



# Montana Cook Fresh Initiative

## Curriculum Guide

PREPARED BY  
**Montana Team Nutrition**

DEVELOPED  
**September 2022**

Photo: Samplings from a 2021 Culinary Workshop with Pryor  
School District staff



# Montana Cook Fresh Quality School Meals Initiative Curriculum Guide

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# Acknowledgements

This curriculum provides lesson plans related to the Montana Cook Fresh Leadership Quality School Meals Initiative and is available electronically at the Montana Team Nutrition Program website: [www.montana.edu/teamnutrition](http://www.montana.edu/teamnutrition). For more information contact:

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# Montana Cook Fresh Quality School Meals Initiative

## About this Initiative

Serving high quality school meals matters. School meals influence the health and wellbeing of over 30 million students every day across the United States through United States Department of Agriculture (USDA) Child Nutrition Programs. Student's perceptions of school meals are especially impacted by the attractiveness of the foods available on the serving line, and their access to fresh foods. This comprehensive training program was developed and tested as part of the Montana's Office of Public Instruction's innovative plan to support Montana school districts in serving high quality meals, called Montana Cook Fresh: High Quality School Meals Students Enjoy Initiative (MCFI). Montana Team Nutrition defines high quality school meals as fresh "from scratch" school meals that appeal to Montana students, incorporate local and USDA foods, and meet USDA nutrition standards.

The training approach is built upon 20 plus years of school nutrition training experience from Montana Team Nutrition staff and draws upon the *Simple Model for Managing Complex Change* developed by Mary Lippett. This five-component model includes the necessary factors to successfully create and manage complex change. The components are vision, skills, incentives, resources, and a plan. If one component is not addressed, long-term change cannot be achieved (Lippitt, 1987). A copy of this model is included in the Appendix of this guide. The Simple Model for Managing Complex Change may be helpful to facilitating long-term change in an organization whether at the state or local level. Indeed, barriers noted by Montana school nutrition program staff in preparing meals from scratch containing fresh whole foods include a) lack of staff training and professional development specific to the needs, barriers, and challenges of the school nutrition program; b) limited resources including inadequate equipment, lack of food preparation time, limited availability, and cost of fresh and/or locally sourced foods (Byker-Shanks, Stephens, 2015); and c) labor shortages prohibiting a program's ability to scratch cook.

This Initiative was created to address all the necessary components of change and was tailored to the unique needs of Montana school districts. It includes a three-module approach to help ensure that Montana school districts were successful in striving to produce high quality school meals that their students enjoy.

### Module 1: Develop a Vision, Identify Needs, Set a Goal and Develop An Action Plan

Purpose: Assess each school nutrition program's strengths and weaknesses in serving high quality school meals and work with the food service director or manager position to develop a vision and action plan specific to their program's needs and structure.

### Module 2: Build Skills: Lesson Plans and Training Delivery Methods

Purpose: Deliver professional development for all staffing levels to increase the knowledge, skills, and self-efficacy in preparing appealing meals.

### Module 3: Consider Incentives, Identify Resources, and Implement Next Steps

Purpose: Provide resources through technical assistance and mentoring opportunities from experienced peer trainers and trained chefs, utilize program assessments and resources to implement the action plan, and provide incentives to help schools overcome challenges and create long lasting solutions.

It is important to note that this training program was implemented during the COVID19 pandemic. The pandemic dramatically impacted schools across the state and made it impossible to deliver training as planned. The challenges presented in the pandemic only underscored the need for a flexible training curriculum with multiple delivery methods. The curriculum guide includes recommendations for a variety of delivery methods, including in person, virtual and hybrid. This adaptable training program allows a State Agency or individual school district to increase training capacity to high need school districts through a multi-level approach that can improve the school nutrition program's ability to serve high quality meals that students enjoy.

## About this Curriculum Guide

### Who is the target audience of this curriculum?

This curriculum is designed to reach three levels of school nutrition professional staff, including directors, managers, and frontline staff. The lesson plans are created for school nutrition programs that are operating USDA Child Nutrition Programs, including the National School Lunch Program and School Breakfast Program.

### How do I use the lesson plans?

Each lesson plan in this curriculum may be used as a stand-alone training or can be combined with other lessons to create day long workshops or a multi-day training such as the Montana Cook Fresh Leadership Institute. The lesson plans are written for in-person lessons, but each lesson can be adapted to a virtual or hybrid delivery. Educators are encouraged to select the lesson plan(s) and delivery methods that suits their capacity while meeting the needs of their target audience.

### What resources are included in this guide?

An intentional learning outcome of this curriculum is to help school nutrition professionals understand what resources are available to them so that they can continue their professional development and share with other staff members after the training is completed. For this reason, this curriculum utilizes and promotes certain publicly available educational resources for school nutrition professionals, including videos and resources from the Institute of Child Nutrition Culinary Techniques for Healthy School Meals, and recipe books from other state programs. Publicly available resources not developed by Montana Team Nutrition will be designated as Suggested Resources. Resources developed by Montana Team Nutrition will be designated specifically as Montana Cook Fresh Resources. To access the PowerPoint slides or further resources related to the lesson plans, please contact Montana Team Nutrition directly.

### Where do I access the curriculum files?

The curriculum can be accessed and downloaded from the Montana Team Nutrition website at:

<https://www.montana.edu/teamnutrition/cookfreshcurriculum.html>

To access the PowerPoint slides or further resources that are not posted on the curriculum webpage, please contact Montana Team Nutrition directly.

# Module 1: Develop a Vision, Identify Needs, Set a Goal and Build An Action Plan

When beginning a school nutrition training program, it is critical to assess the school nutrition programs' strengths and weaknesses in serving high quality school meals and work with staff to develop a vision, set a goal, and action plan specific to their program's needs and structure. Trainers may choose to utilize a formal assessment package with a pre and post survey tool and/or work with food service directors to complete a shorter self-assessment using the Roadmap to Building Quality School Meals.

## 1.1 Montana Cook Fresh Initiative Assessment Package

The Montana Cook Fresh Assessment Package includes two survey tools designed to determine the processes and procedures in place to support service of high-quality school meals. These tools are the Operations Survey and the Food Frequency Chart. The Operations Survey is a pre and post survey tool that addresses key areas such as leadership and vision, staff skills, attitudes and confidence level in meal preparation, menu planning, staffing, equipment, and overall successes and challenges. The Food Frequency Chart assesses how often specific food items were available in the school nutrition program inventory and the frequency with which those foods were used in food production at pre and at post.

The surveys should be completed by the food service director with input from their staff and school administration. This assessment allows the director to reflect on their strengths and weaknesses of the program. Program staff also asked school nutrition programs to provide a month of breakfast and lunch menus and 5-10 photos of the meal service, cafeteria, and at least one photo of a typical lunch meal. See Appendix for the full assessment package.

This comprehensive evaluation can be used to collect data on school nutrition program operation before and after the year-long training period. Information derived from this assessment can be used to tailor and inform trainings to the school district, as well as to understand if the training was effective following the conclusion of the training period. This method requires approximately 2 hours of food service director's time to complete at the beginning and end of the training program. While this assessment allows for trainers to collect important and detailed information on the school nutrition program, it can also be burdensome for food service directors. This evaluation approach is recommended for state agencies or large school district food service directors that are assessing multiple programs or who plan to work with those programs for a longer period of time with multiple training opportunities.

## 1.2 Roadmap to Building Quality School Meals

Another strategy for identifying the training needs and setting a goal and action plan for a school nutrition programs is having food service directors complete the Roadmap to Building Quality School Meals. This self-assessment tool was developed during the MCFI to help new food service directors begin their journey on the road to quality school meals; and assist experienced food service directors to continue to improve their program's success. It can be used to identify strengths and areas of improvement in serving quality school meals; and helps food service directors in setting training and program goals related to serving more scratch cooked meals over time. There are five essential categories addressed in the roadmap: food procurement, food production, meal service, culture, and support and infrastructure along with a goal setting section. This tool was created by Montana Team Nutrition and designed specifically for school nutrition programs operating the National School Lunch and School Breakfast Programs.

Food service directors may want to consider completing both the assessment package and the Roadmap to gain a full picture of their program's strengths and weakness and to create goal(s) and an action plan for achieving the goal(s). However, the Roadmap may be more manageable tool that can be completed by the Director together with the staff in assessing their program's capacity, setting a realistic goal, and creating an action plan that the entire staff supports and has a role in achieving its success.

A lesson plan on using the Roadmap is included in section 2.11, page 75. A copy of the Roadmap is included in Appendix B of this curriculum guide.

## Module 2: Build Skills: Lesson Plans and Training Delivery Methods

After identifying the training needs of your audience, deliver customized professional development for all staffing levels to increase the knowledge, skills, and self-efficacy in preparing USDA compliant appealing meals. This curriculum contains 11 lesson plans. The lesson plans are divided into two categories:

### Culinary Lesson Plans

- 2.1 Mise en Place and Knife Skills
- 2.2 Equipment Demonstration
- 2.3 Cooking Project
- 2.4 Using Herbs and Spices for Flavor Enhancement
- 2.5 Whole Grain Baking

### Program Management Lesson Plans

- 2.6 Farm to School Foundations (Part One)
- 2.7 Farm to School Foundations (Part Two)
- 2.8 Making the Healthy Choice the Easy Choice
- 2.9 Meal Pattern Lesson Plan
- 2.10 VeggieLicious! Lesson Plan
- 2.11 Navigating the Roadmap to Building Quality School Meals

Each lesson plan is available to download individual on the Montana Team Nutrition website. The lesson plans are written to be delivered in person but can be adapted to hybrid or virtual trainings. For ideas on how to transition the lesson plans to various delivery methods, or to combine the lesson plans into multi day trainings please refer to Section 2.12 on page 62 of this guide.





# Mise en Place and Knife Skills Lesson Plan

Participants will gain hands on experience in mise en place and essential knife skills for school meal preparation.

Instructor preparation time

**60 - 90 minutes**

Total instruction time

**90 minutes**

Photo: 2021 Montana Cook Fresh Leadership Institute



## 2.1 Mise en Place and Knife Skills Lesson Plan

### Lesson Goal

Participants to gain hands-on experience in mise en place and essential knife skills for school meal preparation.

### Learning Objectives

Objective 1: Participants will outline the benefits and basic steps of mise en place.

Objective 2: Participants will demonstrate correct knife grip and guiding hand position.

Objective 3: Participants will execute six basic knife cuts.

Objective 4: Participants will select appropriate cuts for specific food items.

### Total Lesson Time

Instructor preparation time: 60 – 90 minutes

Total instruction time: 90 minutes

### Professional Development Learning Codes

Culinary Skills (2130)

### Equipment/Supplies

This supply list is for a class of approximately 20 participants and 1 instructor; adjust accordingly

Item	Quantity	Use/Notes
Aprons	21	
Hats/hair nets	21	
Gloves	1 (100 count) box medium 1 (100 count) box large 1 (100 count) box extra large	
Cutting boards	21	1 per participant + 1 for instructor
Knife set	1	Demonstration of types of knives
Chef's knives	5+	For participants without own knife sets
Paper towels (damp)	21	Place under cutting boards
Bowls/aluminum pans	11	Collect chopped produce to use in recipes
Signs/labels for each station (food item and how it should be cut)	6	
Onion	11	½ onion for each participant + 1 for instructor
Garlic	3-4 heads	1-2 cloves for each participant + 1 head for instructor
Parsley	1 bunch	1 handful of a variety of herbs for each participant + instructor
Cilantro	1 bunch	
Basil	1 bunch	
Kale	2 bunches	2 leaves for each participant
Sweet potato	21	1 sweet potato for each participant + 1 for instructor
Bell peppers	11	½ for each participant + 1 for instructor
Celery	11	½ stalk celery for each participant

Carrot	21	1 carrot for each participant + 1 for instructor
Butternut squash	1	Instructor demonstration only
Pineapple	1	Instructor demonstration only
Melon	1	Instructor demonstration only
Kiwi	2	Instructor demonstration only
Additional produce to practice knife skills will come from recipes		

## Montana Cook Fresh Resources

- Montana Team Nutrition, Six Basic Knife Cuts (2014)
- Montana Team Nutrition, Montana's Healthy School Recipe Roundup Cookbook, Sloppy Joe on a Roll (2013)

## Suggested Resources

- Indiana Department of Education, Sizzling School Lunches, Chili Roasted Sweet Potatoes Recipe
- Iowa State University Extension, Mise en Place Handout (2010)
- Iowa State University Extension, Workstation Set Up (2010)
- Iowa State University Extension, Types of Knives Handout (2010)
- Maryland Department of Education, Cook Smart Bootcamp, Kale Pesto Recipe (2014)
- Maryland Department of Education, Cook Smart Bootcamp, Production Planning Checklists (2014)
- Maryland Department of Education, Cook Smart Bootcamp, Knife Skills Handout (2014)
- Oklahoma Department of Agriculture, Kidchen Expedition: A Farm to School Cookbook, Kale and Quinoa Medley Recipe
- Project Bread, Let's Cook Healthy School Meals Cookbook, White Bean Dip Recipe
- Vermont FEED, New School Cuisine Cookbook, Sweet Potato and Black Bean Salad Recipe

## Instructor/Staff Roles

- Lead instructor
- Rotating assistant 1
- Rotating assistant 2

## Lesson Plan

Topic	Activity	Materials	Time
Lesson preparation for instructor and 1-2 assistants	<ul style="list-style-type: none"> <li>• Wash counters and set up a workstation for each participant.</li> <li>• Wash all produce and distribute between the workstations and instructor demonstration station.</li> <li>• This lesson pairs well with the Cooking Projects Lesson. Each food item for cutting is associated with the following suggested recipes: <ul style="list-style-type: none"> <li>○ White Bean Dip</li> <li>○ Lentil Hummus</li> <li>○ Roasted Vegetable Wraps</li> <li>○ Sweet potatoes and Black Bean Salad</li> <li>○ Chili Roasted Sweet Potatoes</li> <li>○ Kale Pesto</li> </ul> </li> </ul>	Set up the participant and instructor workstations so that each person has: <ul style="list-style-type: none"> <li>• Damp paper towel</li> <li>• Cutting board</li> <li>• Chef knife</li> <li>• Paring knife</li> <li>• Vegetable peeler</li> <li>• 1 carrot</li> <li>• 1 stalk celery</li> <li>• ½ onion</li> <li>• ½ red or green pepper</li> <li>• 2-3 leaves basil</li> <li>• 1 garlic clove</li> <li>• 1 sweet potato</li> <li>• 2-3 leaves kale</li> </ul>	60 – 90 minutes

	<ul style="list-style-type: none"> <li>○ Kale Quinoa Medley</li> <li>○ Sloppy Joe on a Roll</li> </ul> <ul style="list-style-type: none"> <li>● If this lesson is completed as a standalone, determine the use of the food items beforehand to minimize food waste. Amounts of food cut at participant stations will vary based on the size of the class and if the Cooking Projects Lesson will be completed after the Mise en Place and Knife Skills Lesson.</li> </ul>	<ul style="list-style-type: none"> <li>● Folder of handouts, one for each participant and one for instructor to refer to</li> <li>● Optional items for instructor to demonstrate cutting: Winter squash, pineapple, melon, kiwi, butternut squash</li> </ul>	
Basic steps of mise en place	<ul style="list-style-type: none"> <li>● Explain what mise en place is and why it is useful for school nutrition programs: <ul style="list-style-type: none"> <li>● Step 1: Plan your work <ul style="list-style-type: none"> <li>○ Examples of production planning</li> <li>○ Ask class for examples of what tools they use to plan</li> </ul> </li> <li>● Step 2: Prioritize work</li> <li>● Step 3: Collect tools and equipment</li> <li>● Step 4: Collect ingredients</li> <li>● Step 5: Prep ingredients</li> <li>● Step 6: Set up workstation <ul style="list-style-type: none"> <li>○ Efficient workstation set up ex. Assembly line</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Iowa State University Extension, Mise en Place Handout (2010)</li> <li>● Maryland Department of Education, Cook Smart Bootcamp, Production Planning Checklists (2014)</li> </ul>	10 minutes
Mise en place with knife work	<ul style="list-style-type: none"> <li>● How to select the correct knife for the task</li> <li>● Preparing your workspace</li> <li>● Proper posture and position</li> </ul>	<ul style="list-style-type: none"> <li>● Iowa State University Extension, Types of Knives Handout (2010)</li> </ul>	5 minutes
Knife grip and guiding hand	<ul style="list-style-type: none"> <li>● Correct knife grip</li> <li>● Correct guiding hand position</li> <li>● Participants practice correct grip and guiding hand position – instructors and assistance circulate to correct and give feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Maryland Department of Education, Cook Smart Bootcamp, Knife Skills Handout (2014)</li> <li>● Culinary Institute of Child Nutrition: Mise En Place and Knife Skills videos (2009)</li> </ul>	5 minutes
Demonstration and practice of six basic cuts	<ul style="list-style-type: none"> <li>● Diagonal and bias cuts – celery <ul style="list-style-type: none"> <li>○ Instructor demonstrates cut with celery</li> <li>○ Participants practice at stations <ul style="list-style-type: none"> <li>○ Celery used for dippers for White Bean Dip</li> </ul> </li> <li>○ Instructor and assistants circulate and correct/give feedback</li> <li>○ Assistant collects prepared produce in separate bowls</li> </ul> </li> <li>● Oblique or roll cuts – carrot <ul style="list-style-type: none"> <li>○ Instructor demonstrates cut with carrot</li> <li>○ Participants practice at stations:</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Montana Team Nutrition, Six Basic Knife Cuts List (2014)</li> <li>● Refer to workstation set up list above</li> </ul>	60 minutes (about 10 minutes per type of cut)

	<ul style="list-style-type: none"> <li>○ Carrot used for Kale and Quinoa Medley, and/or dippers for White Bean Dip</li> <li>○ Instructor and assistants circulate and correct/give feedback</li> <li>○ Assistants collect prepared produce in separate bowls</li> <li>● Chiffonade –kale and basil <ul style="list-style-type: none"> <li>○ Instructor demonstrates chiffonade cut with kale and basil</li> <li>○ Participants practice at stations: <ul style="list-style-type: none"> <li>○ Kale used for Kale and Quinoa Medley and/or Kale Pesto)</li> </ul> </li> <li>○ Instructor and assistants circulate and correct/give feedback</li> <li>○ Assistants collect prepared produce in separate bowls</li> </ul> </li> <li>● Mince – Herbs (parsley/cilantro) and garlic <ul style="list-style-type: none"> <li>○ Instructor demonstrates garlic preparation and mincing of herbs</li> <li>○ Participants practice at stations: <ul style="list-style-type: none"> <li>○ Garlic used for Kale Pesto, Sloppy Joe, Kale and Quinoa Medley and/or White Bean Dip)</li> <li>○ Cilantro used for Sweet Potato and Black Bean Salad</li> <li>○ Parsley or Mint used for White Bean Dip</li> </ul> </li> <li>○ Instructor and assistants circulate and correct/give feedback</li> <li>○ Assistant collects prepared produce in separate bowls</li> </ul> </li> <li>● Julienne/batonnet – Sweet potato and bell pepper <ul style="list-style-type: none"> <li>○ Instructor demonstrates cuts</li> <li>○ Participants practice at stations: <ul style="list-style-type: none"> <li>○ Batonnet (¼ inch cut): Sweet Potato used for Chili Roasted Sweet Potatoes</li> <li>○ Julienne: Green bell peppers, red bell peppers, and carrots used for Roasted Vegetable Wraps</li> </ul> </li> <li>○ Instructor and assistants circulate and correct/give feedback</li> <li>○ Assistants collect prepared produce in separate bowls</li> </ul> </li> <li>● Dice – onion, sweet potato, and bell pepper</li> </ul>		
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	<ul style="list-style-type: none"> <li>○ Instructor demonstrates onion preparation and sweet potato dice</li> <li>○ Participant practice at stations: <ul style="list-style-type: none"> <li>○ Onion used for Roasted Vegetable Wraps and/or Sloppy Joe</li> <li>○ Sweet potato (¼ inch dice) used for Sweet Potato and Black Bean Salad</li> <li>○ Bell pepper (¼ inch dice) used for Kale and Quinoa Medley</li> </ul> </li> <li>○ Instructor and assistants circulate and correct/give feedback</li> <li>○ Assistants collect prepared produce in separate bowls</li> <li>● Special Items for instructor demonstration <ul style="list-style-type: none"> <li>○ Winter squash, pineapple, melon, kiwi, butternut squash</li> </ul> </li> </ul>		
Wrap up	<ul style="list-style-type: none"> <li>● Encourage participants to practice the techniques learned in the workshop at work and home to get proficient in knife skills.</li> <li>● Review handout folder so participants know what is in them. Answer questions.</li> </ul>		10 minutes

## Notes

Participants may be instructed to provide their own knife sets from their school kitchens, or the instructors may provide knife sets for the participants depending on the instruction space. Provide instructions on this to participants at least a week before the training so they can procure a knife set if they are bringing their own. If participants are bringing their own knife sets, be sure they bring the appropriate knives. This lesson pairs well the Cooking Project lesson plan to provide a full day of training. Please refer to the Virtual Delivery Best Practices on page 62 for more information on how to adapt this in person culinary lesson into a virtual lesson.



# Equipment Demonstration Lesson Plan

Participants will learn about equipment that will increase efficiency in using whole, fresh foods in the kitchen.

Instructor preparation time

**20-30 minutes**

Total instruction time

**60 minutes**

Photo: Cindy Giese, Montana Cook Fresh Leadership Institute  
Instructor and Peer Educator



## 2.2 Equipment Demonstration Lesson Plan

### Lesson Goal

Participants will learn about equipment that will increase efficiency in using whole, fresh foods in the kitchen.

### Learning Objectives

Objective 1: Participants will identify 5 or more pieces of equipment or kitchen tools that are useful in preparing foods from scratch.

Objective 2: Participants will access to a list of helpful kitchen equipment for preparing foods from scratch.

