable pan, attractive colored trays, or black merchandising pan 3. Pencils 4. Timer or Stopwatch (or use timer on smartphone, where available) 	
Location <ul style="list-style-type: none"> • Kitchen Production Area -Workstations for timing action. 	
Date, Time, Duration	
Day: _____; Time: _____; Duration: 15 Minutes	
Resources and Talking Points <ol style="list-style-type: none"> 1. Work schedule principles 2. The 3 W's of work schedules- <i>Who, What, When</i> 3. Work schedules help the manager and production 4. Team work efficiently and effectively 	
Demonstration and Activities <ul style="list-style-type: none"> • Establishing time standards. Form 2 teams of 2 people for this activity. Team 1 assigns 1 person to cut 20 count washed oranges into 4 or 6 wedges using the fruit sectionizer, while the other person times the task. Team 2 assigns 1 person to cut 20 washed oranges into 4 or 6 wedges using a chef's knife and cutting board, while the other person times the task. If mechanical cutting equipment is not available, have both teams wedge the fruit manually into 4 or 6 wedges. • As a group, review the sample work schedule and discuss benefits of planning work schedules to include time standards for routine tasks. 	
NOTES:	
<i>The In-Service TIF can serve as a pre-prep period for cutting orange wedges. Other pre-preps could be used in the activity to determine time standards, depending on menu.</i>	



TEACH IT FORWARD

WORK SCHEDULES

<i>PRESENT IT</i>	<i>Comments</i>
KNOW – 3 minutes Knowledge Transfer	
<ol style="list-style-type: none"> 1. Work Schedule Overview - SAY: We all want to work efficiently to make sure that our tasks are completed, and students are served high quality meals. Working together toward a common goal boosts employee morale, as long as we are all doing our part. Work schedules help divide jobs evenly and identify who will be working, what their tasks are, and when each task is performed and completed, based on the understanding of how long tasks should take. 2. Work Schedule Principles – SAY: We can work efficiently when our individual tasks are clearly defined with what we are to accomplish and how long it should take. Work schedules do more than tell us when we should arrive and depart. They give us a play-by-play of the tasks we are assigned for the day. When a manager plans detailed work schedules, all tasks are distributed evenly between employees, and no one feels they are taking on an unbalanced workload. Today we will practice setting a time standard for routine food preparation task- cutting oranges. We will also review a sample work schedule and compare it to our own work schedule. ASK: Is our work schedule as detailed as the example work schedule? 	
SHOW – 3 minutes	
<ol style="list-style-type: none"> 1. Work Schedules – SAY: Let's take a look at the handout "Sample Work Schedule" and note how it shows the "<i>who, what and when</i>" of the day's tasks. When managers plan work schedules, they have to make sure that meal production is completed on time for meal service, and that staff have time for routine cleaning, organizing, and, of course, breaks. ASK: Does the sample work schedule seem to include enough detail for an employee to work efficiently? Could a substitute review the work schedule and have a full understanding of their tasks for the day? ASK: How does our current work schedule for today/this week compare with the sample work schedule? What is similar and what is different? 2. Summarize – SAY: When all employees know what their duties are, we can all accomplish more together. 	
DO – 8 minutes	
Practice and Apply – Ask for 2 pair of volunteers (2 volunteers to wedge oranges, 2 to keep time). <ul style="list-style-type: none"> • Gather 40 navel or Valencia oranges. • 1 volunteer will wedge 20 oranges using a sectionizer with a 4 or 6-wedge blade, while 1 volunteer will wedge 20 oranges with a chef's knife and cutting board into 4 or 6 wedges, depending on sectionizer blade selected. • The 2 other volunteers will be assigned a person to keep time from start to finish. 	



TEACH IT FORWARD

WORK SCHEDULES

- At the word GO, the 2 volunteers who are wedging oranges will need to set up their work area, wash the oranges, wedge the oranges, place in a 2-inch full-size black merchandising pan, cover and label the oranges with the date.
- The other 2 volunteers will time the process to see how quickly the task can be completed without sacrificing quality or safety.

DISCUSS to arrive at a team consensus for time to prepare.

LISTEN to comments -- **MONITOR** actions -- **COACH** as needed

Facilitator monitors actions.

SAY: This is not a race because while we want to prepare products quickly and efficiently, we also want to maintain quality. We recognize there may be variations each day, but our goal today was to establish a time standard for how long it should take to wedge 20 oranges so all of us are on the same page and our work schedules are accurate.