### Total Lesson Time

Instructor preparation time: 20-30 minutes

Total instruction time: 60 minutes

### Professional Development Learning Codes

Use and Care of Equipment (2140)

### Equipment/Supplies

Item	Quantity	Use/Notes
Egg slicer	1	For slicing mushrooms, strawberries
Strawberries	1 pint	Half for egg slicer demonstration and half for tomato slicer demonstration
Mushrooms	3-4	For egg slicer demonstration
Microplane	1	For zesting lemon or minced garlic
Lemon	1	For microplane demonstration
Garlic	1 head	Half for robot coupe/food processor demonstration, half for microplane demonstration
Robot coupe or food processor	1	For mincing garlic demonstration
Wedge	1	For slicing oranges, apples, and sweet potato
Orange	1	For wedge demonstration
Apple	1	For wedge demonstration
Sweet potato	1	Half for wedge demonstration
Mandolin	1	For slicing cucumber, onion, sweet potato, tomato
Cucumber	1	For mandolin demonstration
Onion	1	For mandolin demonstration
Tomato slicer	1	For slicing tomatoes, kiwi, and strawberry
Tomato	1	For tomato slicer demonstration
Kiwi	2	For tomato slicer demonstration
Ovens (combo, convection, and/or conventional)	1	Large equipment demonstration
Commercial immersion blender	1	Large equipment demonstration
Tilt skillet	1	Large equipment demonstration
Steam kettle	1	Large equipment demonstration
Commercial steam oven/steamer	1-2	Large equipment demonstration

### Montana Cook Fresh Resources

- Montana Team Nutrition, YouTube Channel, Kitchen Tours: Huntley Project Schools (2021)



## Suggested Resources

- No Kid Hungry, Equipment List for Meal Services SY21-22 (2021)

## Lesson Plan

Topic	Activity	Materials	Time
Instructor preparation	<ul style="list-style-type: none"> <li>• Before the lesson starts, the instructor should have mise en place completed for all equipment and associated foods to proceed through the lesson efficiently. It is recommended that a training space that allows for a large table in the center of the room, so all participants are able to see the demonstration.</li> <li>• The large equipment demonstration will vary on the training space. It is recommended that instructors choose a training space that has a variety of production equipment such as a combination, convection, and/or conventional ovens, commercial steamers, tilt skillets, and steam kettles.</li> <li>• The instructor should be prepared to discuss each type of equipment, the general cost of the equipment, and the types of foods that can be produced using that equipment.</li> </ul>		20 – 30 minutes
Welcome and introductions	<ul style="list-style-type: none"> <li>• Welcome participants, do brief introductions</li> </ul>		5 minutes
Robot coupe/food processor demonstration	<ul style="list-style-type: none"> <li>• Demonstrate garlic preparation with food processor and discuss available attachments (shredder, slicer, etc.) and uses.</li> </ul>	<ul style="list-style-type: none"> <li>• Half head of garlic</li> <li>• Food processor or robot coupe</li> </ul>	5 minutes
Tomato slicer demonstration	<ul style="list-style-type: none"> <li>• Demonstrate tomato, kiwi, and strawberry preparation with tomato slicer.</li> </ul>	<ul style="list-style-type: none"> <li>• Kiwi</li> <li>• Tomato</li> <li>• Strawberries</li> <li>• Tomato slicer</li> </ul>	5 minutes
Wedger demonstration	<ul style="list-style-type: none"> <li>• Demonstrate apple, orange, and sweet potato preparation with a wedger.</li> </ul>	<ul style="list-style-type: none"> <li>• Apple</li> <li>• Lemon</li> <li>• Sweet potato</li> <li>• Wedger</li> </ul>	5 minutes
Microplane demonstration	<ul style="list-style-type: none"> <li>• Demonstrate how to use a microplane to zest lemon and mince garlic</li> </ul>	<ul style="list-style-type: none"> <li>• Lemon</li> <li>• Half head of garlic</li> <li>• Microplane</li> </ul>	5 minutes
Mandolin demonstration	<ul style="list-style-type: none"> <li>• Demonstrate cucumber and onion preparation using a mandolin</li> </ul>	<ul style="list-style-type: none"> <li>• Mandolin</li> <li>• Cucumber</li> <li>• Onion</li> </ul>	5 minutes
Immersion blender	<ul style="list-style-type: none"> <li>• Show immersion blender and discuss uses and applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Immersion blender</li> </ul>	5 minutes
Steamer	<ul style="list-style-type: none"> <li>• Show (if available) and discuss uses and applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Steamer</li> </ul>	5 minutes

Large equipment	<ul style="list-style-type: none"> <li>• Walk around room to discuss large equipment such as ovens, commercial steamers, tilt skillet, and steam kettles.</li> <li>• Discuss the types of recipes that can be made with each piece of equipment.</li> <li>• Discuss benefits and cost of each piece of equipment.</li> </ul>	<ul style="list-style-type: none"> <li>• Large equipment will vary depending on training space and availability. May use videos or flyers.</li> </ul>	5 minutes
Handout reference	<ul style="list-style-type: none"> <li>• Point out resources and vendor contact on hand out.</li> </ul>	<ul style="list-style-type: none"> <li>• No Kid Hungry, Equipment List for Meal Services SY21-22 (2021)</li> </ul>	5 minutes
Wrap up	<ul style="list-style-type: none"> <li>• Allow time for any questions and answers.</li> </ul>		10 minutes

## Notes

If adapting this lesson plan for a virtual format, consider showing the Montana Team Nutrition Kitchen Tour of Huntley Project Schools video for 12:34 minutes in place of the hands-on demonstrations. For increased participant engagement in a virtual class, ask participants to share and demonstrate their favorite piece of equipment used in preparing foods from scratch. Refer to Virtual Best Practices on page 65 for further ideas on adapting this to a virtual training.



# Cooking Project Lesson Plan

Participants will work as a team to plan and prepare recipes utilizing concepts such as mise en place, knife skills, and production planning.

Instructor preparation time

**2-3 hours**

Total instruction time

**75 minutes**



Photo: 2021 Montana Cook Fresh Leadership Institute

## 2.3 Cooking Project Lesson Plan

### Lesson Goal

Participants will work as a team to plan and prepare recipes utilizing concepts such as mise en place, knife skills, and production planning.

### Learning Objectives

Objective 1: Participants will practice knife skills and mise en place while preparing recipes.

Objective 2: Participants will prepare and serve at least one new scratch cooked recipe.

Objective 3: Participants will implement principles of production planning while preparing their recipe.

### Total Lesson Time

Instructor preparation time: 2-3 hours, depending on group size and recipes

Total instruction time: 75 minutes

### Professional Development Learning Codes

Food Production (2100), Food Production Records (2120), Culinary Skills (2130)

### Equipment/Supplies

Please note that this lesson plan may be modified with different recipes than what are included in this lesson plan. It was developed for a lesson with approximately 20 participants. It can be scaled up or down to include more or fewer participants, as well as longer or shorter recipes.

Item	Quantity	Use/Notes
Tasting cups	100+	
Plates	50 each	Have a variety of small and large plates
Forks	30	
Signs to designate each station	5	
Platters and serving dishes	5	
Labeled cups and dry beans or tokens	3 label cups and 1 bean or token per participant	For "Tried It, Liked It, Loved It" taste test
Gloves	1 (100 count) box medium 1 (100 count) box large 1 (100 count) box extra large	
Measuring spoons	5 full sets	1 full set per station
Measuring cups	5 full sets	1 full set per station
Aluminum foil	2-3 rolls	
Refrigerator	1 large walk-in or 6 small	
Freezer	1 large walk-in or 6 small	
Dishwasher or three compartment sinks	1	
Kitchen scale	5	1 per station
Food processor	5	1 per station
Convection oven	5	1 per station. If convection is unavailable, conventional oven may also be used
Sheet pans	10	2 per station. Recommended size: 18 x 26 x 1
Large bowls	15	2-3 per station

Cutting boards	20	At least 1 per participant
Chef knife	20	1 per participant
Paring knife	20	1 per participant
Cleaning/sanitizing solution, sanitizer buckets, and cleaning rags	5 sanitizing buckets 18 rags	1 sanitizer bucket, 2-3 cleaning rags per station
Paper towels	5 rolls	At least 1 full roll per station
Plastic storage bags	1, 50 count box quart bags 1, 50 count box gallon bags	To send leftover foods home with participants
Common food prep utensils such as spatulas, whisks, etc.	5 sets	1 set per station

#### Group 1: Kale Pesto and Roasted Vegetable Wraps

Item	Quantity
Kale	½ lb. (1 qt)
Olive oil	5 Tbsp + 2 Tbsp
Parmesan cheese, grated	1 Tbsp
Lemon juice	1.5 tsp
Chopped garlic	¾ tsp
Salt, kosher	¾ tsp
Black pepper, ground	⅛ tsp
Bell pepper, red	2.5 oz.
Bell pepper, green	4 oz.
Onion, red	4 oz.
Tortilla, 10-12", whole wheat	6
Cheddar cheese, reduced fat, shredded	3 ¼ cups (12 oz)
Fresh salsa	1 ½ cups
Cooking spray	1
Steam table pan (10 x 12 x 2½)	1

#### Group 2: Sweet Potato and Black Bean Salad

Item	Quantity
Sweet potatoes	1 lb. 2 oz
Limes	1 medium
Oil (vegetable)	1 Tbsp
Cumin, ground	1 tsp
Coriander, ground	1 tsp
Salt, kosher	1/2 tsp
Fresh cilantro	1 bunch
Rice or white wine vinegar	1 Tbsp
Honey	3/4 tsp
Olive oil	1 Tbsp
Black beans, low sodium	2 ½ cups

#### Group 3: Sloppy Joes on a Roll

Item	Quantity
Ground beef, raw	2 ⅞ lbs.
Onions	2.5 oz
Tomato paste	6.625 oz
Ketchup	7.2 oz
Vinegar	1.4 cup + 1 Tbsp

Dry mustard	¾ tsp
Pepper	¼ tsp
Brown sugar	½ oz
Lentils, prepared	¾ cup cooked
Mild green chili peppers, canned	6.75 oz
Garlic	1 ½ tsp
Whole grain buns, 2 oz each	12
Large stockpot	1
Large skillet pan	1
Stove top	1
#12 Scoop	1

#### Group 4: Kale and Quinoa Medley

Item	Quantity
Quinoa, dry	.47 lbs. (1 cup + 1 ¾ tsp)
Oil, olive or vegetable	3 Tbsp + 1 tsp
Garlic	2 Tbsp + ¼ tsp
Tuscan kale, raw	1.44 lbs.
Dijon mustard	1 Tbsp + 1 ¾ tsp
Lemon juice	¼ cup + ½ tsp
Salt	½ tsp
Black pepper	½ tsp
Carrots	.15 lbs. (¼ cup + ¼ tsp)
Bell pepper	¼ cup + ¼ tsp
Large pot with tight fitting lid	1
Sauté pan or tilt skillet	1

#### Group 5: White Bean Dip and Chili Roasted Sweet Potatoes

Item	Quantity
Great northern beans, dry	12.8 oz
Garlic	½ cup
Vegetable oil	1 cup
Lemon juice	½ cup
Black pepper	½ tsp
Salt	½ tsp
Fresh parsley or mint	½ cup
Sweet potatoes	4 lbs. and 2 oz
Chili powder	¾ tsp
Sugar	¾ tsp
Black pepper	⅛ tsp
White pepper	⅛ tsp
Granulated garlic	⅛ tsp
Parchment paper	1 roll

#### Montana Cook Fresh Resources

- Montana Team Nutrition, Montana's Healthy School Recipe Roundup Cookbook, Sloppy Joe on a Roll (2013)
- Montana Harvest of the Month, Taste Test Toolkit (2022)
- Sample production records

## Suggested Resources

- Indiana Department of Education, Sizzling School Lunches, Chili Roasted Sweet Potatoes Recipe
- Maryland Department of Education, Cook Smart Bootcamp, Roasted Veggie Wraps with Ranch Dressing and Kale Pesto (2014)
- Maryland Department of Education, Cook Smart Bootcamp, Quality Score Cards and Production Planning Checklists (2014)
- Oklahoma Department of Agriculture, Kidchen Expedition: A Farm to School Cookbook, Kale and Quinoa Medley Recipe
- Project Bread, Let’s Cook Healthy School Meals Cookbook, White Bean Dip Recipe
- Stanford Mind and Body Lab, Edgy Veggies Toolkit
- Vermont FEED, New School Cuisine Cookbook, Sweet Potato and Black Bean Salad Recipe

## Lesson Plan

Topic	Activity	Materials	Time
<p>Instructor preparation – days leading up to class</p>	<ul style="list-style-type: none"> <li>• At least a week prior to the class, the instructor should finalize the recipes to be used, scale the recipes to the number of participants expected at the training, and create a grocery list. A blank sample grocery list is included at the end of this lesson plan. This lesson plan follows the suggested groups and recipes, but this can be modified depending on the number of participants and recipes used:               <ul style="list-style-type: none"> <li>○ Group 1                   <ul style="list-style-type: none"> <li>▪ Roasted Veggie Wraps with Ranch Dressing</li> <li>▪ Kale Pesto</li> </ul> </li> <li>○ Group 2                   <ul style="list-style-type: none"> <li>▪ Sweet Potato and Black Bean Salad</li> </ul> </li> <li>○ Group 3                   <ul style="list-style-type: none"> <li>▪ Sloppy Joe on a Roll</li> </ul> </li> <li>○ Group 4                   <ul style="list-style-type: none"> <li>▪ Kale and Quinoa Medley</li> </ul> </li> <li>○ Group 5 (or prepared by instructors)                   <ul style="list-style-type: none"> <li>▪ White Bean Dip</li> <li>▪ Chili Roasted Sweet Potatoes</li> </ul> </li> </ul> </li> <li>• When assigning groups, instructors may assign participants randomly or pair more experienced cooks with less experienced cooks so that participants can learn from each other.</li> <li>• The instructor should use the grocery list to purchase all supplies the day before the training. The instructor should also visit the training space in advance to ensure it has all the required equipment to prepare the recipes. The timing of the lesson may need to be modified depending on the recipes used.</li> </ul>	<p>Create participant resource folder using recipes and handouts listed in the Montana Cook Fresh Resources and Suggested Resources section above</p>	<p>1-2 hours</p>

	<ul style="list-style-type: none"> <li>Print out copies of all recipes used for participants to assemble participant folders. Consider placing recipes to be used during class in clear sleeves to protect them from getting dirty. Make a recipe folder for the instructor(s) to refer to as well.</li> </ul>		
Instructor preparation – day of class	<ul style="list-style-type: none"> <li>The day of the class, the instructor and any assistants should arrive early to ensure all stations are set up appropriately with equipment. Ensure each station, including the instructor’s station, has the correct number of sheet pans, bowls, measuring spoons, etc.</li> <li>Consider placing ingredients that will be shared by participants at central table, and ingredients that will only be used at certain stations at that station.</li> <li>Set up sanitizing buckets, rags, and gloves at each station.</li> <li>Put participant folders containing recipes being used at each station. Consider placing signs at each station (Group 1, Group 2, Group 3) to assist participants in identifying each station.</li> </ul>		60 minutes
Introduction	<ul style="list-style-type: none"> <li>Welcome class and do introductions</li> <li>Overview of objectives of trainings</li> <li>Tour of kitchen and training space, including location of first aid kit</li> </ul>		15 minutes
Review steps of cooking project with group	<ul style="list-style-type: none"> <li>Provide an overview of how participants should proceed through the cooking process. At the end of the cooking project, each team will lead discussion about final product, including evaluation with quality scorecards.</li> <li>Provide instructions to participants that before they start cooking, they should review and create a production planning checklist, including timeline of cooking, mise en place, and presentation of final product.</li> <li>Point out stations and what recipe(s) will be cooked at each station.</li> </ul>	<ul style="list-style-type: none"> <li>Maryland Department of Education, Cook Smart Bootcamp, Quality Score Cards and Production Planning Checklists</li> </ul>	5 minutes
Execute cooking project	<ul style="list-style-type: none"> <li>Break participants out into groups. Participants execute cooking project using recipes and their production planning.</li> <li>Encourage participants to take breaks as appropriate during cooking process.</li> </ul>	<ul style="list-style-type: none"> <li>See equipment and ingredients list for each team</li> <li>Maryland Department of Education, Cook Smart Bootcamp, Quality Score Cards and Production Planning Checklists</li> </ul>	40 minutes



Tasting and discussion	<ul style="list-style-type: none"> <li>• Allow each participant to sample of each item from other groups, encourage them to review the “Quality Score Cards” as they sample</li> <li>• Each team leads discussion about their food item: positive, negative, how to adapt or apply to their foodservice, how to name the food item using the Stanford Mind and Body Lab Edgy Veggies Toolkit</li> <li>• Optional: Have each team complete a production record for their recipe</li> <li>• Optional: Have each participant complete a “Tried it, liked it, loved it” taste test for one of the recipes</li> </ul>	<ul style="list-style-type: none"> <li>• Montana Harvest of the Month, Taste Test Toolkit (2022)</li> <li>• Stanford Mind and Body Lab, Edgy Veggies Toolkit</li> <li>• Sample blank production records</li> </ul>	15 minutes
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### Notes

This lesson can be especially effective if completed after the Mise en Place and Knife Skills Lesson Plan for a full day of training. This lesson can be implemented virtually. Refer to the Virtual Best Practices section of the curriculum on page 65.

### Sample Grocery List

Add more rows and categories as needed.

Fresh Herbs	Quantity	√	Spices	Quantity	√
Fresh Produce	Quantity	√	Dry Goods	Quantity	√
Meat/Dairy	Quantity	√	Baking Supplies	Quantity	√
Frozen Foods	Quantity	√	Beverages	Quantity	√



# Using Herbs & Spices for Flavor Enhancement Lesson Plan

Participants will gain knowledge in using herbs and spices for enhancing flavors and lowering sodium levels in recipes.

Instructor preparation time

**60-90 minutes**

Total instruction time

**35 minutes**



Photo: 2021 Montana Cook Fresh Leadership Institute

## 2.4 Using Herbs and Spices for Flavor Enhancement Lesson Plan

### Lesson Goal

Participants will gain knowledge in using herbs and spices for enhancing flavors and lowering sodium levels in recipes. An optional roasting vegetables activity is included as an opportunity to use spices to enhance flavor in the recipe.

### Learning Objectives

Objective 1: Participants will identify benefits of using fresh and dried herbs, spices, and spice blends.

Objective 2: Participants will identify which fresh herbs pair well with specific foods or recipes.

Objective 3: Participants will mix their own spice blend.

Objective 4: Participants will gain access to spice and herb cooking resources, including 5 spice blend recipes.

Objective 5: Participants will identify the cooking technique of roasting vegetables (optional activity).

### Total Lesson Time

Instructor preparation time: 60 – 90 minutes

Total instruction time: 35 minutes

### Professional Development Learning Codes

Culinary Skills (2130)

### Equipment/Supplies

Item	Quantity	Use/Notes
Metal bowls	3	
Cutting board	1	
Chef's knife	1	
Measuring spoons	1	
Mixing bowl	4	
Small cups	100 count	
Citrus zester and/or microplane)	1	Lemon zest demonstration
Half sheet pan	1	Roasting vegetable demonstration
Cilantro	2 bunches	1 for herb demonstration and 1 for Lacy's Spiced Up Salsa recipe
Parsley	1 bunch	Herb demonstration
Basil	1 bunch	Part of bunch for herb demonstration and 8 leaves for Green Beans with Lemon Basil recipe
Mint	1 bunch	Herb demonstration
Almonds	2 Tbsp	Green Beans with Lemon Basil recipe
Olive oil	2 oz.	Green Beans with Lemon Basil and Roasted Cauliflower with Turmeric recipes
Low sodium green beans	3-15 ½ oz. cans	Green Beans with Lemon Basil recipe
Lemon	1 each	Green Beans with Lemon Basil recipe
Low sodium salsa	32 oz container	Lacy's Spiced Up Salsa recipe
Salt	½ tsp	Lacy's Spiced Up Salsa recipe
Black pepper	1 tsp	Lacy's Spiced Up Salsa recipe
Red pepper flakes	1 ½ tsp	Lacy's Spiced Up Salsa recipe

Garlic	5 cloves	Lacy's Spiced Up Salsa & Roasted Cauliflower with Turmeric recipe
Onion powder	5 tsp	All-Purpose Spice Blend recipe
Garlic powder	2 ½ tsp	All-Purpose Spice Blend recipe
Paprika	2 ½ tsp	All-Purpose Spice Blend recipe
Ground mustard	2 ½ tsp	All-Purpose Spice Blend recipe
Thyme	1 ¼ tsp	All-Purpose Spice Blend recipe
White pepper	½ tsp	All-Purpose Spice Blend recipe
Celery seed	¼ tsp	All-Purpose Spice Blend recipe
Cauliflower, washed, cut in flowerets	1 head (2 ½ lbs.)	Roasted Cauliflower with Turmeric recipe
Turmeric	1 tsp	Roasted Cauliflower with Turmeric recipe
Sesame oil	1 ½ Tbsp	Roasted Cauliflower with Turmeric recipe

## Montana Cook Fresh Resources

- Montana Team Nutrition, All Purpose Spice Blend Recipe from Forsyth School District
- Montana Team Nutrition, Green Beans with Lemon and Basil Recipe (2014)
- Montana Team Nutrition, Lacy's Spiced Up Salsa Recipe (2018)

## Suggested Resources

- Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences, Dried Herbs, Dried Spices, Fresh Herbs, Spice Blends Posters (2020)
- Iowa Team Nutrition, Flavor Shakers Handout (2018)
- Maryland Department of Education, Cook Smart Boot Camp Recipes, Roasted Cauliflower with Turmeric Recipe (2014)
- Vermont FEED, New School Cuisine Cookbook, Roasted Cauliflower with Turmeric Recipe

## Lesson Plan

Topic	Activity	Materials	Time
Preparation for food demonstration	<ul style="list-style-type: none"> <li>• Before class starts, the instructor should:               <ol style="list-style-type: none"> <li>1. Prepare the All-Purpose Spice Blend recipe</li> <li>2. Prepare the 3 recipes:                   <ol style="list-style-type: none"> <li>a. Lacy's Spiced up Salsa</li> <li>b. Green Beans with Lemon and Basil</li> <li>c. Roasted Cauliflower with Turmeric; prep half of the recipe in advance to make ready to eat samples, leaving the other half to be prepped during the roasted vegetable demonstration. Make only half of the roasted cauliflower recipe so the instructor can demonstrate the steps during the lesson using ½ of the recipe.</li> </ol> </li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Montana Team Nutrition, Lacy's Spiced Up Salsa Recipe (2018)</li> <li>• Montana Team Nutrition, Green Beans with Lemon and Basil Recipe (2014)</li> <li>• Vermont FEED, New School Cuisine: Nutritious &amp; Seasonal Recipes for School Cooks by School Cooks, Roasted Cauliflower with Turmeric Recipe (2019)</li> <li>• Montana Team Nutrition, All Purpose Spice Blend Recipe from Forsyth School District</li> </ul>	60 – 90 minutes

	<p>3. Dish up a small sample of the 3 recipes on a large paper plate; and sprinkle some of the spice blend recipe into cups for each participant to taste on the plate during the demonstration</p>		
Welcome	<ul style="list-style-type: none"> <li>• Welcome participants, do brief introductions</li> </ul>		5 minutes
Benefits of seasoning with herbs and spices	<ul style="list-style-type: none"> <li>• Start by discussing the general benefits of seasoning with herbs and spices, such as: <ul style="list-style-type: none"> <li>• Enhancing flavor without adding salt, sugar, or fat</li> <li>• Adding unique flavor and interest to fresh, frozen, and canned items</li> <li>• Adding color and enhance visual appeal</li> </ul> </li> <li>• Discuss the benefits using a few common and uncommon spices, such as cinnamon, nutmeg, pepper, and turmeric for examples</li> </ul>	<ul style="list-style-type: none"> <li>• Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences, Dried Herbs, Dried Spices, Fresh Herbs, Spice Blends Posters (2020)</li> </ul>	5 minutes
Fresh herb demonstration	<ul style="list-style-type: none"> <li>• Discuss the recipes featured in the training, what fresh and dried spices and herbs are being used in the recipes, and basic tips in using each of the herbs and spices: <ul style="list-style-type: none"> <li>• Triple the amount of fresh herbs when replacing dried herbs in a recipe.</li> <li>• Add fresh herbs at the end of cooking time</li> <li>• Show the bunches of fresh herbs—ask participants to identify each of them (parsley, mint, basil, cilantro)</li> <li>• Discuss common herb pairings: <ul style="list-style-type: none"> <li>○ Cilantro – Mexican and Asian dishes, salsa, tomatoes</li> <li>○ Basil – tomatoes, pizza/pasta sauces, Italian dishes, peas, zucchini</li> <li>○ Parsley – potato salad, egg salad, tabbouleh</li> <li>○ Mint – carrots, fruit, tabbouleh, peas</li> </ul> </li> <li>• Participants try the samples of Lacy’s Spiced Up Salsa. Ask participants to give thumbs up or thumbs down for liking or not liking it.</li> <li>• Discuss other spice/herb combinations for improving salsa and/or other recipes.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Samples of Lacy’s Spiced Up Salsa</li> <li>• Fresh herbs: <ul style="list-style-type: none"> <li>• Cilantro</li> <li>• Basil</li> <li>• Parsley</li> <li>• Mint</li> </ul> </li> </ul>	7 minutes
Using dried spices	<ul style="list-style-type: none"> <li>• Discuss the importance of adding dried spices towards the beginning of cooking.</li> </ul>	<ul style="list-style-type: none"> <li>• All-Purpose Spice mix samples</li> </ul>	5 minutes

	<ul style="list-style-type: none"> <li>Participants taste the All-Purpose Spice blend sample. Ask participants to give thumbs up or thumbs down for liking or not liking it</li> </ul>		
Using citrus zest and juice	<ul style="list-style-type: none"> <li>Demonstrate how to zest citrus using a lemon and citrus zester or microplane</li> <li>Discuss examples of where to use citrus zest</li> <li>Ask participants to try their Green Beans with Lemon and Basil samples. Ask them to give a thumbs up or down for liking or not liking it.</li> </ul>	<ul style="list-style-type: none"> <li>Lemon, citrus zester and/or microplane</li> <li>Samples of Green Beans with Lemon and Basil</li> </ul>	3 minutes
Roasting vegetables (optional activity)	<ul style="list-style-type: none"> <li>Review benefits of roasting vegetables <ul style="list-style-type: none"> <li>Enhance flavor</li> <li>Preserve nutrients</li> </ul> </li> <li>Demonstrate how to prepare the Roasted Cauliflower Recipe using half of the ingredients. Put in the oven, set timer.</li> <li>Participants will taste the Roasted Cauliflower with Turmeric that was prepared by the instructor before the class.</li> </ul>	<ul style="list-style-type: none"> <li>Samples of Roasted Cauliflower with Turmeric</li> <li>Roasted cauliflower demonstration (half of recipe): <ul style="list-style-type: none"> <li>Cauliflower</li> <li>Olive oil</li> <li>Sesame oil</li> <li>Ground turmeric</li> <li>Kosher salt</li> </ul> </li> </ul>	8 minutes
References and recipes	<ul style="list-style-type: none"> <li>Summarize and encourage participants to explore the use of herbs and spices in their own food preparation.</li> <li>Distribute handouts from the suggested resource list and provide copies of the recipes</li> <li>Answer participant questions</li> </ul>	<ul style="list-style-type: none"> <li>Copies of the recipes to take home</li> <li>Suggested take home resource: Institute of Child Nutrition, The University of Mississippi, School of Applied Sciences, Dried Herbs, Dried Spices, Fresh Herbs, Spice Blends Posters (2020)</li> </ul>	2 minutes

## Notes

While this lesson is focused on the use of herbs and spices for flavor enhancement, it also provides an opportunity to review the cooking technique of roasting vegetables as an optional demonstration activity. To ensure the class proceeds smoothly in the time allotted, it is recommended that all recipes are prepared and plated in sample cups for participants prior to the start of the class. This lesson can be modified to include different recipes and flavor profiles that are suited to the audience.



# Whole Grain Baking Lesson Plan

Participants will gain hands on experience with whole grain baking to meet USDA Child Nutrition meal pattern requirements.

Instructor preparation time

**3-4 hours**

Total instruction time

**4 hours**

Photo: 2021 Montana Cook Fresh Leadership Institute



## 2.5 Whole Grain Baking Lesson Plan

### Lesson Goal

Participants will gain hands-on experience with whole grain baking to meet USDA Child Nutrition meal pattern requirements.

### Learning Objectives

Objective 1: Participants will have experience baking a whole grain bread recipe from scratch.

Objective 2: Participants will learn how to use a flexible, whole grain dough recipe that can be used for multiple kinds of bread products for school meals.

Objective 3: Participants will identify one or more benefits of including whole grains and the amounts required in school meal patterns.

Objective 4: Participants will have the opportunity to network with peers on identifying popular whole grain recipes for school menus.

### Total Lesson Time

Instructor preparation time: 3-4 hours

Total instruction time: 4 hours

### Professional Development Learning Codes

USDA Nutrition Requirements (1110), Food Production (2100), Culinary Skills (2130)

### Equipment/Supplies

The equipment list below is for approximately 20 participants with 5 participant stations and 1 instructor/demo station. Adjust supply list accordingly.

Item	Quantity	Use/Notes
Cutting boards	21	At least 1 per participant + 1 for instructor
Chef knife	21	1 per participant + 1 for instructor
Paring knife	21	1 per participant + 1 for instructor
Sheet pans, full	11	2 per station + 1 for instructor
Sheet pans, half	11	2 per station + 1 for instructor
Mixing bowls	18	At least 3 per station, + 3 bowls for instructor
Measuring spoons	11 complete sets	2 complete sets per station + 1 set for instructor
Measuring cups	11 complete sets	2 complete sets per station + 1 set for instructor
Rolling pin	6	1 per station + 1 for instructor
Tabletop mixers with dough hook, flat paddle	6	1 per station + 1 for instructor
Stock pots/soup pots	18	3 pots of varying sizes per station +1 set for instructor
Kitchen scale	6	1 per station + 1 for instructor
Service items—bowls, serving tray, plates	6 sets	1 set per station + 1 for instructor
Common food prep utensils such as spatulas, whisks, etc.	6 sets	1 set per station + 1 for instructor
Thermometers	6	1 set per station + 1 for instructor
Ovens	6	1 per station + 1 for demo station
Stovetop	6	1 per station + 1 for demo station
Refrigerator	1 large walk-in or 6 small	
Freezer	1 large walk-in or 6 small	



Dishwasher or three compartment sink	1	
Gloves	1 (100 count) box medium 1 (100 count) box large 1 (100 count) box extra large	
Paper goods to sample foods with (souffle cups, paper plates, cutlery)	At least 50 - 100 count of each	
Cleaning/sanitizing solution, sanitizer buckets, and cleaning rags	6 sanitizing buckets 18 rags	1 sanitizer bucket, 2-3 cleaning rags per station + 2-3 rags for instructor
Paper towels	6-8 rolls	At least 1 full roll per station, plus 1-2 extra
Plastic storage bags	1, 50 count box quart bags 1, 50 count box gallon bags	To send leftover foods home with participants

## Montana Cook Fresh Resources

- Montana Team Nutrition, Single Rise Whole Grain Yeast Dough Recipe and Montana Team Nutrition Bread Weights handout, which can be used to make:
  - Dinner rolls (2 ounce and 1 ounce)
  - Cinnamon squeeze rolls
  - Hamburger buns
  - Cinnamon rolls
  - Fruit basket upset
  - Garlic parmesan breadsticks
  - Cinnamon puffs
- Montana Team Nutrition, Whole Wheat Sweet Potato Yeast Dough Recipe to make:
  - Dinner rolls
  - Hamburger buns
- Montana Team Nutrition, Whole Wheat Biscuits Recipe
- Montana Team Nutrition, Whole Grain Baking Lesson Evaluation (2021)

## Suggested Resources

- Institute of Child Nutrition, Culinary Techniques for Healthy School Meals Videos:
  - Rolls (Yeast) Straight Dough Method
  - Quick Bread: Muffins
  - Baking Quick Breads: Biscuits
- Institute of Child Nutrition, Culinary Techniques for Healthy School Meals, Quality Score Cards for Yeasted Breads and Quick Breads
- Iowa Department of Education, Iowa Gold Star Cycle Menu Recipes
- Iowa Department of Education, Iowa Gold Star Breakfast menu
- Iowa Team Nutrition, Cherry Power Bar Recipe
- Kansas State Department of Education, Healthier Kansas Menus and Recipes
- U.S. Department of Agriculture, Food and Nutrition Service, Whole Grain Resource for the National School Lunch and School Breakfast Programs (2020)
- U.S. Department of Agriculture, Child Nutrition Recipe Box, Grain Recipes

## Lesson Plan

Topic	Activity	Materials	Time
Instructor preparation –	<ul style="list-style-type: none"> <li>• At least a week prior to the class, the instructor should determine the recipes</li> </ul>	<ul style="list-style-type: none"> <li>• Suggested recipes:</li> </ul>	3-4 hours

days leading up to class	<p>to be used, scale the recipes to the number of participants expected at the training, and create a grocery list.</p> <ul style="list-style-type: none"> <li>● The instructor should use this grocery list to purchase all supplies the day before the training. The instructor should also visit the training space in advance to ensure it has all the required equipment to prepare the recipes. The timing of the lesson may need to be modified depending on the recipes used.</li> <li>● Print out copies of all recipes used for participants to assemble participant folders. Consider placing recipes to be used during class in clear sleeves to protect them from getting dirty. Make a recipe folder for the instructor to refer to as well.</li> </ul>	<ul style="list-style-type: none"> <li>○ Single rise whole wheat dough</li> <li>○ Bread weights handout</li> <li>○ Cherry power bar</li> <li>○ Whole wheat sweet potato dough</li> <li>○ Whole wheat biscuits</li> </ul> <ul style="list-style-type: none"> <li>● Completed grocery list</li> <li>● Completed equipment and supply list</li> </ul>	
Instructor preparation – day of class	<ul style="list-style-type: none"> <li>● The day of the class, the instructor and any assistants should arrive early to ensure all stations are set up appropriately with equipment. Ensure each station, including the instructor’s station, has the correct number of sheet pans, bowls, measuring spoons, etc.</li> <li>● Consider placing ingredients that will be shared by participants at central table, and ingredients that will only be used at certain stations at that station.</li> <li>● Set up sanitizing buckets, rags, and gloves at each station.</li> <li>● Put participant folders containing recipes being used at each station. Consider placing signs at each station (Station 1, Station 2, Station 3, etc.) to assist participants in identifying each station.</li> </ul>	<ul style="list-style-type: none"> <li>● All ingredients for recipes</li> <li>● Equipment and supply list</li> </ul>	
Welcome, overview, introductions	<ul style="list-style-type: none"> <li>● Welcome and introduction</li> <li>● Overview of objectives of trainings</li> <li>● Tour of kitchen and training space, including location of first aid kit</li> <li>● Attendees are assigned to five stations: <ul style="list-style-type: none"> <li>○ Station 1: Whole Grain Yeast Dough <ul style="list-style-type: none"> <li>● Dinner Rolls (2 ounce and 1 ounce)</li> <li>● Cinnamon Squeeze Rolls</li> <li>● Cherry Power Bar (gluten free)</li> </ul> </li> <li>○ Station 2: Whole Grain Yeast Dough <ul style="list-style-type: none"> <li>● Fruit Basket Upset</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● First aid kit</li> <li>● Participant folders with recipes</li> </ul>	20 minutes

	<ul style="list-style-type: none"> <li>• Hamburger Buns</li> <li>○ Station 3: Whole Grain Yeast Dough (USDA Whole Wheat Flour) <ul style="list-style-type: none"> <li>• Garlic Parmesan Breadsticks</li> <li>• Cinnamon Puffs</li> </ul> </li> <li>○ Station 4: Sweet Potato Yeast Dough <ul style="list-style-type: none"> <li>• Dinner rolls</li> <li>• Hamburger Buns</li> </ul> </li> <li>○ Station 5: Whole Grain Yeast Dough <ul style="list-style-type: none"> <li>• Cinnamon Rolls</li> <li>• Whole Wheat Biscuits</li> </ul> </li> </ul>		
Instructor demonstration	<ul style="list-style-type: none"> <li>• Demonstration from culinary instructor on baking whole grains from scratch. During the demonstration of the recipes, the instructor will explain the key steps to successful baking: <ul style="list-style-type: none"> <li>○ Ingredients (purpose of each)</li> <li>○ Mixing</li> <li>○ Kneading</li> <li>○ Resting</li> <li>○ Rising</li> <li>○ Forming</li> <li>○ Baking</li> </ul> </li> <li>• If using the Single Rise Whole Wheat Dough recipe for demonstration, the instructor will demonstrate how to prepare 3-4 of the options included in the Bread Weight handouts to demonstrate how one dough recipe can be used to make many different products such as: <ul style="list-style-type: none"> <li>○ Dinner rolls (2 ounce and 1 ounce)</li> <li>○ Cinnamon squeeze rolls</li> <li>○ Hamburger buns</li> <li>○ Cinnamon rolls</li> <li>○ Fruit basket upset</li> <li>○ Garlic parmesan breadsticks</li> <li>○ Cinnamon puffs</li> </ul> </li> </ul>	<p>Suggested recipes for demonstration:</p> <ul style="list-style-type: none"> <li>• Montana Team Nutrition Single Rise Whole Wheat Dough Recipe</li> <li>• Montana Team Nutrition, Bread Weights Handout</li> </ul>	60 minutes
Participants bake recipes	<ul style="list-style-type: none"> <li>• After the initial demonstration, participants should go to assigned stations and start baking.</li> <li>• Instructor should float around room and answer questions as participants bake.</li> <li>• Participants are encouraged to take breaks when their items are baking.</li> </ul>		90 minutes
Tasting and discussion	<ul style="list-style-type: none"> <li>• As a group, instructor and participants taste the finished products.</li> </ul>	<ul style="list-style-type: none"> <li>• Institute of Child Nutrition, Culinary Techniques for Healthy</li> </ul>	20 minutes

	<ul style="list-style-type: none"> <li>The instructor should review quality standards and baking tips, and answer any questions</li> </ul>	School Meals, Quality Score Cards for Yeasted Breads	
Speed scratch discussion	<ul style="list-style-type: none"> <li>Instructor reviews the concept and benefits of speed scratch, including: <ul style="list-style-type: none"> <li>Saving time and labor</li> <li>Ensuring consistent products</li> <li>Versatility</li> </ul> </li> </ul>		10 minutes
Baking quick breads demonstrations	<ul style="list-style-type: none"> <li>Instructor reviews the concepts of baking non-yeasted quick breads, including: <ul style="list-style-type: none"> <li>Types of quick breads</li> <li>How to avoid overmixing</li> <li>Recipes that meet whole grain meal pattern requirements</li> </ul> </li> </ul>		15 minutes
Review resources and closing	<ul style="list-style-type: none"> <li>Review recipes made in class and favorites from attendees.</li> <li>Review Exhibit A from the USDA Whole Grain Resource to determine grain servings and equivalents.</li> <li>Discuss additional sources for whole grain baking recipes such as: <ul style="list-style-type: none"> <li>Kansas State Department of Education, Healthier Kansas Menus and Recipes</li> <li>Iowa Department of Education, Iowa Gold Star Cycle Menu Recipes</li> <li>Iowa Department of Education, Iowa Gold Star Breakfast menu</li> </ul> </li> <li>Hand out and then collect post training evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>U.S. Department of Agriculture, Food and Nutrition Service, Whole Grain Resource for the National School Lunch and School Breakfast Programs (2020)</li> <li>Montana Team Nutrition Whole Grain Baking Lesson Evaluation (2021)</li> </ul>	10x minutes

## Notes

While it is ideal to teach this lesson in person, Montana Team Nutrition has also taught this lesson virtually. Please see the Virtual Best Practices on page 62.



# Farm to School Foundations Lesson Plan

Participants will learn how to enhance school meal quality and improve student and parent perception of school meals through serving and promoting local foods, conducting nutrition education, and engaging community members.

Total instruction time

**Part One: 60 minutes**

**Part Two: 60 minutes**

Photo: Farm Fresh Friday Meal, Livingston School District and Farm to School of Park County



## 2.6 Farm to School Foundations (Part One) Lesson Plan

### Lesson Goal

Participants will learn how to enhance school meal quality and improve student and parent perception of school meals through serving and promoting local foods, conducting nutrition education, and engaging community members. Part One of a two part webinar series.

### Learning Objectives

Objective 1: Participants will identify components and examples of successful farm to school programs.

Objective 2: Participants will describe how to implement Harvest of the Month in their school district.

Objective 3: Participants will understand how Harvest of the Month can contribute to improvement in school meal quality and perceptions of school meals.

Objective 4: Participants will identify how schools can encourage adventurous eaters, provide engaging learning experiences, and promote and improve school meals and snacks through farm to school and Harvest of the Month.

### Total Lesson Time

Total instruction time: 60 minutes

### Professional Development Learning Codes

Local Foods - Farm to School (1130), Nutrition Education (1200), Purchasing/Procurement (2400), Program Promotion (4120)

### Equipment/Supplies

- Desktop or laptop computer with functional webcam and microphone for each instructor
- Desktop, laptop computer, smart phone, or tablet for each participant, with functional microphone/audio source and webcam strongly encouraged
- Webinar platform
- Internet access

### Montana Cook Fresh Resources

- Montana Team Nutrition, Farm to School Foundations: Part One PowerPoint slides (2020)
- Montana Team Nutrition, Farm to School Foundations: Part One Script (2020)
- Montana Team Nutrition, Montana Farm to School Steps to Get Growing! Handout (2021)

### Lesson Plan

Topic	Activity	Materials	Time
Welcome and introduction	<ul style="list-style-type: none"><li>• Welcome attendees</li><li>• Go over "Zoom etiquette" if necessary</li><li>• Encourage engagement via chatbox or unmuting microphone during discussion or Q&amp;A segments</li><li>• Introduce presenters</li><li>• Begin recording</li><li>• Lead attendees in introducing themselves either in main room or breakout rooms (if it is a large group)</li><li>• Review agenda</li></ul>	<ul style="list-style-type: none"><li>• Montana Team Nutrition, Farm to School Foundations: Part One PowerPoint slides and script used throughout lesson</li></ul>	10 minutes

Farm to school basics	<ul style="list-style-type: none"> <li>• Define farm to school and provide examples</li> <li>• Demonstrate farm to school data/trends in Montana</li> <li>• Discuss farm to school benefits</li> <li>• Pause for questions</li> </ul>		10 minutes
Montana Harvest of the Month	<ul style="list-style-type: none"> <li>• Share program basics and requirements and provide examples</li> <li>• Demonstrate materials including showing video</li> <li>• Share how to register</li> </ul>		15 minutes
Steps to success	<ul style="list-style-type: none"> <li>• Share tips for success in implementing farm to school</li> <li>• Lead participants in discussion of one farm to school success or challenge they have experienced. If group is larger, divide into breakout rooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Montana Farm to School Steps to Get Growing! Handout</li> </ul>	10 minutes
Resources and opportunities	<ul style="list-style-type: none"> <li>• Share relevant resources and upcoming events</li> </ul>		5 minutes
Discussion	<ul style="list-style-type: none"> <li>• Provide opportunity for participants to ask questions and/or share experiences</li> <li>• Gather input from participants about what topics they wish to see covered in more detail in part 2.</li> </ul>		5 minutes
Closing	<ul style="list-style-type: none"> <li>• Remind about part 2 details, provide timeline for recording and resources to be shared</li> <li>• Stop recording</li> </ul>		5 minutes

## 2.7 Farm to School Foundations (Part Two) Lesson Plan

### Lesson Goal

Participants will learn how to enhance school meal quality and improve student and parent perception of school meals through serving and promoting local foods, conducting nutrition education, and engaging community members. Part two of a two-part webinar series.

### Learning Objectives

Objective 1: Participants will understand the opportunities and processes for purchasing local foods for National School Lunch Program, School Breakfast Program, Fresh Fruit and Vegetable Snack Program, and Afterschool Snack Program.

Objective 2: Participants will follow procurement processes and regulations.

Objective 3: Participants will understand how farm to school Initiatives can contribute to improvement in school meal quality and perceptions of school meals.

Objective 4: Participants will Identify resources for recipes that feature local foods.