RECAP – 1 minute

SAY:

- You have had an opportunity to learn about the importance of work schedules and how they help the team effectively work together. You also practiced setting a time standard for a routine meal production task. Time standards make work scheduling easier and help each team member work more efficiently.
- **CONGRATULATIONS!** You have earned a Certificate of Completion for .25 hours in the Learning Topic of Food Production.



TEACH IT FORWARD

WORK SIMPLIFICATION

<i>PLAN IT</i>		<i>Completed/ Comments</i>
Supplies/Materials		
<ol style="list-style-type: none"> 1. Sheet trays 2. No. 8 disher 3. 4 oz. spoodle 4. Cans of applesauce 5. 5 ounce portion cups 		
Location		
<ul style="list-style-type: none"> • Kitchen Production Area -Workstations for practice and scooping applesauce 		
Date, Time, Duration		
Day: _____; Time: _____; Duration: 15 Minutes		
Resources and Talking Points		
<ol style="list-style-type: none"> 1. Work simplification principles 2. NC K-12 Virtual Audio Visual (VAV) materials "Mise en place" and "Work Simplification" 3. NC K-12 Culinary Institute Video Clip on <i>Work Simplification</i> 4. <i>Kitchen Hacks</i> handout 		
Demonstration and Activities		
<ul style="list-style-type: none"> • Portioning activity 		
NOTES:		
<i>The In-Service TIF can serve as a pre-prep period for portioning of applesauce or any other individually portioned item for service.</i>		



TEACH IT FORWARD

WORK SIMPLIFICATION

<i>PRESENT IT</i>	<i>Comments</i>
KNOW – 3 minutes Knowledge Transfer	
<ol style="list-style-type: none"> 1. Work Simplification Overview - SAY: We are all challenged with working smarter to improve efficiencies and quality of service AND maximize our inputs, so we are not dead tired at the end of the day. 2. Work Simplification Principles – SAY: We can work more efficiently and effectively if we plan ahead and think about when, where and who will complete tasks. SHOW: VAV “Mise en place”. SAY: Mise en place means “everything in its place”. How we organize the work area will make a big difference in amount of energy inputs required. SHOW: VAV “Work Simplification”. SAY: Sometimes we work in teams using an assembly line approach. This works well for sandwich making or pizzas. Today we will practice different approaches to portioning sauces into individual serving cups and determine which method and portioning tool is most efficient when we work by ourselves. ASK: Who would like to leave at the end of the day not feeling so tired? SHOW: Kitchen Hacks handout. SAY: The NC K-12 Culinary Institute has collected work simplification tricks of the trade, also referred to as kitchen hacks. ASK: Who can identify a kitchen hack that we could use in our kitchen? SAY: Remember a kitchen hack is never a shortcut to quality. 	
SHOW – 4 minutes	
<ol style="list-style-type: none"> 1. Production Planning – SAY: Rather than making multiple trips around the kitchen to gather our ingredients and supplies, we can use a cart. The work area can be set up to avoid excessive reaching and lifting. SHOW: how area set up with sheet pan, portion cups and scoop. SHOW: NC K-12 Culinary Institute Video Clip on “Work Simplification”. Pause video as instructed and ask participants for feedback. 2. Summarize – SAY: We saw in the video how mise en place and organization of work area influence efficiency of work. 	
DO – 7 minutes	
<p>Practice and Apply – Work individually.</p> <ul style="list-style-type: none"> • Set up work area for portioning of applesauce. Select portioning tool to use. • At the word GO, fill as many portion cups as possible. Time for one minute. • After review and discuss. Which method and tool resulted in greatest number of cups filled? Review quality aspects – appearance, consistency, cleanliness of work area. • ASK participants to identify useful techniques. <p>LISTEN to comments -- MONITOR actions -- COACH as needed Facilitator monitors actions – emphasize work heights, use of both hands, set up. Correct as needed.</p>	



TEACH IT FORWARD

WORK SIMPLIFICATION

RECAP – 1 minute

SAY:

- You have had an opportunity to practice effective and efficient work set up. Planning and organization are the essence of mise en place. You have the skills to work smarter not harder – these will improve efficiency and your energy levels!
- **CONGRATULATIONS!** You have earned a Certificate of Completion for .25 hours in the Learning Topic of Food Production.