### Total Lesson Time

60 minutes

### Professional Development Learning Codes

Local Foods - Farm to School (1130), Nutrition Education (1200), Purchasing/Procurement (2400), Program Promotion (4120)

### Equipment/Supplies

- Desktop or laptop computer with functional webcam and microphone for each instructor
- Desktop, laptop computer, smart phone, or tablet for each participant, with functional microphone/audio source and webcam strongly encouraged
- Webinar platform
- Internet access

### Montana Cook Fresh Resources

- Montana Team Nutrition, Farm to School Foundations Evaluation
- Montana Team Nutrition, Farm to School Foundations: Part Two PowerPoint Slides (2020)
- Montana Team Nutrition, Farm to School Foundations: Part Two Script (2020)
- Montana Farm to School Website

### Suggested Resources

- Alaska Department of Education, Make it Local: Recipes for Alaska’s Children Cookbook
- Massachusetts Department of Agriculture, Massachusetts Fresh from the Farms: Farm to School Cookbook (2018)
- National Center for Appropriate Technology, Montana Farm to Cafeteria Guide (2018)
- U.S. Department of Agriculture, Food and Nutrition Service, Procuring Local Foods Website
- Wisconsin Department of Public Instruction, American Indian Traditional Foods in USDA School Meals Programs: Wisconsin Farm to School Toolkit (2022)

### Lesson Plan

Topic	Activity	Materials	Time
Welcome and Introduction	<ul style="list-style-type: none"><li>• Welcome attendees</li><li>• Go over “Zoom etiquette” if necessary</li><li>• Introduce presenters</li></ul>	<ul style="list-style-type: none"><li>• Farm to School Foundations: Part Two PowerPoint</li></ul>	10 minutes



	<ul style="list-style-type: none"> <li>• Start recording</li> <li>• Lead attendees in introducing themselves either in main room or breakout rooms (if it is a large group)</li> <li>• Review agenda</li> </ul>		
Purchasing local foods	<ul style="list-style-type: none"> <li>• Guides + resources</li> <li>• Procurement regulations + procedures <ul style="list-style-type: none"> <li>○ Quiz for produce regulations</li> </ul> </li> <li>• Finding local foods <ul style="list-style-type: none"> <li>○ Provide examples of different sources</li> <li>○ Show an example of a search using a local food directory</li> </ul> </li> <li>• Communicating with vendors</li> <li>• Managing cost</li> <li>• Food safety <ul style="list-style-type: none"> <li>○ Garden to Cafeteria</li> </ul> </li> <li>• Allow time for questions</li> </ul>	<ul style="list-style-type: none"> <li>• Farm to School Foundations: Part Two PowerPoint</li> <li>• Montana Farm to Cafeteria Guide</li> <li>• USDA Local Procurement Webpage</li> <li>• Montana Farm to School Website</li> </ul>	25 minutes
Recipe resources	<ul style="list-style-type: none"> <li>• Montana Harvest of the Month recipe resources</li> <li>• List and discuss school nutrition recipe resources</li> <li>• Encourage participants to share their favorite recipes featuring local food and/or cookbooks. Gather any resources that are shared and include in follow-up email.</li> </ul>	<ul style="list-style-type: none"> <li>• Farm to School Foundations: Part Two PowerPoint</li> </ul>	10 minutes
Resources and opportunities	<ul style="list-style-type: none"> <li>• Share relevant resources and upcoming events</li> </ul>	<ul style="list-style-type: none"> <li>• Farm to School Foundations: Part Two PowerPoint</li> <li>• Examples of recipe resources to share: <ul style="list-style-type: none"> <li>○ Massachusetts Department of Agricultural Resources, Massachusetts Fresh from the Farms: Farm to School Cookbook (2018)</li> <li>○ Alaska Department of Education, Make it Local: Recipes for Alaska's Children Cookbook</li> </ul> </li> <li>• Wisconsin Department of Public Instruction, American Indian Traditional Foods in USDA School Meals Programs: Wisconsin Farm to School Toolkit (2022)</li> </ul>	5 minutes
Discussion	<ul style="list-style-type: none"> <li>• Provide opportunity for participants to ask questions and/or share experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Farm to School Foundations: Part Two PowerPoint</li> </ul>	5 minutes

Closing	<ul style="list-style-type: none"> <li>Remind about part 2 details, provide timeline for recording and resources to be shared</li> </ul>	<ul style="list-style-type: none"> <li>Farm to School Foundations: Part Two PowerPoint</li> </ul>	2 minutes
Post webinar evaluation	<ul style="list-style-type: none"> <li>Conduct post training evaluation. This may be completed during the webinar itself using the poll options of the video conferencing platform, or a survey link may be sent out directly following the webinar</li> </ul>	<ul style="list-style-type: none"> <li>Farm to School Foundations Evaluation</li> </ul>	10 minutes



# Making the Healthy Choice the Easy Choice Lesson Plan

Participants will learn simple, low-cost strategies for using the cafeteria environment to influence student food choices through healthy lunchroom design, service line modifications, and best practice checklists.

Total instruction time  
**55 minutes**



Photo: Salad bar, Belfry School District

## 2.8 Making the Healthy Choice the Easy Choice Lesson Plan

### Lesson Goal

Participants will learn simple, low-cost strategies for using the cafeteria environment to influence student food choices through healthy lunchroom design, service line modifications, and best practice checklists.

### Learning Objectives

Objective 1: Participants will discover service line tricks and tips to make the healthy choice the eye-appealing and easy choice.

Objective 2: Participants will learn simple and successful techniques used in Montana Schools to improve customer service, promote healthy choices, and decrease food waste.

Objective 3: Participants will learn how to use the Best Practices Checklists for school breakfast, school lunchrooms, and salad bars to assess and enhance their school meals program.

### Total Lesson Time

55 minutes

### Professional Development Learning Codes

Nutrition (1000), Operations (2000), Healthy School Environment (3230), Communications and Marketing (4000), Pleasant and Positive Mealtimes (5140)

### Equipment/Supplies

- Laptop computer with internet access
- Projector or other equipment to display slides

### Montana Cook Fresh Resources

- Montana Team Nutrition, Making the Healthy Choice the Easy Choice PowerPoint Slides (2022)
- Montana Team Nutrition, Breakfast Boosts Brainpower Checklist (2022)
- Montana Team Nutrition, Designing Healthy Lunchrooms Checklist (2022)
- Montana Team Nutrition, Eat the Rainbow Salad Bar Checklist (2022)
- Montana Harvest of the Month, Web Portal
- Montana Harvest of the Month, Taste Test Toolkit (2022)

### Suggested Resources

- Stanford Mind and Body Lab, Edgy Veggies Toolkit

### Lesson Plan

Topic	Activity	Materials	Time
Welcome and introductions	<ul style="list-style-type: none"><li>• Welcome class</li><li>• Review goals of the lesson</li><li>• Ask participants to introduce themselves with name, and typical number of lunch meals served</li></ul>	<ul style="list-style-type: none"><li>• Making the Healthy Choice the Easy Choice PowerPoint Slides (2022)</li></ul>	5 minutes
Introduction to choice architecture	<ul style="list-style-type: none"><li>• Review how our environment effects our food choices</li><li>• Define choice architecture and behavioral economics</li></ul>	<ul style="list-style-type: none"><li>• Making the Healthy Choice the Easy Choice PowerPoint Slides (2022)</li></ul>	5 minutes

	<ul style="list-style-type: none"> <li>• Ask participants: “How does the layout of your lunchroom nudge students to make healthy choices?”</li> </ul>		
Strategies to effect choice and nudge healthy choices	<ul style="list-style-type: none"> <li>• Review strategies to increase convenience for your customers such as: <ul style="list-style-type: none"> <li>○ Offer choices and design your service line for quick choices</li> <li>○ Offer grab and go options</li> <li>○ Minimize wait time in lines</li> <li>○ Put meals by main entrance/exit door</li> <li>○ Make the healthiest choice the shortest reach possible (such as placing white milk in front of chocolate milk)</li> <li>○ Slicing or wedging fruit</li> </ul> </li> <li>• Ask participants: “How do you increase convenience in your lunchrooms?”</li> <li>• Review strategies to improve visibility such as: <ul style="list-style-type: none"> <li>○ Eat appealing presentation matters!</li> <li>○ Use a mix of colors, textures, fresh/cooked</li> <li>○ Share photos of excellent meals to parents and customers know what to expect</li> <li>○ Place the salad bar in high traffic areas or use clear containers</li> <li>○ Draw the customers eyes towards what you want them to choose, such as putting fruits and vegetables first in the service line</li> </ul> </li> <li>• Ask participants, “How do you increase visibility in your lunchrooms?”</li> <li>• Review how to enhance taste expectations, such as: <ul style="list-style-type: none"> <li>○ Use interesting names on your menus</li> <li>○ Invite graduating seniors to name their favorite school meals – or promote your school colors, mascot, local places, etc.</li> <li>○ Offer samples or taste tests for new items</li> <li>○ Get customers excited by participating in Montana Harvest of the Month</li> </ul> </li> <li>• Ask participants, “How do you enhance taste expectations in your lunchrooms?”</li> </ul>	<ul style="list-style-type: none"> <li>• Making the Healthy Choice the Easy Choice PowerPoint Slides (2022)</li> </ul>	5 minutes
Group activity with the Edgy Veggies Toolkit	<ul style="list-style-type: none"> <li>• Show the Stanford Mind and Body Lab, Edgy Veggies Toolkit. Provide example of renaming a recipe with the toolkit.</li> </ul>	<ul style="list-style-type: none"> <li>• Making the Healthy Choice the Easy Choice PowerPoint Slides (2022)</li> </ul>	10 minutes

	<ul style="list-style-type: none"> <li>• Divide participants into groups using existing tables.</li> <li>• Ask the participants to rename one of their school recipes (a recipe that they'd like to promote at school lunch).</li> <li>• Ask participants to report out the original name and new name(s).</li> </ul>	<ul style="list-style-type: none"> <li>• Stanford Mind and Body Lab, Edgy Veggies Toolkit</li> </ul>	
Best practice checklists	<ul style="list-style-type: none"> <li>• Show the Designing Healthy Lunchrooms Checklist</li> <li>• Show the Eat the Rainbow Salad Bar Checklist</li> <li>• Show the Breakfast Boosts Brainpower Checklist</li> </ul>	<ul style="list-style-type: none"> <li>• Designing Healthy Lunchrooms Checklist</li> <li>• Eat the Rainbow Salad Bar Checklist</li> <li>• Breakfast Boosts Brainpower Checklist</li> </ul>	10 minutes
Peer sharing activity	<ul style="list-style-type: none"> <li>• Ask participants to choose a partner and pick one of the checklists to review together. Participants should work with their partner to answer the following questions: <ul style="list-style-type: none"> <li>○ One thing they already do well from the checklist</li> <li>○ One thing they don't currently do that they would like to try</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Designing Healthy Lunchrooms Checklist</li> <li>• Eat the Rainbow Salad Bar Checklist</li> <li>• Breakfast Boosts Brainpower Checklist</li> </ul>	
Examples around Montana	<ul style="list-style-type: none"> <li>• Show picture examples of positive strategies and positive choice influencers in Montana school lunchrooms</li> <li>• Promote Montana Harvest of the Month program and the Harvest of the Month Taste Testing guide</li> </ul>	<ul style="list-style-type: none"> <li>• Making the Healthy Choice the Easy Choice PowerPoint Slides (2022)</li> <li>• Montana Harvest of the Month, Web Portal</li> <li>• Montana Harvest of the Month, Taste Test Toolkit (2022)</li> </ul>	10 minutes
Goal setting activity	<ul style="list-style-type: none"> <li>• On a piece of paper, ask participants to write down: <ul style="list-style-type: none"> <li>○ One choice architecture strategy (action) you are doing well in your program.</li> <li>○ One new strategy you learned (a new idea) in this session</li> <li>○ One simple change you can make in this upcoming school year to improve customer service, nudge healthy choices, or decrease waste</li> </ul> </li> <li>• Ask 1-2 people to share their answers to the group</li> <li>• Recommend setting simple goals (choose 1 or 2 strategies from only 1 checklist at a time). Selecting too many strategies to work on at once may be too overwhelming and not effective</li> </ul>		5 minutes
Wrap up	<ul style="list-style-type: none"> <li>• Answer any remaining questions</li> </ul>		5 minutes

## Notes

Encouraging audience participation allows the audience to learn from each other as much as possible. It is helpful to hear what other schools are doing.



# Meal Pattern Lesson Plan

Participants will understand how to serve reimbursable meals for the National School Lunch Program and School Breakfast Program, including Offer vs. Serve, vegetable subgroups, the whole grain rich requirement, and portion sizes for all meal components.

Total instruction time  
**3 hours**



Photo: Lunch Tray, courtesy of Greenfield Elementary

## 2.9 Meal Pattern Lesson Plan

### Lesson Goal

Participants will understand how to serve reimbursable meals for the National School Lunch Program and School Breakfast Program, including Offer vs. Serve, vegetable subgroups, the whole grain rich requirement, and portion sizes for all meal components.

### Learning Objectives

Objective 1: Participants will recognize the components for a reimbursable meal and crediting requirements for each component.

Objective 2: Participants will understand the Offer versus Serve service method.

Objective 3: Participants will understand portion sizes in meal pattern requirements.

Objective 4: Participants will identify what food items are considered whole grain rich.

Objective 5: Participants will explore new recipes to consider for future menus.

### Total Lesson Time

3 hours

### Professional Development Learning Codes

USDA Nutrition Requirements (1110), CN Labeling and Crediting (2150), Portion Sizes/Special Diets (2210), Offer Versus Serve (2220), Reimbursable Meals (2310)

### Equipment/Supplies

- Compartment style lunch trays
- Digital scale
- A variety of different sized spoodles and ladles (recommended: 2 oz and 4 oz)
- A variety of different sized scoops (recommended: #8 (1/2 cup), #12 (1/3 cup), and #16 (1/4 cup))
- 1 14 oz. can peaches, pears or other fruit
- 1 16 oz. bag cut carrots or other fresh vegetables
- Whole grain food item such as 2 oz dinner roll or hamburger bun
- Variety of grain food labels that includes list of ingredients
- Folders to assemble participant packets from handouts listed below

### Montana Cook Fresh Resources

- Montana Team Nutrition, Breakfast Boost Brainpower Checklist (2022)
- Montana Team Nutrition, Eat the Rainbow Salad Bar Checklist (2022)
- Montana Team Nutrition, Meal Component Crediting Resource (2022)
- Montana Team Nutrition, Montana Cook Fresh Meal Pattern Lesson Evaluation (2021)
- Examples of school menus to demonstrate meal combinations

### Suggested Resources

- Institute of Child Nutrition, Basics at a Glance Poster (2019)
- Montana Office of Public Instruction, School Nutrition Programs, NSLP – 5 Day Meal Pattern Handout (2021)
- Montana Office of Public Instruction, School Nutrition Programs, SBP – 5 Day Meal Pattern Handout (2021)
- Montana Office of Public Instruction, School Breakfast Program: The Simplified Breakfast Meal Pattern K-12 Handout (2021)
- Quantity recipe books, such as:
  - Vermont FEED, Vermont New School Cuisine



- U.S. Department of Agriculture, Food and Nutrition Service, Recipes for Healthy Kids Cookbook for Schools (2017)
- Wisconsin Department of Public Instruction, American Indian Traditional Foods in USDA School Meals Programs: Wisconsin Farm to School Toolkit (2022)
- U.S. Department of Agriculture, Food and Nutrition Service, Offer Versus Serve Tip Sheet for School Food Service Managers (2020)
- U.S. Department of Agriculture, Food and Nutrition Service, Whole Grain Resource for the National School Lunch and School Breakfast Programs (2020)
- Washington Office of Superintendent of Public Instruction, Vegetable Subgroup Handout

## Lesson Plan

Topic	Activity	Materials	Time
Welcome, review agenda, and ice breaker	<ul style="list-style-type: none"> <li>● Welcome participants</li> <li>● Review objective and agenda of training</li> <li>● Choose to complete one of the two icebreaker activities:               <ul style="list-style-type: none"> <li>○ Find 10 things in common icebreaker                   <ul style="list-style-type: none"> <li>▪ Split participants into pairs or small groups and hand each pair a piece of paper. Each pair is responsible for finding 10 things they have in common with one another. Remember to tell everyone easy cop-outs aren't allowed, like "we both have hands". Once they find 10 things they have in common, they share their discoveries with the group. Depending on how many people are there, this could be done together as one group</li> </ul> </li> <li>○ Candy Icebreaker Game                   <ul style="list-style-type: none"> <li>▪ Get a bag of multicolored candy and pass them out to the group. Whatever colors of candy the participant gets mean they answer specific questions about themselves using the following color key:                       <ul style="list-style-type: none"> <li>▪ Orange: What's the best vacation spot you have ever been to?</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Materials for chosen icebreaker activity</li> </ul>	25 minutes

	<ul style="list-style-type: none"> <li>▪ Red: If you were a vegetable, what vegetable would you be and why?</li> <li>▪ Blue: What is your favorite meal and why?</li> <li>▪ Brown: If you could have any superhero quality, what would it be?</li> <li>▪ Yellow: What is the best part of your work week?</li> <li>▪ Green: If you woke up tomorrow as an animal, what animal would you want to be and why?</li> </ul>		
Meal components and demonstration of portion Sizes	<ul style="list-style-type: none"> <li>• Review the five meal components and the minimum amounts for crediting.</li> <li>• Using the serving spoons, the instructor demonstrates a serving size of fruit using the canned fruit on a lunch tray</li> <li>• Using the serving spoons, demonstrate a serving size of vegetables using the fresh cut vegetables on a lunch tray</li> <li>• Discuss why it is important to use consistent serving sizes, and what serving sizes are appropriate for each age group</li> <li>• Share the example grain labels with the class. Review what is considered whole grain rich, and how to identify a whole grain item</li> <li>• Using the scale, weigh the whole grain item (such as the dinner roll and hamburger) and discuss ounce equivalent for crediting whole grains</li> </ul>	<ul style="list-style-type: none"> <li>• Meal Component Crediting Resource</li> <li>• Serving utensils</li> <li>• 14 oz canned fruit</li> <li>• 16 oz bag fresh vegetables such as carrots</li> <li>• Compartment style lunch trays</li> <li>• Whole grain food labels</li> <li>• Whole grain food item (such as dinner roll or hamburger bun)</li> <li>• USDA Whole Grain Resource</li> </ul>	20 minutes
Break	<ul style="list-style-type: none"> <li>• Take a break</li> </ul>		10 minutes
Lunch meal pattern and Offer versus Serve	<ul style="list-style-type: none"> <li>• Review the meal pattern for K-5, 6-8, 9-12 and examples of reimbursable meals</li> <li>• Review the importance of serving reimbursable meals and repercussions for findings of non-reimbursable meals in administrative reviews</li> <li>• Review Offer versus Serve and have attendees identify the variety of reimbursable meals from one menu</li> </ul>	<ul style="list-style-type: none"> <li>• Montana Office of Public Instruction, School Nutrition Programs, NSLP – 5 Day Meal Pattern Handout (2021)</li> <li>• U.S. Department of Agriculture, Food and Nutrition Service: Offer Versus Serve Tip Sheet for School Food Service Managers (2020)</li> <li>• Washington Office of Superintendent of Public Instruction, Vegetable Subgroup Handout</li> <li>• Sample lunch menu</li> </ul>	35 minutes
Breakfast meal pattern and	<ul style="list-style-type: none"> <li>• Review the meal pattern for K-5, 6-8, 9-12 and examples of reimbursable meals</li> </ul>	<ul style="list-style-type: none"> <li>• Montana Office of Public Instruction, School Nutrition</li> </ul>	30 minutes

Offer versus Serve	<ul style="list-style-type: none"> <li>Review Offer versus Serve and have attendees identify a variety of reimbursable meals from one sample menu</li> </ul>	Programs, SBP – 5 Day Meal Pattern Handout (2021) <ul style="list-style-type: none"> <li>Montana Office of Public Instruction School Breakfast Program: The Simplified Breakfast Meal Pattern K-12 Handout</li> <li>Montana Team Nutrition Breakfast Boost Brainpower Checklist</li> <li>Sample breakfast menu</li> </ul>	
Break	<ul style="list-style-type: none"> <li>Take break</li> </ul>		10 minutes
Using salad bars to meet meal pattern requirements	<ul style="list-style-type: none"> <li>Discuss use of salad bars for providing choices/requirements of fruits and vegetables and how to use salad bars to meet requirements for a reimbursable meal</li> </ul>	<ul style="list-style-type: none"> <li>Montana Team Nutrition Eat the Rainbow Salad Bar Checklist</li> </ul>	15 minutes
Exploring new recipes for menus	<ul style="list-style-type: none"> <li>Ask attendees to review recipes in a variety of quantity recipe books</li> <li>Ask participants to choose 1-2 or that they would like to try</li> <li>Discuss how recipes are credited and how it would fit into a menu</li> </ul>	<ul style="list-style-type: none"> <li>Quantity recipe books of instructor's choice</li> </ul>	20 minutes
Q&A and wrap up	<ul style="list-style-type: none"> <li>Allow time for questions.</li> </ul>		10 minutes
Post test	<ul style="list-style-type: none"> <li>Attendees take the post training evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Montana Cook Fresh Meal Pattern Training Post Evaluation</li> </ul>	5 minutes

## Notes

It is recommended that instructors review all the handouts in the Montana Cook Fresh Resources and Suggested Resources section of this lesson plan prior to the training and choose which handouts they would like to share with participants. Print out a copy of each handout and assemble a participant folder for each participant so that as the lesson progresses instructors can point participants to each handout. For the quantity recipe books, instructors can print out a variety of recipes or the whole recipe book of choice so that participants can take the recipes home. For a virtual delivery of this course, consider preparing PowerPoint slides with information from the handouts and be prepared to send out a follow up email with all the links to the resources for participants to access. The post training evaluation can be conducted either using the quiz function of the video conferencing software of choice, or through a follow up online survey link.



# Veggielicious! Lesson Plan

Participants will receive a broad overview of vegetables in USDA Child Nutrition Programs including vegetable subgroups, menu planning tips, eye-appealing presentation, creative ideas to enhance vegetable variety on salad bars and more!

Instructor preparation time

**30-60 minutes**

Total instruction time

**80 minutes**

Photo: Fresh beets, courtesy of Philipsburg School District



## 2.10 Veggielicious! Lesson Plan

### Lesson Goal

Participants will receive a broad overview of vegetables in USDA Child Nutrition Programs including vegetable subgroups, menu planning tips to successfully meet the vegetable component in the NSLP meal pattern, eye-appealing presentation, creative ideas to enhance vegetable variety on salad bars and main service line, tips for taste testing new recipes, and reliable sources for tasty colorful school recipes.

### Learning Objectives

Objective 1: Participants will identify the 5 vegetable subgroups and become familiar with the variety of vegetables within each group. Objective 2: Participants will participate in a taste test of at least 2 vegetable recipes.

Objective 3: Participants will learn best practices to promote vegetables to students and staff, increase the variety of vegetable choices and decrease food waste.

Objective 4: Participants will be introduced to the Eat the Rainbow Salad Bar Checklist, a simple tool to enhance their salad bar.

### Total Lesson Time

Instructor preparation time: 30 - 60 minutes, depending on recipes made ahead of time

Total instruction time: 80 minutes

### Professional Development Learning Codes

Menu Planning (1100), Montana Harvest of the Month (1240), General Nutrition (1300), Food Production (2100), Communications and Marketing (4100)

### Equipment/Supplies

- Laptop computer with access to connect to the internet
- Cleaning/disinfecting wipes
- Nitrile gloves for food preparation
- Colorful serving trays and/or tablecloth
- Two or more pre-made recipes (such as Tomato Cucumber Parsley Salad, the Sun Butter Hummus or White Bean Dip)
- Small souffle or sample cups
- Several serving spoons or plastic spoons
- Napkins
- Supplies for two Tried It, Liked It, Loved It taste tests
  - 2 separate poster boards with recipe name, choices, and stickers to vote

### Montana Cook Fresh Resources

- Montana Harvest of the Month materials for at least one food item including poster, Cafeteria Bites Newsletter, Classroom Bites Newsletter, and recipe cards
- Montana Harvest of the Month, Taste Test Toolkit (2022)
- Montana Team Nutrition, Veggielicious! PowerPoint Slides
- Montana Team Nutrition, Eat the Rainbow Salad Bar Checklist (2022)

### Suggested Resources

- Minnesota Department of Health, Physical Activity and Nutrition Program, A Field Guide to Salad Bars in Schools (2012)
- Montana Office of Public Instruction, School Nutrition Programs, NSLP – 5 Day Meal Pattern Handout (2021)
- National Food Service Management Institute, The University of Mississippi, HACCP Sample Standard Operating Procedures, Preventing Contamination at Food Bars (2005)

- Project Bread, Let’s Cook Healthy School Meals Cookbook, White Bean Dip, Tomato Cucumber Parsley Salad, and Sun Butter Hummus Recipes
- Stanford Mind and Body Lab, Edgy Veggies Toolkit
- U.S. Department of Agriculture, Food and Nutrition Service, Offer Versus Serve Tip Sheet for School Food Service Managers (2020)
- U.S. Department of Agriculture, Food and Nutrition Service, USDA Foods Available List
- U.S. Department of Agriculture, Food and Nutrition Service, The Great Garden Detective Adventure, Vegetable Subgroup Dice Activity (2013)
- Washington Office of Superintendent of Public Instruction, Vegetable Subgroup Handout

## Lesson Plan

Topic	Activity	Materials	Time
Instructor - preparation for taste tests	<ul style="list-style-type: none"> <li>• Prepare recipes in advance of lesson.</li> <li>• Clean surface area.</li> <li>• Set up taste testing area.</li> <li>• Arrange taste test just prior to starting class so that the food stays cold/fresh.</li> <li>• Place 1-2 oz serving in a small souffle cup, or if serving from the bowl, use an appropriate serving utensils and small paper plates.</li> <li>• Hang the Tried It, Liked It, Loved It posters, organize the voting method (stickers, dried beans in cup, marker tally, etc.)</li> <li>• Refer to the Montana Harvest of the Month, Taste Test Toolkit (2022) for additional instructions on setting up a taste test.</li> </ul>	<p>For set up, the instructor will need:</p> <ul style="list-style-type: none"> <li>• Cleaning/disinfecting wipes</li> <li>• Nitrile gloves</li> <li>• Colorful serving tray or tablecloth/dish cloths</li> <li>• Small souffle or sample cups</li> <li>• Several serving spoons or plastic spoons</li> <li>• Napkins</li> </ul> <p>Bring 2-3 recipes (already prepared) to taste test. Consider using a Harvest of the Month recipe or other simple vegetable recipes. Examples:</p> <ul style="list-style-type: none"> <li>• Tomato Cucumber Parsley Salad</li> <li>• Sun Butter Hummus</li> <li>• White Bean Dip</li> </ul>	10 minutes
Instructor - preparation for classroom set up	<ul style="list-style-type: none"> <li>• Place participant handouts on the tables or on a display table.</li> <li>• Hang up a Harvest of the Month Poster</li> <li>• Display the other Harvest of the Month resources</li> <li>• If taking attendance, place sign in roster in an easy to see location near the back of the room for participants to sign upon entering. Then, route the roster around the room in the last 15 minutes of the lesson.</li> <li>• If doing the Vegetable Subgroup Dice activity, make sure the dice are already assembled before the training</li> </ul>	<p>Participant handouts include:</p> <ul style="list-style-type: none"> <li>• Montana Team Nutrition, Eat the Rainbow Salad Bar Checklist</li> <li>• Montana Office of Public Instruction, School Nutrition Programs, NSLP – 5 Day Meal Pattern Handout (2021)</li> <li>• Washington Office of Superintendent of Public Instruction, Vegetable Subgroup Handout</li> <li>• U.S. Department of Agriculture, Food and Nutrition Service: Offer Versus Serve Tip Sheet for School Food Service Managers (2020)</li> <li>• Copy of recipes (including source of recipes)</li> </ul>	10 minutes
Welcome and introductions	<ul style="list-style-type: none"> <li>• Welcome participants</li> <li>• Share goals of the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Veggielicious! PowerPoint Slides</li> </ul>	5 minutes

	<ul style="list-style-type: none"> <li>• Introductions – name, school name, and typical # of lunch meals served</li> </ul>		
Introduce Vegetable Subgroups	<ul style="list-style-type: none"> <li>• Introduce the 5 vegetable subgroups and the reason why a variety of color and subgroups is important for health.</li> <li>• Review the vegetable subgroup poster.</li> <li>• Play the Vegetable Subgroup Dice activity. Break room into 4-5 sections. Each section gets one dice. Each person should take a turn rolling the dice and: <ol style="list-style-type: none"> <li>1. Read the vegetable and the subgroup it's in from the dice roll. Give another example of a vegetable in that same subgroup.</li> <li>2. What vegetable do they usually serve in that subgroup?</li> <li>3. What is another less common vegetable in that subgroup which they could try?</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• Veggielicious! PowerPoint Slides</li> <li>• Washington Office of Superintendent of Public Instruction, Vegetable Subgroup Handout</li> <li>• U.S. Department of Agriculture, Food and Nutrition Service, The Great Garden Detective Adventure, Vegetable Subgroup Dice Activity (2013): 2 printed sets of vegetable subgroup dice, folded into a dice shape and ready to roll.</li> </ul>	10 minutes
Review of meal pattern and offer vs. serve	<ul style="list-style-type: none"> <li>• Review of meal pattern with emphasis on vegetable requirements.</li> <li>• Point out the difference of planning the meal to meet the daily/weekly requirements vs. offering the meal on the service line.</li> <li>• Encourage using Offer vs. Serve to increase choice and decrease waste.</li> </ul>	<ul style="list-style-type: none"> <li>• Montana Office of Public Instruction, School Nutrition Programs, NSLP – 5 Day Meal Pattern Handout (2021)</li> <li>• U.S. Department of Agriculture, Food and Nutrition Service: Offer Versus Serve (OVS) Tip Sheet for School Food Service Managers (2020)</li> </ul>	5 minutes
Introduce the Eat the Rainbow Salad Bar Checklist	<ul style="list-style-type: none"> <li>• Use the many slides/photos to show the audience how they can promote their salad bar, make it accessible and inviting, eye-appealing, and colorful</li> </ul>	<ul style="list-style-type: none"> <li>• Veggielicious! PowerPoint Slides</li> <li>• Eat the Rainbow Salad Bar Checklist</li> <li>• Montana Harvest of the Month materials for at least one food item including poster, Cafeteria Bites Newsletter, Classroom Bites Newsletter, and recipe cards</li> </ul>	10 minutes
Best Practices for trying new recipes, taste testing and getting students involved.	<ul style="list-style-type: none"> <li>• Discuss how the Salad bar is the perfect spot to showcase new recipes, featured veggies, and local foods.</li> <li>• Use signage to showcase items. Aim for eye-appeal. Use the Edgy Veggies strategies.</li> <li>• Ask the audience to try the sample recipes and vote in a taste test. Get feedback on what they liked and/or didn't like.</li> <li>• Ask the audience to name one of the 2 recipes using the Edgy Veggie naming.</li> <li>• Encourage increasing color and variety by:</li> </ul>	<ul style="list-style-type: none"> <li>• Veggielicious! PowerPoint Slides</li> <li>• Montana Harvest of the Month Taste Test Toolkit (2022)</li> <li>• Stanford Mind and Body Lab, Edgy Veggies Toolkit</li> </ul>	15 minutes

	<ul style="list-style-type: none"> <li>Trying new recipes (refer the sources) and/or offering the same item in a different way (sweet pepper rings instead of sticks, carrot coins vs. sticks, tomato slices vs. grape tomatoes) – track consumption on your production records (or track student preferences on salad bar production record)</li> </ul>		
Food Safety on Salad Bars	<ul style="list-style-type: none"> <li>Refer to two good resources for salad bar food safety and refer to local county Registered Sanitarian for more guidance.</li> </ul>	<ul style="list-style-type: none"> <li>Veggielicious! PowerPoint Slides</li> <li>National Food Service Management Institute, The University of Mississippi, HACCP Sample Standard Operating Procedures, Preventing Contamination at Food Bars (2005)</li> <li>Minnesota Department of Health, Physical Activity and Nutrition Program, A Field Guide to Salad Bars in Schools (2012)</li> </ul>	5 minutes
Procurement	<ul style="list-style-type: none"> <li>Balance food cost with a blend of local foods and USDA Foods list.</li> <li>Ideas to use USDA Foods on the salad bar, in recipes, etc.</li> <li>Ask audience how they use USDA foods on their salad bars/menu planning.</li> </ul>	<ul style="list-style-type: none"> <li>Veggielicious! PowerPoint Slides</li> <li>Current USDA Foods list for that school year</li> </ul>	5 minutes
Wrap up and questions	<ul style="list-style-type: none"> <li>Ask for questions, pass the sign in roster around to ensure all people have signed in</li> </ul>		5 minutes

## Notes

To ensure the class proceeds smoothly in the time allotted, it is recommended that all recipes are prepared and plated in sample cups for participants prior to the start of the class. This lesson can be modified to include different recipes and flavor profiles that are suited to the audience. Move the audience quickly through introductions, the Vegetable Subgroup Dice Game, and the Taste Testing Activity to be efficient with time.





# Roadmap to Building Quality School Meals Lesson Plan

Participants will understand the benefits of scratch cooking, developing a vision for their school nutrition program, and setting and achieving SMART goals for their school nutrition program.

Total instruction time  
**120 minutes**

Photo: Lunch tray, Gardiner School District



## 2.11 Roadmap to Building Quality School Meals Lesson Plan

### Lesson Goal

Participants will understand the benefits of scratch cooking, developing a vision for their school nutrition program, and setting and achieving SMART goals for their school nutrition program.

### Learning Objectives

Objective 1: Participants will learn a definition for quality school meals.

Objective 2: Participants will understand the importance of having a vision for their school nutrition program.

Objective 3: Participants will list the benefits of scratch cooking and identify where their program is on the spectrum of scratch cooking.

Objective 4: Participants develop a SMART goal that is directed towards meeting their vision and/or serving quality school meals.

### Total Lesson Time

120 minutes

### Professional Development Learning Codes

Food Production (2100), Purchasing/Procurement (2400), Communications and Marketing (4100)

### Equipment/Supplies

- A copy of the Roadmap to Building Quality School Meals, see Appendix
- Folders to make participant folders
- Pens
- Flipcharts
- Markers
- LCD projector
- Computer or laptop
- Stickers

### Montana Cook Fresh Resources

- Montana Team Nutrition, Roadmap to Building Quality School Meals (2022) + extra goal setting sheets
- Montana Team Nutrition, Breakfast Boost Brainpower Checklist (2022)
- Montana Team Nutrition, Eat the Rainbow Salad Bar Checklist (2022)
- Montana Team Nutrition, Meal Component Crediting Resource (2022)
- Montana Team Nutrition, Montana Cook Fresh Meal Pattern Lesson Evaluation (2021)
- Examples of school menus for food production section

### Lesson Plan

Topic	Activity	Materials	Time
Welcome, review agenda	<ul style="list-style-type: none"><li>• Welcome participants</li><li>• Introduction of trainers</li><li>• Review objective and agenda of training</li></ul>	<ul style="list-style-type: none"><li>• Participant folders</li><li>• Roadmap to Building Quality School Meals PowerPoint</li></ul>	5 minutes
How do you define quality school meals?	<ul style="list-style-type: none"><li>• Ask audience: "What are some key words that define quality school meals?"</li><li>• Examples might be:</li></ul>		10 minutes

	<ul style="list-style-type: none"> <li>○ Tasty and eye appealing</li> <li>○ Made with foods following proper food safety rules</li> <li>○ Fresh</li> <li>○ Locally produced</li> <li>○ Made from scratch</li> <li>○ Made with USDA foods</li> <li>○ Meet the UDA meal pattern</li> <li>● Show an example of a quality school meal made from the state</li> <li>● Share Montana Team Nutrition definition: “Fresh, nutritious meals that meet student and cultural preferences, and include scratch cooked recipes made with local, regional, and USDA foods that meet USDA nutrition standards.”</li> <li>● Describe the benefits of scratch cooking: <ul style="list-style-type: none"> <li>○ Fresh, appealing food = happy kids and happy parents</li> <li>○ Reduces sodium and added sugars</li> <li>○ Promotes healthy behavior among students</li> <li>○ Improves participation in school meal programs</li> <li>○ Generates savings and revenue</li> <li>○ Supports local farmers and economies</li> </ul> </li> </ul>		
Defining the scratch cooking spectrum	<ul style="list-style-type: none"> <li>● Ask participants to identify from a series of pictures of meals which they think is ready to serve, semi-scratch cooked, or scratch cooked</li> <li>● Define each term: <ul style="list-style-type: none"> <li>○ Scratch cooked = a meal or food item containing mostly fresh, whole foods with pantry staples and limited processed ingredients</li> <li>○ Semi scratch cooked – a meal or food item that contains some fresh foods and pantry staples, but also some processed ingredients</li> <li>○ Ready to serve = a meal or food item that contains mostly processed ingredients with few, fresh whole foods</li> </ul> </li> <li>● What are the benefits of each type of cooking?</li> </ul>		10 minutes
The importance of having a vision for your program	<ul style="list-style-type: none"> <li>● Definition: A formal statement that expresses the aspirations and goals of your school nutrition program. One sentence.</li> </ul>		5 minutes

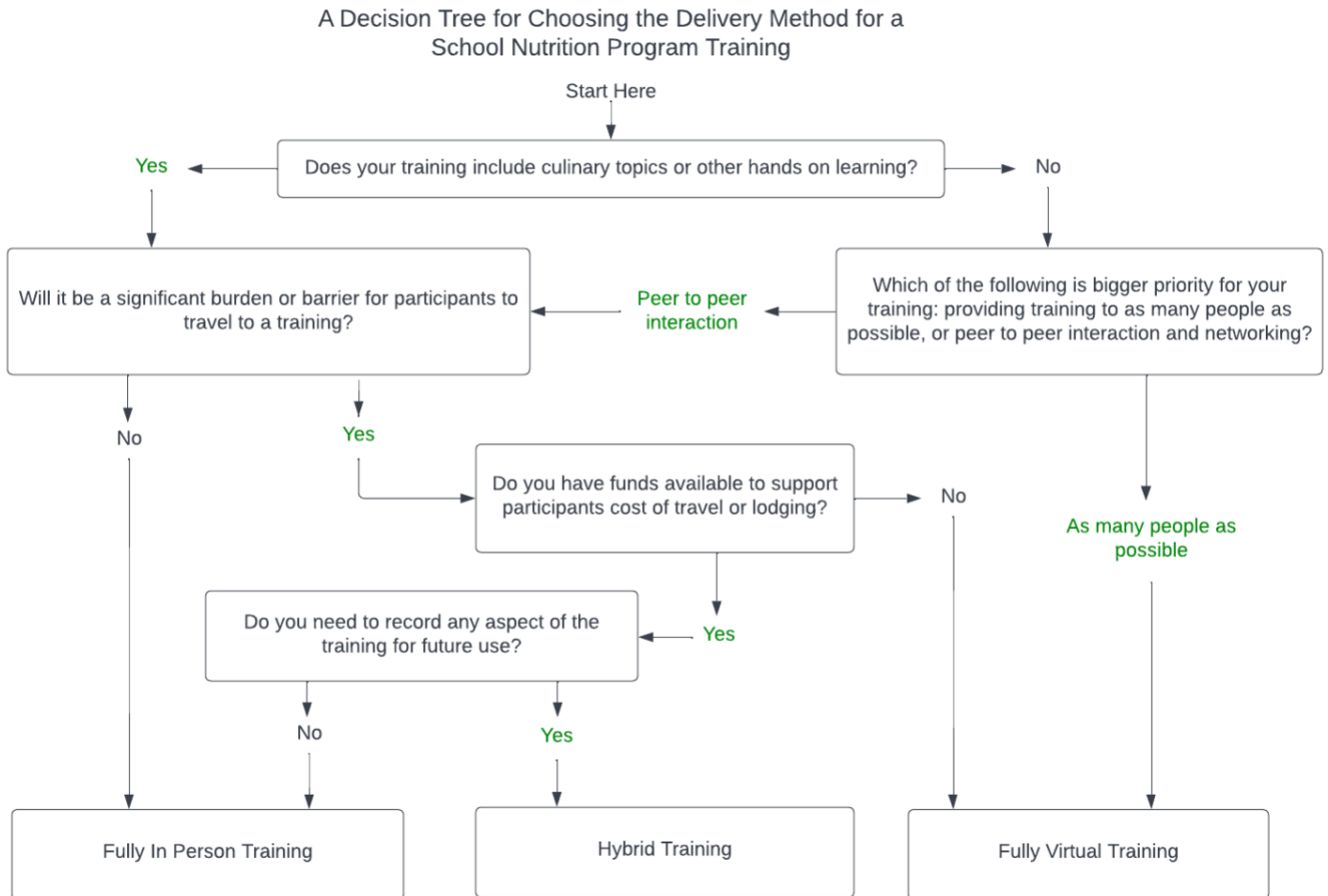
	<ul style="list-style-type: none"> <li>• Give examples from SNP and MTN. <ul style="list-style-type: none"> <li>○ Cultivating healthy Montana children and communities by shaping lifelong positive food and physical activity habits.</li> <li>○ Giving kids a chance to eat fresh healthy meals (Choteau)</li> <li>○ A sign of our LOVE – Huntley Project</li> <li>○ Ask if anyone has a Vision or thoughts for one?</li> </ul> </li> <li>• Important to know what you want to accomplish before devising a plan</li> </ul>		
Activity: Flipboard	<ul style="list-style-type: none"> <li>• What is one goal you have in mind already for the next year?</li> <li>• Do you have an idea for a vision statement?</li> <li>• Where are you currently on the scratch cooking spectrum?</li> <li>• Where do you want to be on the scratch cooking spectrum?</li> </ul>		10 minutes
What is the Roadmap for Building Quality School Meals?	<ul style="list-style-type: none"> <li>• How to use the Roadmap</li> <li>• Review 5 sections</li> </ul>		5 minutes
Food procurement Gretchen	<ul style="list-style-type: none"> <li>• What is food procurement?</li> <li>• Ask participants to complete the food procurement section and circle the area they are most interested in working on</li> </ul>		10 minutes
Food production	<ul style="list-style-type: none"> <li>• What is food production?</li> <li>• Ask participants to complete the food production section and circle the area they are most interested in working on</li> </ul>		10 minutes
Meal service	<ul style="list-style-type: none"> <li>• What is meal service?</li> <li>• Ask participants to complete the meal service section and circle the area they are most interested in working on</li> <li>• Point participants towards Checklists</li> </ul>	<ul style="list-style-type: none"> <li>• Montana Team Nutrition, Breakfast Boost Brainpower Checklist (2022)</li> <li>• Montana Team Nutrition, Eat the Rainbow Salad Bar Checklist (2022)</li> <li>• Montana Team Nutrition, Meal Component Crediting Resource (2022)</li> </ul>	10 minutes
Culture	<ul style="list-style-type: none"> <li>• What is culture?</li> <li>• Ask participants to complete the culture section and circle the area they are most interested in working on</li> </ul>		10 minutes
Support and Infrastructure	<ul style="list-style-type: none"> <li>• What is support and infrastructure?</li> <li>• Ask participants to complete the culture section and circle the area they are most interested in working on</li> </ul>		10 minutes

Goal setting	<ul style="list-style-type: none"> <li>• Tips for successful goal setting</li> <li>• SMART Goal principles</li> <li>• Instructor sets an example SMART goal</li> <li>• Ask participants to set one SMART goal themselves</li> <li>• Where to find resources for the Roadmap to help meet goals</li> <li>• Ask 2-3 participants to share their goals</li> </ul>	<ul style="list-style-type: none"> <li>• Roadmap Goal Setting Worksheets</li> </ul>	20 minutes
Q&A	<ul style="list-style-type: none"> <li>• Answer any last questions</li> </ul>		5 minutes

## 2.12 Choosing a Delivery Method

The lesson plans in this curriculum have been taught in three delivery methods: in person, virtual, and hybrid. It is up to the educator to decide which delivery method best suits their audience and intended lesson outcomes. Things to consider when choosing the delivery method of a training include:

- Content of training
- Available technology and target audience's comfort level with technology
- Desired number of participants
- Travel time and cost
- Budget for ingredients, supplies, and equipment



## 2.13 In-Person Trainings

### Benefits

- Maximizes hands on learning opportunities
- Generally, the preferred method of training for culinary classes
- Often the method that is most comfortable and familiar for school nutrition professional audiences

### Challenges

- Increased costs and travel time for participants and instructors; can be a barrier to participation
- Can be difficult to plan and coordinate in large or rural states
- Limits the number of participants due to size of training space
- Can be less accessible for participants that have second jobs or other obligations

### Best Practices

- Ensure your instructors have appropriate equipment well ahead of the training, including a projector, laptop, and other materials.
- Build in breaks throughout the training – consider having a 5–10-minute break for every hour of training.
- Prioritize participant engagement; reduce “lecture time” where the instructor is presenting to passive participants and consider how learning objectives can be achieved through interactive methods such as discussion, games, and activities.
- Set expectations and ground rules, such as:
  - Be on time each day.
  - Actively participate in class discussion and hands on cooking projects.
  - Follow recommended food safety practices in the kitchen, including frequent hand washing.
  - Be respectful of presenters by not having side conversations during instruction. (Each day, build in and allow for plenty of networking time and encourage participants to participate in less structured conversation with the topics guided by the participants themselves. They love to learn from each other, and to hear what they do in their own school kitchens.)
  - Be kind and considerate to fellow attendees and work together as a team during cooking project activities.
  - Turn off or silence cell phones during class time.
  - Ask questions and remember that there are no bad questions.
  - Have an open mind in learning new recipes, tasting the recipes, and expanding food preparation skills and school nutrition program knowledge.

### Culinary Instruction Best Practices

- When developing the agenda, allow for plenty of time for demonstrations and the cooking projects lesson as it normally takes 60-75 minutes for each group to prepare a few recipes. Clean up time is included in that time.
- At least two weeks prior to the class, the instructor should finalize the recipes to be used, scale the recipes to the number of participants expected at the training, and create a grocery list. Having the yield of six servings for recipes made in a culinary class was suitable for allowing all 25 participants/instructors to taste the item and reduce leftovers/waste.
- The instructor should use a grocery list to purchase all supplies the day before the training.
- The instructor should visit the training space in advance to ensure it has all the required equipment to prepare the recipes. The timing of the lesson may need to be modified depending on the recipes used.
- When assigning groups, instructors may assign participants randomly or pair more experienced cooks with less experienced cooks so that participants can learn from each other. Have participants work with different people (by assigning new groups) each day to allow more networking between the participants.
- Store recipes in a file sharing service such as Google Drive for participants to access them after the class. Share recipes in yields of 50 and/or 100 servings. Print out copies of all recipes used for participants to assemble participant

folders. Consider placing recipes to be used during class in clear plastic sleeves to protect them from getting dirty. Make a recipe folder for the instructor(s).

## Example: 2019 Montana Cook Fresh Leadership Institute

The 2019 Montana Cook Fresh Leadership Institute was an in-person workshop that started at 12:30 pm on Monday and concluded at 12:00 pm on Friday, for a total training time of 31.5 hours. The workshop was held at Montana State University Bozeman in Hannon Hall, in the Hospitality Management and Culinary Arts Kitchen and Training Room. Registration was \$250.00 per person, and included training materials, a chef coat/pants/cap/apron, lodging, four lunch meals, and five daily parking passes. Partner sponsorships paid for lodging, part of trainer costs which allowed for the registration cost to be kept low.

### Agenda at a Glance

#### Monday – Day 1 (4.5 hours)

Time	Lesson Topic
11:45 am	Registration and check in
12:30 pm	Welcome, overview of agenda, pre-survey, introductions
1:00 pm	Overview of nutrition programs from State Agency staff
3:15 pm	Break
3:30 pm	Inspiring words of wisdom from a guest speaker or peer educator
4:45 pm	Kitchen tour and orientation to training space
5:15 pm	Group dinner

#### Tuesday – Day 2 (7.5 hours)

Time	Lesson Topic
8:00 am	Review of agenda, overview of food safety
8:30 am	Whole Grain Baking Lesson
10:00 am	Break
10:15 am	Whole Grain Baking Lesson continued
12:00 pm	Lunch
1:00 pm	Meal Pattern Lesson Plan – Breakfast
2:30 pm	Expanding breakfast programs
3:30 pm	Mise En Place and Knife Skills Lesson
4:30 pm	Dismiss + visit to farmers market (optional)

#### Wednesday – Day 3 (8 hours)

Time	Lesson Topic
8:00 am	Production planning process
9:00 am	Using Herbs and Spices for Flavor Enhancement Lesson
10:00 am	Break
10:15 am	Class photo
12:00 pm	Equipment Demonstration Lesson
1:00 pm	Meal Pattern Lesson Plan – Lunch
2:00 pm	Veggie-licious! Lesson
3:00 pm	Break
3:10 pm	Meal Pattern Lesson – Offer vs. Serve
4:00 pm	Procurement and USDA Foods
5:00 pm	Classes end



Thursday – Day 4 (8 hours)

<b>Time</b>	<b>Lesson Topic</b>
8:00 am	Using Legumes
9:00 am	Salad Bars, Entrees, Grab/Go
9:45 am	Break
10:00 am	Cooking Stations Time Saving Kitchen Hacks Demo
12:00 pm	Lunch
1:00 pm	Marketing Smarter Lunchrooms
2:15 pm	MAPS
3:00 pm	Break/ Educating Admin/Board
4:00 pm	Building a Team/Personnel Issues
5:00 pm	Dinner at Fork & Spoon

Friday-Day 5 (3.5 hours)

<b>Time</b>	<b>Lesson Topic</b>
8:00 am	Goal Setting/Action Planning
9:30 am	Smart Snacks, Wellness Policy
9:45 am	F2S/ Harvest of the Month
10:30 am	Break/Resources Websites
11:00 am	Post-Survey and Evaluation
11:30 am	Door Prizes
12:00 pm	Dismiss

## 2.14 Virtual Trainings

Each of these lessons have been delivered virtually through 1-hour webinars, 4-hour virtual workshops, and a 30-hour virtual Institute.

### Benefits

- Reduces of travel time and costs for participants and instructors
- Increases the number of people that can participate in a training
- Can be more convenient and accessible for school nutrition professionals
- Have the potential to be viewed “on demand” at the audience’s convenience

### Challenges

- Participants and instructors may need to learn new and unfamiliar technology to participate
- Requires good internet connection and appropriate technology (i.e., laptop/computer with camera and microphone) for full participation in synchronous virtual classes
- Can be challenging to create natural engagement between participants and instructors
- Difficult to replicate full benefits of hands-on learning, particularly in regard to culinary classes

### General Best Practices

- Ensure instructors have and know how to use appropriate equipment ahead of the training, including a good internet connection, webcam, and microphone.
- Prioritize participant engagement. Reduce “lecture time” where the instructor is primarily speaking to passive participants and consider how learning objectives can be achieved through interactive methods such as discussion, games, breakout rooms, or collaborative sharing. Utilize interactive technology options such as whiteboards, breakout rooms, polling, etc.
- Follow a three-component class structure that balances screen time between asynchronous and synchronous activities, as demonstrated in the virtual Montana Cook Fresh Leadership Institute.
- Build in breaks throughout the training. Consider having a 5–10 minute break for every hour of training.
- Set expectations up front – should participants have their cameras on or off? How will the chat be used? When can participants unmute? How should participants ask questions?
- Build in ample networking time and encourage participants to unmute and participate in less structured conversation with the topics guided by the participants themselves.

### Webinar Best Practices

Webinars are presentations that take place virtually, allowing participants in different locations to see and hear the presenter, ask questions, and interact with the trainer via polls or a chat box. Here is a step-by-step guide for planning a successful webinar:

1. Select and confirm presenters and webinar assistant(s) (monitor chat box, helps with technology).
2. Schedule webinar.
3. Determine webinar platform, get connection information.
4. Create outreach materials and promote to target audience.
5. Develop PowerPoint slides and outline or script. Conduct a timed practice run to ensure content matches time scheduled.
6. Determine method for conducting post training evaluation. Pre-load questions into video conferencing polling software or create an online survey link that can be shared after the training.
7. Conduct “tech check” with presenters (at least one day in advance, preferably one week) to ensure that presenters can connect to the webinar platform with the device and equipment they plan to use, have good sound quality, understand how to use the platform, understand the agenda, and have their components prepared.
8. Send reminder to participants one day in advance with connection instructions and any relevant prompts.
9. Presenters should connect 15 minutes early to ensure technology is working.

10. Conduct and record training.
11. Edit training recording, convert PowerPoint to PDF ensuring that any links are functioning, prepare follow-up resources.
12. Send follow-up email to participants that includes link to recording of training, PowerPoint slides in PDF format, handouts/resources, and link to post training evaluation (optional).

## Virtual Culinary Classes Best Practices

- For a virtual class that will have a live culinary demonstration, it is recommended that the instructor(s) use a two-camera set up. One camera (can be the built-in camera on a laptop computer) will be the primary video feed displaying the instructor's face and the workstation, and an external camera on a tripod can be used for the secondary feed to show the instructor's point of view. It is also recommended that the instructor(s) have a wireless laval microphone connected to the computer audio for improved audio quality. Photo 1 provides a visual demonstration of this set up.

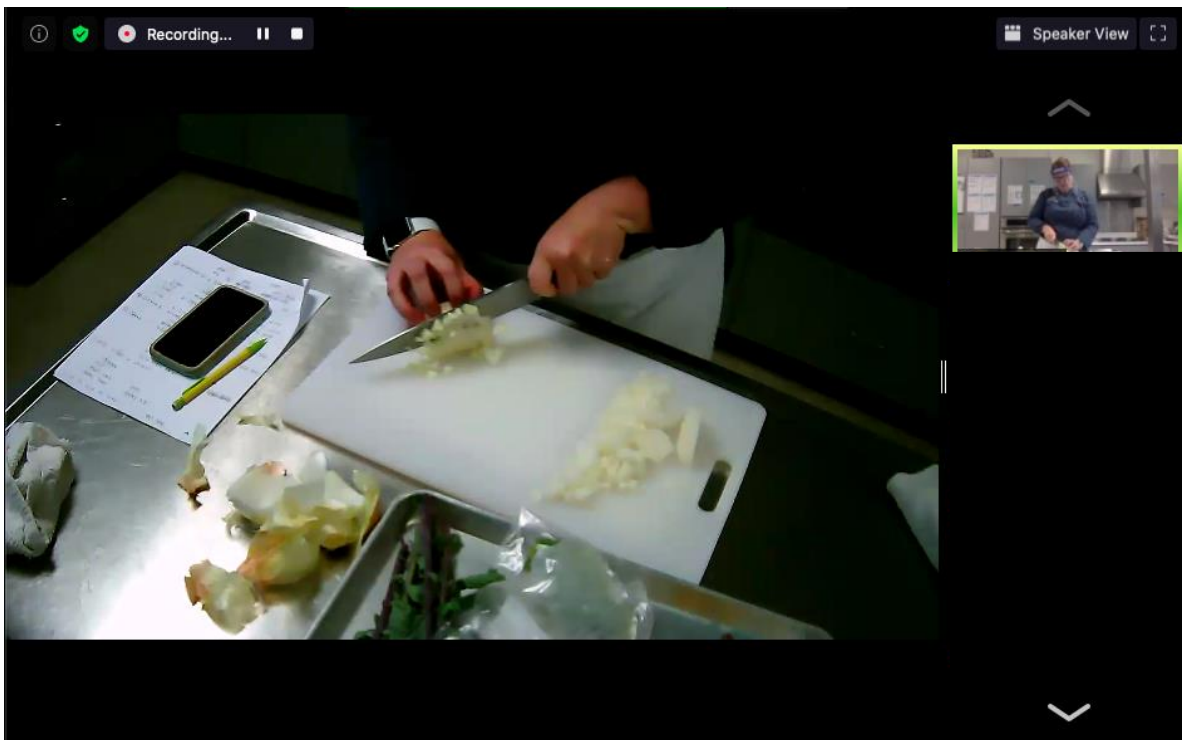


Photo 1

- It is recommended that the instructors have a practice session with technology two weeks prior to class to ensure that the technology works properly. The set up may vary based on the type of equipment and video conferencing software being used. After the initial practice session, instructors should log in 30 minutes early for each session to ensure that the technology is working.
- At least three days before the class starts, instructors should prepare all handouts and recipes and send to participants so they can prepare all the necessary materials to participate from their own kitchens. See the recipe and equipment planning sheet in the appendix. Files may be shared via email or a shared link through a file sharing service such as Google Drive.
- Offer participants the opportunity to do a technology test before class if they have never used video conferencing before.

## Example: 2020 Montana Cook Fresh Leadership Institute

In 2020, Montana Team Nutrition adapted a pre-existing curriculum for the Montana Cook Fresh Leadership Institute into an entirely virtual training. Each day of the 2020 Leadership Institute included three hours of blended learning activities—approximately half of that time was devoted to live synchronous learning on video conferencing on Zoom combined with asynchronous self-paced work completed independently in D2L/Brightspace, an online learning platform. This structure was designed to maximize learning opportunities while also providing flexibility for busy school nutrition professionals during the era of COVID19. Participants received a total of 30 hours of professional development. Registration was \$150 per person, and included training materials, and a chef coat/pants/cap/apron.

### Technology Required

- Laptop or desktop computer (at least one per school district, but preferably one for each participant)
- Microphone or audio device to allow for participation (speaking) in video conferencing
- Speaker to allow for hearing video conferencing
- Camera or webcam (external or built into computer/laptop)
- Participants can share equipment and join as a group. However, having each participant join separately with their own device allows for the best video and audio experience.

### Participant Equipment

- Cutting board – one per person and damp paper towels or cloth to put under the cutting board
- Chef knife – one per person
- 2 or more paring knives
- Scale to weigh ingredients (mechanical or digital)
- Rolling pin
- Tabletop mixer
- Additional utensils, small and large cooking equipment (a full list provided prior to the start of the Institute)
- Additional equipment based on chosen recipes from the Recipe and Equipment Planning Sheet
- Chef outfit (chef coat, pants, apron, and hat) provided by trainers as part of registration fees

### Pre-Workshop Resources

Provide the following resources and Agenda-at-a-Glance to participants at least a week **before** the Institute to allow them to prepare for the class.

- Recipe and Equipment Planning Sheet
- Montana Cook Fresh Leadership Institute Assignment Checklist
- D2L/Brightspace Scavenger Hunt

## 2020 Montana Cook Fresh Leadership Institute Agenda-at-a-Glance

### Monday – Day 1 (3 hours)

Time	Activities	Section
1:00 pm	D2L/Brightspace Scavenger Hunt/USDA Photo Release Form	Pre-Class
1:30 pm	Introduction and Overview	Live Virtual Class
3:30 pm	Individual Pre-Assessment	After Class

### Tuesday – Day 2 (3 hours)

Time	Activities	Section
1:00 pm	Menu Planner Chapters 1 & 5, USDA Foods Report	Pre-Class
1:30 pm	School Nutrition Programs Overview, USDA Regulations	Live Virtual Class
3:40 pm	FFAVORS Video, USDA Foods Inventory Sheets	After Class

Wednesday – Day 3 (3 hours)

Time	Activities	Section
1:00 pm	USDA Menu Planner Chapters 2 & 3, Videos on Cooking with Grains	Pre-Class
1:30 pm	Breakfast Program Meal Pattern, Whole Grain Recipes Demo	Live Virtual Class
3:40 pm	Prepare a Whole Grain Recipe	After Class

Thursday – Day 4 (3 hours)

Time	Activities	Section
1:00 pm	Yeast and Quick Bread Videos, Gather Ingredients for Baking after Class	Pre-Class
1:30 pm	Whole Grain Baking Demonstration	Live Virtual Class
2:50 pm	Bake a Yeast Bread or Quick Bread	After Class

Friday – Day Five (3 hours)

Time	Activities	Section
1:00 pm	Food Buying Guide, Gather Ingredients for Grain Bowl	Pre-Class
1:30 pm	NSLP, Production Records, Legumes Demonstration	Live Virtual Class
3:15 pm	Prepare a Grain/Protein Bowl Recipe	After Class

Monday – Day 6 (3 hours)

Time	Activities	Section
1:00 pm	Set up for Knife Skills, Gather Ingredients for After Class Recipe	Pre-Class
1:30 pm	Knife Skills Demonstration, Quantity and Standardized Recipes	Live Virtual Class
3:30 pm	Scale and Prepare a New Vegetable Recipe	After Class

Tuesday – Day 7 (3 hours)

Time	Activities	Section
1:00 pm	Watch Harvest of the Month Video, Gather Ingredients for After Class Recipe	Pre-Class
1:40 pm	Flavor and Color, Farm to School	Live Virtual Class
3:30 pm	Make and Taste a Sensationally Seasoned Vegetable, Salad, or Soup Recipe	After Class

Wednesday – Day 8 (3 hours)

Time	Activities	Section
1:00 pm	Back to School Resources, School Wellness Policy	Pre-Class
1:30 pm	Roundtable on USDA Programs, Emergency Meal Service Toolkit, Discussion time	Live Virtual Class

Thursday – Day 9 (3 hours)

Time	Activities	Section
1:00 pm	Equipment Show and Tell, School Nutrition Professional Action Planner	Pre-Class
1:30 pm	Equipment Review, Goal Setting, Cartwheel Q&A	Live Virtual Class
3:10 pm	Goal Setting, Individual Appointments	After Class

Friday – Day 10 (3 hours)

Time	Activities	Section
1:00 pm	Review Emergency Plan, Wrap-Up, and Graduation Ceremony	Live Virtual Class
3:00 pm	Post Institute Evaluation	After Class

## 2.15 Hybrid Trainings

It is possible to combine elements of a virtual training and an in person training to create a hybrid training opportunity.

### Benefits

- Combines the flexibility and accessibility of virtual training with the hands-on benefits of in person training
- Can be customized to meet the needs and preferences of participants

### Challenges

- Requires planning and preparation of both virtual and in person; can feel like planning two separate trainings instead of just one
- Costs and travel time for participants and instructors
- Requires extensive communication with participants so they understand what is virtual and what is in person
- Requires technology for the virtual components

### Best Practices

- The best practices for in person and virtual trainings both apply to hybrid trainings
- Clearly communicate which components are in person and virtual and what preparation and supplies are needed to participate for both sections.

### Example: 2021 Montana Cook Fresh Leadership Institute

In 2021, Montana Team Nutrition offered a hybrid Montana Cook Fresh Leadership Institute that combined a week of virtual lessons on school nutrition management (Part One) with a two-day in person culinary workshop (Part Two). Part One included 15 hours of live instruction and activities on video conferencing. Part Two of the Institute included 15 hours of in-person culinary training, for a total of 30 hours of professional development.

### Agenda-at-a-Glance

#### Part One: School Nutrition Program Management Virtual Lessons

When: 1:00 – 4:00 pm

Where: Online using video conferencing

Monday – Day 1	Tuesday – Day 2	Wednesday – Day 3	Thursday – Day 4	Friday – Day 5
<ul style="list-style-type: none"> <li>• Introductions and overview</li> <li>• Icebreaker activity</li> <li>• Zoom 101</li> <li>• School Nutrition Programs Overview</li> </ul>	<ul style="list-style-type: none"> <li>• Meal Pattern Lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing to go back to school</li> <li>• Farm to school and local procurement</li> <li>• Procurement and USDA foods</li> </ul>	<ul style="list-style-type: none"> <li>• Program roundtables</li> <li>• Equipment show and tell, kitchen tours</li> <li>• Applying for grants</li> </ul>	<ul style="list-style-type: none"> <li>• Making the Healthy Choice the Easy Choice Lesson</li> </ul>

#### Part Two: Two Day Culinary Workshop

When: Wednesday 9:30 – 5:00 and Thursday 8:00 – 4:00

Where: Culinary Arts Training Center

Time	Day 1	Time	Day 2
9:30 am	Check in	7:30 am	Check in
10:00 am	Welcome and introductions, tour of kitchen and stations	8:00 am	Welcome, recap of Day 1
10:30 am	Mise en Place and Knife Skills Lesson	8:15 am	Cooking Project Lesson Plan

11:15 am	Cooking Project Lesson	10:15 am	Equipment Demonstration Lesson
12:15 pm	Lunch	10:30 am	Complete Cooking Project Lesson
1:00 pm	Overview of measurements and weights	12:15 pm	Lunch
1:30 pm	Whole Grain Baking Lesson	1:00 pm	Roadmap to Building Quality School Meals Lesson
4:30 pm	Recap and Instructions for Day 2	3:00 pm	Post-Institute Evaluation and closing

# Module 3: Consider Incentives, Identify Resources, and Implement Next Steps

The MCFI was developed to include the components of the *Simple Model for Managing Complex Change Model*. This five-component model includes the necessary factors to successfully create and manage complex change. The components are vision, skills, incentives, resources, and a plan. This section describes the incentives, resources, and action planning steps that can help school nutrition programs overcome challenges and create long lasting solutions.

## 3.1 Incentives

Incentives are helpful in motivating people to complete a task or training or to create a positive association with an activity. Having the right equipment in a school kitchen is important in enabling the cooks to be able cook from scratch. Montana Team Nutrition received funds from Share Our Strength - No Kid Hungry to provide each school nutrition program participating in the training program in SY2020-2021 an \$1,000 mini grant to purchase small equipment or supplies for food preparation and/or meal service.

Other incentives could include:

- Funds to support training costs for staff—either travel costs or costs for a trainer to come to the district.
- Bonus or raise to the food service employee after completing a training or changing their menu to include more fresh, local or from scratch cooked items that students enjoy.
- Positive recognition is an inexpensive way to motivate or incentivize staff and school nutrition programs. Social media posts highlighting successes (strive to include colorful, eye-catching photos of meals, students, lunchroom events and meals) and sharing success stories through peer groups is an effective motivator. It also provides an opportunity for directors/managers to learn from each other, share their creative ideas, and take pride in their work.

Ensuring that school food service directors/managers are aware of available grants at the national, state, and local levels is an important technical assistance step that state agencies can provide to local school districts.

## 3.2 Resources

In addition to the hours of professional development and culinary training, broad based support was provided to the participating school districts. Montana Team Nutrition and the Montana Office of Public Instruction invested in developing strong relationships with the school food service directors/managers and frontline staff. Strong and trusting relationships were created through personal communications (phone calls, webinar meetings, email correspondence); site visits to the schools; hosting regional trainings; arranging for peer educator visits; and building support from the top down by training and involving each layer of staffing in the process.

Directors/managers receive the initial training followed by all staff training. Staff work together to create an action plan, ideally at an all staff training, and work together to meet their goals.

Staying in close contact with the schools throughout the project period allowed Montana Team Nutrition and the State Agency to offer targeted support to each school, collect outcomes data, and identify relevant topics and training needs. Communication was tailored to the individual needs/preferences of each school. Follow up phone calls yielded more detailed information than a follow up email.

Other resources that were provided include:

- Hosting a monthly School Nutrition Programs Chat webinar
- Utilizing social media and a statewide email listserv to stay in regular communication with directors
- Maintaining easy access to resources on State Agency and Montana Team Nutrition’s websites



- Facilitating targeted school district meetings upon request, encouraging food service directors of similar size districts to network and problem-solve COVID19 related challenges.

### 3.3 Peer Education

The MCFI utilized a peer education network entitled the Montana School Food Service Peer Educator Network. This network is comprised of exemplary school food service directors and nutrition professionals across the state who are available to support and mentor school food service staff in serving healthy and cost-effective school meals. Peer educators are selected based upon their experience, unique expertise, and effective teaching abilities. Peer education is an effective and preferred strategy to educate directors/managers, support food service staff, and facilitate change.

#### Benefits of Peer Education

- The peer educator model provides a framework of support to new school food service directors in a large, rural state.
- It helps connect new directors to a peer for support, advice, and information on needed topics. Additionally, it helps connect new directors to other professionals to build long-term professional relationships and engage them in the professional organization (Montana School Nutrition Association).
- Peer educators can assist in school nutrition trainings and workshops to provide real world experiences and expertise.

#### Tips for Implementing a Peer Education Network in a Rural State

1. Local Team Nutrition or State Agency staff should start by identifying and recruiting peer educators. Peer educators should be experienced school food service directors or local chefs who have institutional food service experience.
2. Market the peer education program to partnering agencies through listservs, newsletters, program referrals, and training workshops. State Agency staff conducting administrative reviews can also refer directors for peer education, which is often the case with newly hired directors.
3. The interested school nutrition director should contact local Team Nutrition or State Agency program staff to initiate a peer education session. Program staff should determine the most appropriate peer educator to work with the interested school director based on their needs, size of program, and location. Training topics, mode of education (remote/on-site visit), and timeframe for peer education are determined. Training topics may include:
  - Menu planning, meal service, and USDA record keeping requirements
  - Scratch cooking and culinary skills
  - Kitchen efficiency
  - Menu/recipe development
  - Recipe testing with staff and students
  - Salad bars
  - Expanded service options for school breakfast
  - Procurement, including local food procurement
4. Local Team Nutrition or State Agency staff contact the peer educator, provide a summary of the training needs and timeframe, and connects them with the interested director to set up the education session.
5. The peer educator provides training or technical assistance to the director.
6. The peer educator completes a Peer Education Outcomes Report to summarize the education/training session and summarize recommendations for future education or suggestions to further support the program director/staff in meeting their needs and goal(s). The peer educator will also complete a timesheet to track and receive payment for their hours, per diem, mileage, and lodging. Per diem and mileage is based on the allowable State Agency rate.

7. The school nutrition director who received peer education is asked to complete a follow-up Peer Education Survey to rate the effectiveness of the peer education visit. Payment may be provided to the school district receiving the peer education at the end of the training support if requested. Allowable costs for reimbursement to school districts include substitute pay and mileage. Mileage would be an eligible cost if the director traveled to the peer educator's school district to observe their operation or receive training.

## Evaluation

When implementing a peer education network, Montana Team Nutrition recommends tracking the following information as part of an evaluation plan:

- Number of schools which requested peer education
- Number of hours provided by peer educators to school districts
- Training topics
- Satisfaction from recipients on value of peer education received and if the outcomes were achieved.
- Total costs associated with provided peer education

The Peer Education Outcomes Report and Peer Education Survey are included in the Appendix of this curriculum.

## 3.4 Follow Up and Next Steps

Each school food service director that completed a pre and post assessment package at the beginning and end of the training period received an outcome report from Montana Team Nutrition summarizing their program's strengths and areas to improve on in the future. It is valuable for school districts to see how they have progressed and to continue to set goals for the future. A great way to accomplish this is to encourage food service directors and staff to complete the Roadmap for Quality School Meals once a year to determine their next steps in setting goals for operating a quality school meal program. Consider strategies for keeping in touch with school districts that complete trainings so that they feel supported in achieving future goals and continue to be engaged in future opportunities for professional growth.

# Appendix

## Appendix A: The Managing Complex Change Model

A SIMPLE MODEL FOR MANAGING COMPLEX CHANGE					
<b>Vision</b> (a formal statement that expresses the aspirations and goals of an organization)	<b>Skills</b> (the ability to do something well, usually gained through training or experience)	<b>Incentives</b> (something that encourages or motivates somebody to do something)	<b>Resources</b> (somebody or something that is a source of help or information)	<b>Plan</b> (a method of doing something that is worked out in advance)	<b>= Change</b> (to become different, or make something or somebody different)
	Skills	Incentives	Resources	Plan	= Confusion
Vision		Incentives	Resources	Plan	= Anxiety
Vision	Skills		Resources	Plan	= Gradual Change
Vision	Skills	Incentives		Plan	= Frustration
Vision	Skills	Incentives	Resources		= False Starts

Source: American Productivity and Quality Center, 1993

When you have a clear vision, the skills to complete the task, an incentive to complete the task, the resources and a clear plan you get Change.

When there is no clear vision you get Confusion. When you do not have the skills to complete the task you get anxiety.

When you lack incentives for the individual to complete the task you get gradual change. When you lack the resources to complete the task you get frustration. When you lack a plan, you get false starts.

## Appendix B: Overall Initiative Assessment Package

### B.1 Montana Cook Fresh Initiative Assessment Package Letter

Dear Food Service Director,

We are so excited for the opportunity to work with your school food service program in helping you serve high quality school meals that students enjoy through the *Montana Cook Fresh Initiative*. The overall goal of this 1+ year program will be to help you cook fresh, “from scratch” meals that appeal to your students and support their growth and health. The *Montana Cook Fresh Initiative* will build the knowledge, skills, and self-efficacy of your school food service staff from management to front line staff through professional development and technical assistance.

This comprehensive training program will consist of three phases, including Assessment, Implementation, and Evaluation. This correspondence is designed to explain the Assessment phase and request information about your food service program. The Assessment Phase information will allow you to reflect on your current operation’s practices, staff’s skill level, resources, and your short and long- term goals in serving more “from scratch” school meals. It will also help us to learn about your program to help us tailor training and technical assistance opportunities to meet your goals.

#### Materials to be completed and returned during the Assessment Phase:

1. *Montana Cook Fresh Initiative Quality School Meals Operations Pre-Survey (attached)*
2. *Food Frequency Chart (attached)*
3. Copy(s) of October 2020 Breakfast and Lunch Menus
4. Copy(s) of February 2021 Breakfast and Lunch Menus
5. 5 photos of current meal service (include at least one lunch and breakfast meal)

We estimate it will take approximately 2 hours to complete and gather these materials. A detailed checklist of materials to return is included on page two of this letter. You may return items 1-4 in the included self-addressed, pre-paid envelope included or you can email/scan the documents electronically to [gretchen.groves@montana.edu](mailto:gretchen.groves@montana.edu) by **March 31<sup>st</sup>, 2021**. Photos can be emailed. You are welcome to send us your October 2019/February 2020 menus or any other relevant information if you want us to see how your program was operating prior to COVID19, but this is completely optional.

Please free feel to contact us if you need further clarification. We understand you are a very busy professional and value your time. We really appreciate your cooperation in sending us the information requested in the Assessment Phase. Thanks again in advance for sending us this information.


Sincerely,



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## B.2 Montana Cook Fresh Initiative Quality School Meals Operations Pre-Survey

### Survey Directions:

Please select the response for each question that best describes your **current** food service program operations and staff skills and practices. We recommend reading the entire survey first before you start to complete it. This way, you can gather the information you may need to answer the questions.

We recognize that the COVID19 pandemic has shifted school food service significantly. This survey will help Montana Team Nutrition to develop an aggregate understanding of changes in school food services across the state. As such, please answer questions based upon your school food service's practices at this time and not prior to the COVID-19 pandemic.

We estimate the survey will take approximately **1 hour or less** to complete. Participation is voluntary, and you can choose to not answer any question that you do not want to answer, and you can stop at any time. There will be no penalty if you decide to decline to participate. Information will be kept confidential with Team Nutrition staff or contracted trainers. The district's name and your name will not be associated with any research findings.

If you have questions, feel free to contact Gretchen Groves at (406) 994-5996 or by email at [gretchen.groves@montana.edu](mailto:gretchen.groves@montana.edu). Thank you in advance for your time and effort in completing this survey and returning it to Montana Team Nutrition by **March 31<sup>st</sup>, 2021**.

Date: \_\_\_\_\_ School district: \_\_\_\_\_  
Name: \_\_\_\_\_ Title: \_\_\_\_\_  
Preferred time and day of the week to contact you: \_\_\_\_\_

### Leadership and Vision

1. Over the last 6 months, how would you **generally** describe your school food service program's desire to change the way food is prepared and served? Please select **one** response.
  - a. Our food service program has not planned any changes to the way food is prepared and served in the last 6 months, and no action has been taken
  - b. Our food service program has discussed making changes to the way food is prepared and served in the last 6 months, but no action has been taken
  - c. Our food service program has discussed and made specific plans to make changes to the way food is prepared and served in the last 6 months, but no action has been taken yet
  - d. After making specific plans, our food service program has made changes to the way food is prepared and served in the last 6 months
  - e. After making and implementing specific plans, our food service program continues to make changes to the way food is prepared and served in the last 6 months
  
2. Does your school food service program have a mission or vision statement? Circle one: Yes/No/Unsure  
If yes, please write the mission or vision statement here:
  
3. How is the professionalism of your program portrayed to students and the public? Check **all** that apply.
  - Staff uniforms portray they are professional cooks
  - The monthly menu and other marketing materials are professionally designed
  - The cafeteria is regarded as a place for students to learn about food, nutrition and healthy eating habits
  - Food service director and/or staff participate in the school wellness policy committee
  - Food service director and/or staff are listed in the directory on the school district website
  - Food service staff certifications and professional development participation is documented and displayed in the cafeteria

- Food service director and/or staff work with administration or educators on food related projects
- Other: \_\_\_\_\_

**4. During this school year, what methods have you used to promote the school meal program to students, parents, faculty and staff, and the community? Check all that apply.**

- Menu sent home and posted on school website
- Promotional materials or information posted on the school or district website
- Promotional materials displayed on campus via menu boards, school TV or announcements, posters
- Promotional materials featured in the school newspaper, newsletter or local newspaper
- Promotional materials featured on social media (Facebook, Instagram, etc.)
- Invited family members to a school meal
- Partnered with teachers and staff on collaborative food and/or cooking projects
- Participated in and promoted Montana Harvest of the Month
- Other, describe: \_\_\_\_\_

**5. Have you or your staff attended any of the following professional development activities in the last 2 years?**

Please check each activity that a staff member may have participated in:

Professional Development Activity	Director	Manager	Other frontline staff
Office of Public Instruction (OPI) Wednesday Webinars			
Annual Montana School Nutrition Association Conference			
Workshop or Training Assistance with OPI, Montana Team Nutrition, and/or Montana No Kid Hungry			
National School Nutrition Association Webinar/Workshops			
Other (Please explain):			

**6. In the next school year, what is one goal that you have for your school food service program?**

- What are your school nutrition program’s strengths for meeting this goal?
- What are your school nutrition program’s barriers for meeting this goal?

**7. In the next three to five years, what is one goal that you have for your school food service program?**

- What are your school nutrition program’s strengths for meeting this goal?
- What are your school nutrition program’s barriers for meeting this goal?

Staff Skills, Attitudes, and Confidence Level in Meal Preparation

On a scale of 1 to 5, with 1 being not at all confident and 5 being extremely confident, how confident are you in your food production staffs' overall ability to complete the following tasks? Use this scale to rate yourself if you are the only staff. Please write the corresponding number in the box to the right as demonstrated below.

1	2	3	4	5
Not at all confident	Not very confident	Neutral	Somewhat confident	Extremely confident
<i>Example: Handling knives safely and efficiently in food production</i>				4
Handling knives safely and efficiently in food production				
Reading and implementing a standardized recipe				
Completing a daily production record for a breakfast or lunch meal				
Tasting food throughout the production process and adjusting for flavor				
Taking and recording temperatures in the cooking and serving process				
Adjusting a recipe in a meal when food is being wasted				
Implementing "just-in-time" or batch cooking production				
Planning a menu using a nutrient analysis computer program such as Cartewheel or Nutrikids				
Completing a "Smarter Lunchrooms Scorecard", Smart "Breakfasts Boost Brainpower Scorecard" or "Build a Rainbow Salad Bar Checklist"				
Preparing an entrée recipe (with three or more ingredients) from scratch using fresh, whole ingredients				
Making and using a new recipe that includes a dark leafy vegetable, such as spinach or kale				
Making and using a new recipe that includes dry beans or legumes such lentils or chickpeas				
Making and using a new recipe that includes dark red/orange vegetables, such as carrots				
Roasting vegetables such as potatoes, carrots, beets or squash				
Making and using a new recipe featuring a locally produced food item in a meal				
Preparing fruits, vegetables, and condiments to be offered on a salad bar				
Preparing a homemade salad dressing from scratch				
Preparing a "Flavor Station" for accompaniments to the salad bar or service line				
Preparing a homemade soup from scratch				
Baking whole grain breads, biscuits, muffins, or other grains from scratch				
Baking whole grains using speed scratch method (speed scratch defined as starting with frozen dough)				
Preparing pizza from scratch or partially from scratch using frozen pizza dough				
Handling raw meat like ground beef or raw poultry				
Preparing a sauce from scratch for a pasta or casserole dish, such as an alfredo or tomato sauce				
Preparing burritos or tacos from scratch for breakfast or lunch menus				
Using herbs and spices (such as basil, thyme, cumin) in recipes				

On a scale of 1 to 5, with 1 being strongly disagree and 5 being strongly agree, how strongly would you agree or disagree with the following statements about your food service program overall? Please write the corresponding number in the box to right as demonstrated below.

1	2	3	4	5
Strongly disagree	Somewhat disagree	Neutral	Somewhat agree	Strongly agree
<i>Example: The food service staff create a welcoming cafeteria environment</i>				5
The food service staff create a welcoming cafeteria environment				
The food service staff displays respect and trust towards each other				
The food service staff works as a team to complete tasks				
Students have adequate time to eat breakfast and lunch in our cafeteria				
The food service staff plans menus that meet USDA meal pattern and nutrition standard requirements				
The food service program fully utilizes its UDSA Foods (formerly known as commodity) entitlement food production during the school year				
The food service program uses mostly (greater than 75%) standardized recipes				
The food service program serves appealing kid friendly meals				
The food quality is consistently good from day to day				
The food service staff regularly prepares scratch cooked school meals				
The food service staff is encouraged to try meals or recipes to ensure food tastes good				
The food service program serves students efficiently				
The Smart Snack Rule is implemented and enforced across the school district				
The food service program features local foods on its menu at least once a month				

To what extent are the following barriers to preparing more “from scratch” menu items or recipes using fresh or whole foods in your food service program? For each option, check the column that best describes your response.

	Not a barrier	Minor barrier	Major barrier
Labor costs			
Frequent staff turnover or lack of staffing			
Lack of interest from food service staff			
Lack of culinary or food production skills in staff			
Lack of time for scratch cooking			
Cost of fresh foods			
Lack of access to fresh foods (including local)			
Inadequate food preparation space			
Lack of storage			
Inadequate equipment for scratch cooking			
Student preferences for processed foods			
Concern about food waste			
Competition from a la carte food sales			
Lack of compliance to the Smart Snack Rule by teachers, administrators, parents and student groups			
Lack of support from the school district administration for the food service program			



Menu Planning, Staffing, and Equipment

8. How often does your food service program bake grain products from scratch, including speed scratch methods? Estimate an average for all schools in your district.

- Never     Rarely, or less than once a month     Monthly, including 1-3 times per month     Weekly, including 1-4 times per week     Daily

9. How often does your food service program offer fresh (not canned or frozen) fruit or vegetables on your menu? Estimate an average for all schools in your district.

- Never     Rarely, or less than once a month     Monthly, including 1-3 times per month     Weekly, including 1-4 times per week     Daily

10. How often does your food service program offer breakfast entrees prepared from scratch using fresh ingredients on your menu? Estimate an average for all schools in your district.

- Never     Rarely, or less than once a month     Monthly, including 1-3 times per month     Weekly, including 1-4 times per week     Daily

11. How often does your food service program offer lunch entrees that are prepared from scratch using fresh ingredients on your menu? Estimate an average for all schools in your district.

- Never     Rarely, or less than once a month     Monthly, including 1-3 times per month     Weekly, including 1-4 times per week     Daily

12. How often does your food service program offer breakfast or lunch entrées prepared from a reheated processed food item (e.g., chicken nuggets, corndogs)? Estimate an average for all schools in your district.

- Never     Rarely, or less than once a month     Monthly, including 1-3 times per month     Weekly, including 1-4 times per week     Daily

13. In the last month, have you purchased any of the following food items that were grown/raised locally or in Montana to be used on your menu? Check all that apply.

- |   |   |  |
|---|---|--|
| <input type="checkbox"/> Dairy (milk, butter, yogurt) | <input type="checkbox"/> Poultry            | <input type="checkbox"/> Fruits              |
| <input type="checkbox"/> Cheese                       | <input type="checkbox"/> Fish               | <input type="checkbox"/> Vegetables          |
| <input type="checkbox"/> Eggs                         | <input type="checkbox"/> Whole grains/bread | <input type="checkbox"/> Other (honey, etc.) |
| <input type="checkbox"/> Beef                         | <input type="checkbox"/> Legumes            |  |

14. Do you follow a cycle menu for breakfast? If yes, how many weeks is it?

15. Do you follow a cycle menu for lunch? If yes, how many weeks is it?

16. Does your school currently use menu planning or nutrient analysis software such as Cartewheel? Yes or No

17. Complete the following chart for your food service program. Please include the number of food service staff at each school/kitchen and the total labor hours at each site per day. Include the director/manager hours at one site. You may submit this information on a separate sheet if you need more room to include all your sites.

School / Site	Number of employees	Total labor hours per day at each site
<i>(example) Central Kitchen</i>	2	14

18. Within each equipment category, please circle the specific equipment you have access to. See following

example:

<b>Knives</b>	<i>Paring knife</i>	<i>Chef's knife</i>	<i>Microplane</i>	<i>Mandoline</i>	<i>Meat slicer</i>
<b>Knives</b>	Paring knife	Chef's knife	Microplane	Mandoline	Meat slicer
<b>Refrigerator</b>	Glass door merchandiser	Refrigerated table	Milk-cooler	Reach-in	Walk-in
<b>Ovens</b>	Combo oven & steamer	Conventional	Microwave	Convection	Conveyor
<b>Hot surfaces</b>	Panini grill	Tilt skillet	Charbroiler	Griddle	Grill
<b>Hot holding</b>	Hot display case	Holding cabinet	Soup warmer	Heat lamps	
<b>Food processing</b>	Immersion blender	Vegetable chopper	Blender	Food processor	
<b>Mixers</b>	Countertop mixer	Handheld mixer	Floor mixer		
<b>Steamers</b>	Steam-jacketed kettle	Pressure steamer			
<b>Freezers</b>	Reach-in	Walk-in			
<b>Ranges</b>	Electric hot plates	Standard range			
<b>Toaster</b>	Pop-Up	Conveyor			
<b>Fryer</b>	Deep Fryer	Air Fryer			

### B.3 Food Frequency Chart

Indicate how often you use each of the following food items in your kitchen by selecting a number from the categories below and writing it in the column to the right. Please see first row for example.

- |  |  |
|--|--|
| 1. I never use this food item  | 3. I use this food item monthly, including 1-3 times/month |
| 2. I have this food item in stock, but I only use it every few months (including less than once per month) | 4. I use this food item weekly, including 1-4 times/week   |
|  | 5. I use this food item daily                              |

Oils, Vinegars, and Condiments		Dry Storage		Rice, Grains and Legumes	
<i>Olive oil</i>	5	<i>Broth or stock</i>	4	<i>White rice</i>	2
Olive oil		Broth or stock		White rice	
Canola or Vegetable Oil		Olives		Brown rice	
Dijon mustard		Tortilla/potato chips		Whole grain pasta	
Worcestershire Sauce		Cookies/graham crackers		Macaroni and cheese	
Soy sauce		Instant mashed potatoes		Non-whole grain pasta	
Sweet and sour sauce		Gravy mix		Tortillas/pitas	
Fish sauce		Spaghetti sauce		Barley, farro, or quinoa	
Sesame Oil		Alfredo sauce		Breakfast cereal	
Teriyaki sauce		Roasted red peppers		Instant hot cereal	
Coconut oil		Salsa		Rolled/whole oats	
Sriracha/hot sauce		Tomato pastes or sauce		White beans (canned)	
Miracle Whip		Tomatoes (canned)		Black beans (canned)	
Mayonnaise		Corn (canned)		Chickpeas (canned)	
BBQ sauce		Tuna (canned)		Kidney beans (canned)	
Balsamic vinegar		Soup (canned)		Green beans (canned)	
Red-wine vinegar		Low sodium soup (canned)		Refried beans	
Rice vinegar		Dried fruit		Dried lentils	
Apple cider vinegar		Peaches (canned)		Dried beans	
White vinegar		Pears (canned)		Nuts (whole)	
Raspberry vinaigrette		Pineapple (canned)		Nut butter	
Caesar dressing		Apricots (canned)		Seeds	
Italian dressing		Mandarin oranges (canned)		Whole wheat bread	
Ranch dressing		Applesauce		White bread	
Balsamic vinaigrette		Fruit cups		Hamburger/hot dog buns	
French dressing		Juice cups		English muffins/bagels	
Dried Herbs and Spices					
Cinnamon		Oregano		Paprika	
Thyme		Dried garlic		Salt	
Italian blend		Dried onion flakes		Low or no salt seasoning	
Basil		Pepper		Dry mustard	
Curry		Fennel or dill		Cumin	
Chili powder		Cloves		Ginger	

Indicate how often you use each of the following food items in your kitchen and on your menu by selecting a number from the categories below and writing it in the column to the right. Please see first row for example.

- |  |  |
|--|--|
| 6. I never use this food item  | 8. I use this food item monthly, including 1-3 times/month |
| 7. I have this food item in stock, but I only use it every few months (including less than once per month) | 9. I use this food item weekly, including 1-4 times/week   |
|  | 10. I use this food item daily                             |

Baking				
Whole wheat flour		Vanilla extract		Brown sugar
All-purpose flour		Cocoa powder		Granulated sugar
Baking powder		Evaporated milk		Confectioners' sugar
Cake or brownie mix		Canned apple		Pancake mix
Baking soda		Honey or maple syrup		Gluten free flour
Dairy, Eggs, Meat, Poultry, and Freezer Items				
Plain Greek yogurt		White milk		Raw ground beef
Flavored Greek yogurt		Chocolate milk		Pre-cooked beef crumbles or patties
Regular yogurt		Half n' Half		Raw chicken thighs
Eggs		Margarine		Raw chicken breasts
Liquid eggs		Salted butter		Breaded chicken patties
Powdered eggs		Mozzarella cheese		Precooked chicken
Frozen egg patty		Parmesan cheese		Chicken fajita strips
Pizza dough		American cheese		Chicken nuggets/strips
Frozen pizza		Cheddar cheese		Deli-style turkey breast
Frozen French fries		Pepper jack cheese		Turkey roasts
Frozen tater tots		Nacho cheese sauce		Fish fillets/sticks
Frozen potato wedges		Frozen soup		Italian sausage
Frozen bread dough		Frozen casseroles		Deli ham
Frozen biscuits/muffins		Juice concentrate		Bacon
Frozen pancakes/ waffles/French toast		Frozen burritos		Pre-cooked breakfast sausage patties or links
Pie crust or pastry dough		Frozen enchiladas		Pork roast
Corn dogs or hot dogs		Frozen donuts/scones/cookies		Pulled pork/pork riblets
Produce				
Potatoes		Frozen fruit		Fresh herbs
Garlic		Frozen vegetables		Lemons/Limes
Onion		Leafy greens (i.e., spinach)		Iceberg Lettuce Mix
Please use the spaces below to write in 5 of your most frequently used fresh fruits and 5 of your most frequently used fresh vegetables (do not include canned or frozen). Use the column on the right to indicate your frequency of usage.				

## Appendix C: Montana Cook Fresh Leadership Institute Resources

### C.1 Virtual Montana Recipe and Equipment Planning Sheet

Because each culinary day will provide you the option of picking from a variety of recipes, we cannot provide a comprehensive list of all ingredients you will need as it will be different for each school depending on what and how much you choose to make. Instead, we are offering this planning guide to help you choose which recipes you want to make for the class so that you can plan your recipes and shopping list before the institute. You may choose recipes based on what you already have access to in your inventory or you may choose to make new recipes that will require getting certain ingredients ahead of time. **We suggest completing this planning sheet before the institute starts so you have plenty of time to get any ingredients you may need.**

Since this class emphasizes cooking with fresh items, we want to thank you for your cooperation in accessing some fresh items, such as herbs, produce or other fresh items that are in the recipes. This class will give you an opportunity for your staff to try out some new recipes that you may want to include in next year's menus.

#### Culinary Lesson Days:

These are days you will need to be in a kitchen, and we are encouraging you to wear your chef's outfit on these days.

- Day Three: Prepare a Whole Grain for a Grain/Protein Bowl
- Day Four: Make a Yeast or Quick Bread
- Day Five: Prepare a Whole Grain/Protein Bowl
- Day Six: Knife Skills and Scale and Prepare a New Vegetable Recipe
- Day Seven: Make and Taste a Sensationally Seasoned Vegetable, Salad, or Soup

To plan ahead for the ingredients you will need, please review the descriptions for each culinary day below and complete the following tasks:

- 1) **review** the possible recipes for that day (found on the Google Link provided with each day)
- 2) **work together to decide** which recipe(s) you or your team want to make on that day. Consider if you need to scale the recipe up or down and make the appropriate changes to your list of ingredients.
- 3) **make a list of ingredients** you already have and what you may need to get for each day
- 4) **use the planning sheet** for each day to make a master list of things you may need to get ahead of time

When picking a recipe, make sure to check that you have the necessary equipment to make it. You may choose to make recipes individually or with a partner. You may choose to make just one recipe per day, or you may make more than one depending on how much time you have and if you want to work as a group or individually. You can also make substitutions (for example, using your USDA frozen grilled chicken in place of making chicken from scratch for the protein bowls on Day 5). If you need help scaling any of the recipes you choose or have questions or clarifications on any of the cooking assignments, please call or email with assistance. **For an example of how to use this planning sheet, please see the example on Day Three and Day Five:**

Day Three and Day Five:

**Culinary Assignment:** Make a Grain for Grain/Protein Bowl

**Description:** On Day Three, you will be making a Grain for a Grain/Protein Bowl. You will not assemble the Grain/Protein Bowl until Day Five, but we will be preparing the grain on Day Three so you will need to pick the grain bowl you want to make in advance. Deb Jones, a chef and OPI School Nutrition Programs Specialist, will be leading the demonstration of the recipes on Day 3 and 5.

- 1) Review the following Whole Grain Bowl Recipes by clicking on this link to a google drive folder:
- 2) Decide which recipe you want to make
  - a. Please note: You will be choosing to make either a Greek Grain Bowl or a Thai Style Grain bowl (both recipes are included in the Whole Grain Recipe document in the google drive folder above). They are scaled to either 8 or 24 servings. You will need to pick what type of grain you want to make with the bowls. If you choose to make the Greek Grain Bowl, note that there are two **optional** recipes for falafel or roasted chickpeas that you can choose to make with the Greek Grain Bowl. A culinary instructor will be doing a demonstration on these

recipes on Friday. If you choose to make these optional recipes, please be sure to get the ingredients for those recipes as well.

3) Complete the following planning sheet:

*Example Planning Sheet: Culinary Assignment: Make a Grain for Grain/Protein Bowl*

Recipe: Greek Grain Bowl	Number of Servings: 8 servings
Ingredients you already have access to in your kitchen: Lemon juice – 3 tbsp + 4 tbsp Dried dill – 1.5 tbsp Garlic – 1.5 tbsp Chicken thighs, boneless – 1.5 lbs. Salt and pepper – ½ tbsp salt, ¼ tsp pepper Dried Oregano – ½ tbsp Dried marjoram – ½ tsp Garbanzo beans – 2 cups	Ingredients you will need to get to make this recipe in your desired amounts: Greek yogurt, plain – 1 cup Cucumber – 3 cups Brown rice – 4 cups Fresh spinach – 2 quarts Garbanzo beans – 2 cups Grape tomatoes – 2 cups Red onion – 1 cup
Equipment you will need: refrigerator, oven, a few large bowls, baking sheet, meat thermometer	

Day Three and Five Planning Sheet:

Recipe:	Number of Servings:
Ingredients you already have in storage in your kitchen:	Ingredients you will need to purchase to make this recipe:
Equipment you will need:	

Day Four

**Culinary Assignment:** Bake a Yeast or Quick Bread Recipe

**Description:** On Day Four’s culinary lesson, you will be making a yeast bread or a quick bread after you see a live demonstration on Zoom a culinary instructor. Since many of you indicated your desire to make a Yeast Bread Recipe, we have included a Yeast Bread Recipe (3.5 pounds of dough) in the google drive recipe folder below.

- 1) Review the following recipes featuring Yeast or Quick Breads by clicking on the link provided
- 2) Decide which recipe you want to make
  - a. Please note how long it will take to make the recipe you want– we will do our best to make sure you have approximately an hour and 10 minutes after the Zoom time to bake your product. You can each pick recipes to make individually or make as a group. Most of the recipes are already scaled to make small yields (12-24 servings) and large yields (50+), but you may need to scale the recipes up or down based on your needs. You may make more than one recipe if you want to do so and have the time.

3) Complete the following planning chart:

Recipe(s):	Number of Servings:
------------	---------------------

<p>Ingredients you already have access to: Saf Yeast (instant yeast) -1 pound box is being mailed to your school nutrition program at your school district, attention to your Food Service Director.</p>	<p>Ingredients you will need to get to make this recipe in your desired amounts:</p>
<p>Equipment you will need: Home size mixer, such as a Kitchen Aide with dough hook and flat paddle, rolling pin.</p>	

Day Six

Culinary Assignment One: Knife Skills

**Description:** Two chefs will be leading a live knife skills demonstration class on Zoom. Each attendee will need the following for the Knife Skills Class:

- Cutting board
- Wet paper towel or clean kitchen towel
- Chef's knife
- ½ medium onion
- ½ red, green or yellow pepper
- 1 clove of garlic or small bunch of fresh parsley or cilantro
- 3-4 leaves of fresh basil or 1-2 leaves of kale or spinach
- 

Culinary Assignment Two

**Description:** The second culinary assignment on Day 6 will be to make a new vegetable recipe after the Zoom time. You will have 30 minutes, and you may work in pairs or individually.

- 1) Review the following recipes and decide which vegetable recipe you want to make by clicking on the provided link.
- 2) Decide which recipe you want to make
  - a. Please note that for this assignment, we have uploaded a variety of School Nutrition Quantity Recipe Books for you to review. Take some time to look through the recipe books and pick one or two recipes that are vegetable focused and that you will be able to make in **30 minutes**. Examples might be a raw vegetable salad (i.e., broccoli salad or a slaw) or cooked vegetables, such as roasted vegetables or a vegetable stir fry. As with other recipes, you may pick recipes individually or work together. You can make more than one recipe if you want and have time.

3) Complete the planning sheet (include the items you will need for the knife skills class)

<p>Recipe(s):</p>	<p>Number of Servings:</p>
<p>Ingredients you already have in stock:</p>	<p>Ingredients you will need to purchase to make this recipe: Knife Skills Section of Class:</p> <ul style="list-style-type: none"> <li>• ½ medium onion</li> <li>• ½ red, green or yellow pepper</li> <li>• 1 clove of garlic or small bunch of fresh parsley or cilantro</li> <li>• 3-4 leaves of fresh basil or 1-2 leaves of kale or spinach</li> </ul>

	Recipe:
--	---------

Equipment you will need: Cutting board, wet paper towel or clean kitchen cloth, and chef knife for each person

Day Seven

**Culinary Assignment:** Make and Taste a Sensationally Seasoned Vegetable, Salad, or Soup Recipe

**Description:** Individually or with a partner, make and taste a vegetable, salad or soup recipe of your choice. The focus for this assignment is to experience new flavors and seasonings. Challenge yourself to select a new food item to try!

- 1) Review the following recipes featuring vegetables, salads or soups by clicking on the following link
  - a. <https://drive.google.com/drive/folders/1DnfWw7WSctjq3v-LaCXyKaarsCJnEg9X?usp=sharing>
- 2) Decide which recipe you want to make
  - a. Please note you have a variety of recipes to pick from for this assignment. We hope you will pick recipes that are new and interesting to you. You will have time before the zoom class to prep your ingredients, but please try to pick a recipe(s) that you will be able to make in **30 minutes**. You may work individually or work with a partner, depending on the recipes you choose. If you choose to make a salad dressing, be sure to get ingredients to make a salad to go with it! If you make a lentil or dried bean/pea recipe, you may need to cook the dried bean/pea or lentils in advance to have enough time to make the recipe.
- 3) Complete the following planning sheet:

Recipe(s):	Number of Servings:
Ingredients you already have in stock:	Ingredients you will need to purchase to make this recipe:

Equipment you will need:



## C.2 Virtual Montana Cook Fresh Leadership Institute Assignment Checklist

This checklist is designed to help you keep track of your assignments. It provides the name of each assignment, where to find it, and if you need to turn something in. We recommend that you print this out and use it to keep track of your assignments – put a “check” in the left-hand column under “completed” as you finish each assignment. You do not have to complete the optional assignments, but we encourage you to do them if you have extra time before or after class.

### Day One

Completed	Pre Class Assignments	Location in D2L/Brightspace	Do I need to turn anything in?
	D2L/Brightspace Scavenger Hunt	Day One, Pre Class Assignments	Yes – upload completed Scavenger Hunt
	Sign USDA Photo Release Form	Day One, Pre Class Assignments	Yes – upload signed form
Completed	After Class Assignments:	Location in D2L/Brightspace	Do I need to turn anything in?
	Individual Pre-Assessment Survey	Day One, After Class Assignments (it will be a link to an online survey)	No – once you complete the online survey you are done

### Day Two

Completed	Pre Class Assignments:	Location in D2L/Brightspace	Do I need to turn anything in?
	Review the USDA Menu Planner Chapters 1 and 5	Day Two, Pre Class Assignments. Both chapters may be downloaded from the assignment.	No
	Review the USDA Foods Report	Locate the file in Day Two, Pre-Class Assignments in D2L/Brightspace	No
Completed	After Class Assignments:	Location in D2L/Brightspace	Do I need to turn anything in?
	Review the USDA Inventory Sheets	Day Two, After Class Assignments	No
	Watch video on placing an order in FFAVORS	Day Two, After Class Assignments	No
	(Optional) Contact State Agency for MAPS appointment and/or USDA Foods appointment	Day Two, After Class Assignments	No

### Day Three

Completed	Pre Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	Review Chapters 2 and 3 of the USDA Menu Planner	Day Three, Pre Class Assignments	No
	Watch Video on Cooking with Grains and/or read chapter on Preparing Rice, Pasta, and Grains	Day Three, Pre-Class Assignments	No
	(Optional) Watch the Montana No Kid Hungry Breakfast in the Classroom Video	Day Three, Pre Class Assignments	No
Completed	After Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?

	Make a Whole Grain Recipe for Day 5	Day Three, After Class Assignment	Yes – please take and upload a photo of what you make to the Assignment Folder on D2L/Brightspace for Day 3.
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#### Day Four

Completed	Pre Class Assignment	Location	Do I need to turn anything in?
	Watch Baking Videos and Review Yeast Rolls and Quick Bread Chapters	Day Four, Pre Class Assignments	No
	Review Recipes, Gather Ingredients/Equipment and Get Organized for Baking After Class	Day Four, Pre Class Assignments	No
Completed	After Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	Bake a Yeast Bread or Quick Bread Recipe	Day Four, After Class Assignments	Yes, please take a picture of what you make and upload to the Assignment Folder on D2L/Brightspace for Day 4.

#### Day Five

Completed	Pre-Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	Review the Online Food Buying Guide, Lunch Meal Pattern, Vegetable Subgroups List, and Whole Grain Resource	Day Five, Pre Class Assignments	No
	(Optional) Watch Video on Preparing Legumes and Review Chapter on Preparing Dry Beans and Peas	Day Five, Pre Class Assignments	No
Completed	After Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	Prepare a Grain/Protein Bowl	Day Five, After Class Assignments	Yes, please take a picture of what you make and upload to the Assignment Folder on D2L/Brightspace for Day 5.

#### Day Six

Completed	Pre-Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	Set Up for Knife Skills Demonstration	Day Six, Pre Class Assignments	No
	Set Up to Prepare an After Class Recipe. Review recipes, gather ingredients and equipment.	Day Six, Pre Class Assignments	No
	(Optional) Watch Videos on Mise En Place and Using a Chef's Knife	Day Six, Pre Class Assignments	No
Completed	After Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	Scaling and Preparing a New Vegetable Recipe	Day Six, After Class Assignments	Yes, please take a picture of what you make and upload

			to the Assignment Folder on D2L/Brightspace for Day 6.
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Day Seven

Completed	Pre Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	Watch Montana Harvest of the Month Video	Day Seven, Pre Class Assignments	No
	Prep for After Class Recipe. Review recipes, gather ingredients and equipment.	Day Seven, Pre Class Assignments	No
	(Optional) Watch 1-2 Videos and/or Review Chapters on Seasonings, Soups, Vegetables, and Salads	Day Seven, Pre Class Assignments	No
Completed	After Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	Make and Taste a Sensationally Seasoned Vegetable, Salad, or Soup Recipe	Day Seven, After Class Assignments	Yes, please take a picture of what you make and upload to the Assignment Folder on D2L/Brightspace for Day 7.
	(Optional) Brainstorm Local Food Item List	Day Seven, After Class Assignments	No

Day Eight

Completed	Pre Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	Review Back to School Meals Service and Emergency Planning Resources	Day Eight, Pre Class Assignments	No
	Review Healthy School Environment/School Wellness Policy, FFVSP, SFSP, or ASSP Resources	Day Eight, Pre Class Assignments	No
Completed	After Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	None (we will be having extra time for discussion today)	N/A	No

Day Nine

Completed	Pre Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	Equipment Show and Tell	Day Nine, Pre Class Assignments	No, but write down the answers to the questions and be ready to share during Zoom time
	Review the School Nutrition Professional Action Planner	Day Nine, Pre Class Assignments	No
	(Optional) Watch the Cartwheel Menu Planner Demo Video	Day Nine, Pre Class Assignments	No
Completed	After Class Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	Create an Action Plan for the Next School Year	Day Nine, After Class Assignments	Yes - either fill out as pdf and upload to D2L when

			completed or print out, complete, and scan to Montana Team Nutrition.
--	--	--	---

Day Ten

Completed	Final Assignment	Location in D2L/Brightspace	Do I need to turn anything in?
	Complete the Post Individual Assessment Survey and the Institute Evaluation	Day 10, After Class Assignments (will be a link to an online survey)	No, once you complete the online survey you are done

### C.3 Virtual Montana Cook Fresh Leadership Institute: D2L/Brightspace Scavenger Hunt

The purpose of this activity is to assist you in exploring the Montana Cook Fresh Leadership Institute in D2L/Brightspace.

STEP 1: Log in to your D2L/Brightspace account at the following address: <https://outreach.montana.edu/d2l/login>

You should have received your D2L/Brightspace account information in your email address. If you can't find your log-in information, please email Montana Team Nutrition.



## Welcome to Montana State University Outreach

Login to access your online courses!

Username \*

  
  
Password \*  
  
  
  
[Forgot your password?](#)

STEP 2: Access the Montana Cook Fresh Leadership Institute Course from your homepage by clicking on the course name under "My Courses"

A screenshot of the Brightspace user interface. At the top left is the Montana State University logo. To the right are navigation icons for a grid, email, chat, and notifications, along with the user's name 'Gretchen Groves' and a settings gear. Below this is a dark blue navigation bar with links for 'Announcements', 'Calendar', 'Help', and 'Quick Eval'. The main header features a large image of a person with arms raised on a mountain peak, with the text 'Montana State University Outreach' overlaid. Below the header is a white box with the text 'Welcome to Brightspace!'. The main content area is divided into two columns. The left column has an 'Announcements' section with a card titled 'Brightspace in a Minute' and a partially visible card below it. The right column has a 'My Courses' section with a card for 'Montana Cook Fresh Leadership Institute' which includes a small image of food and the text '20MCOOK Starts July 13, 2020 at 12:00 AM'.

STEP 3: This will bring you to the Montana Cook Fresh Leadership Course Homepage.

To access the course content, click on "Content" in the blue navigation bar across the top of the screen. If you ever get "lost" in D2L/Brightspace, a good rule of thumb is to click on "Content" to get back to the content home page.



# Montana Cook Fresh Leadership Institute

Wednesday, July 1, 2020

Upcoming events

JUL 20	1:00 PM	Day 1 Zoom Meeting
--------	---------	--------------------

Updates

1 Unread Discussion Posts

Announcements

## Welcome!

Posted Jun 1, 2020 12:40 PM

Welcome to the Montana Cook Fresh Leadership Institute!

# Montana Cook Fresh LEADERSHIP INSTITUTE

Show All Announcements

STEP 4: The “content” section is where all of the “offline” content of the class will be located, including the schedule, readings, and videos. You will navigate from day to day using the light blue bar on the left of the screen.

MONTANA STATE UNIVERSITY Montana Cook Fresh Leadership Institut...

Course Home Content Assignments Discussions Quizzes Classlist Grades Class Progress Course Tools Help

Search Topics

Overview

Bookmarks

Course Schedule

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Day Five - Friday - 7/24/2020

Day Six - Monday - 7/27/2020 2

## Overview

Welcome to the Montana Cook Fresh Leadership Institute!

**Montana Cook Fresh Leadership Institute During COVID-19**

**Goal and Vision:** Increase the efficacy and improve the skills of food service directors and staff in operating a successful School Nutrition Program. Develop prepared, adaptable, and kind school nutrition leaders who are prepared to cook fresh.

**Structure:** Each day of the institute will include 3 hours of blended learning activities - approximately half of that time will be devoted to “live” learning, which will be video conferencing on Zoom, and the other half will be devoted to “offline” pre-class and after class activities that will be completed independently in D2L/Brightspace, an online learning platform from Montana State University. This structure was designed to maximize learning opportunities while also providing flexibility for busy school nutrition professionals during the era of COVID-19. Participants in the same school districts are encouraged to work together on all activities.

**Dates:** July 20 July 31, 2020

**Hours:** 30 hours of professional development activities

**Participant Learning Objectives:**

- Identify and learn about important management knowledge and skills for a food service director in running a successful food service program.
- Master the critical USDA rules and regulations for managing a school nutrition program. Topics include food safety, meal patterns, procurement, meal service, and record keeping.
- Develop emergency preparedness plans for meal service during a pandemic, natural disasters, staffing shortages, and any other emergencies.
- Build confidence and problem-solving skills with adjusting to changes in staffing, food availability, and meal service.
- Learn and practice culinary skills to prepare fresh recipes and scratch-cooked meals during a pandemic and beyond.
- Identify best practices for school nutrition programs in helping students to make healthy choices (school wellness policy, behavioral economics, pleasant meal environments, farm to school, nutrition education).
- Initiate the development of an Action Plan for SY 2020-2021 for program success.
- Create connections with peers and mentors with school nutrition professionals throughout the state.
- Learn new technologies for communication and distance learning.

**Focus on:**

- Being prepared, adaptable, and kind while fulfilling the underlying mission of child nutrition programs.
- Building confidence in management and culinary skills and preparing for the next school year.

STEP 5: To familiarize yourself with navigating the content in the course, please open a word document, answer questions 1- 3 below, and save the answers as a file on your computer.

Before you start, we recommend watching this short tutorial on navigating D2L/Brightspace on the Montana Team Nutrition YouTube page: <https://youtu.be/syJiQ28VfmM>

1. Where do you go to download a copy of the Overview, Agenda at a Glance, and Assignments Checklist?

2. Where do you go to view all of your assignments, and check on the completion status or submission for each assignment?
3. Click on “content” from the blue navigation bar at the top. Using the light blue vertical navigation bar on the left, click on “Day Two – Tuesday- 7/21/2020”. Please list the names of subfolders you see under Day Two (hint: there are 4).
4. Click on your name in the top right corner and go to “profile”. Fill in the tagline with your job title and fill in at least two hobbies. Upload a profile picture.

#### STEP 6: UPLOAD ANSWERS TO ASSIGNMENT

When you are done answering the questions and ready to submit the final version of your answers, you will:

- 1) Log into to D2L if you aren't already
- 2) Open the Montana Cook Fresh Leadership Institute Course
- 3) Click on “**Assignments**” using the blue navigation bar at the top
- 4) Click on “Assignment One- D2L/Brightspace Scavenger Hunt” under the Day One Assignments
- 5) Under Submit Assignment, click on the button that says “**Add a file**”. Browse and attach the file you want to upload.
- 6) Click on the grey “**upload**” button to upload the word document with the completed answers from above.
- 7) Click “**add**”.
- 8) You may include any comments about the assignment you have in the “comments” box if you need to. When you are ready to submit, click the blue “**submit**” button.
- 9) You should see a screen that states “file submission successful”.
- 10) Click the blue “**done**” button at the bottom of the screen.
- 11) You have successfully submitted this assignment!

## C.4 Virtual Montana Cook Fresh Leadership Institute Evaluation

Please provide feedback to us on this institute. Please be honest as we value your input and will take your suggestions into account for planning future institutes.

Please rate your agreement with the following statements according to the scale below where 1=strongly disagree and 5=strongly agree. These are overall workshop evaluation questions.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1.	Activities held my attention.			
1	2	3	4	5
2.	Resources provided will be useful in my job.			
1	2	3	4	5
3.	I increased my culinary knowledge and skills by attending this institute.			
1	2	3	4	5
4.	I increased my knowledge and skills on school nutrition rules and regulations by attending this institute.			
1	2	3	4	5
5.	I increased my menu planning knowledge and skills.			
1	2	3	4	5
6.	I am inspired to increase the variety of dark green, red/orange and dry beans and pea recipes or items in next year's menu.			
1	2	3	4	5
7.	Overall, the training session met my expectations.			
1	2	3	4	5
8.	What was most useful about this training?			
9.	What was least useful about this training?			
10.	What follow up, support or additional training would be useful for you?			



11. List three skills or ideas from the institute that you plan to use in your school kitchen:

1.

2.

3.

12. Please finish this sentence... In the coming school year, I am inspired to...

13. If you were planning next year's institute, what would you do different? Or please list your suggestions for next year's institute.

Additional comments:

## C.5 Hybrid Montana Cook Fresh Leadership Institute Evaluation

Please provide feedback on the Montana Cook Fresh Leadership Institute by responding to the following questions. We value your honest input and will take your suggestions into account for planning future institutes.

*Please rate your agreement with the following statements according to the scale below where 1=strongly disagree and 5=strongly agree.*

These are overall workshop evaluation questions.

1	2	3	4	5
<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>

1. Lessons held on Zoom during Part One were engaging.

1	2	3	4	5
---	---	---	---	---

2. Lessons held in-person in the culinary workshop during Part Two were relevant and interesting.

1	2	3	4	5
---	---	---	---	---

3. The resources provided during the Institute will be useful in my job.

1	2	3	4	5
---	---	---	---	---

4. I increased my culinary knowledge and skills.

1	2	3	4	5
---	---	---	---	---

5. I increased my knowledge and skills on school nutrition rules and regulations.

1	2	3	4	5
---	---	---	---	---

6. I increased my menu planning knowledge and skills.

1	2	3	4	5
---	---	---	---	---

7. I feel more confident in my knowledge and skills going into the next school year.

1	2	3	4	5
---	---	---	---	---

8. I feel more confident in my ability to participate in remote or distance professional development in the future.

1	2	3	4	5
---	---	---	---	---

9. Overall, the Institute met my expectations.

1	2	3	4	5
---	---	---	---	---

10. List three topics or agenda items from the Institute that you found the MOST useful and/or engaging:

11. List three topics or agenda items from the Institute that you found the LEAST useful and/or engaging:

12. List three skills or ideas from the institute that you plan to use in your school kitchen:
- a.
  - b.
  - c.
13. This was the first time the Montana Cook Fresh Leadership Institute was held as a hybrid training with a mix of virtual and in person.
- a. What are two things you enjoyed about having the Institute as a hybrid workshop?
  
  - b. What are two things that challenged you or was difficult about having the Montana Cook Fresh Leadership Institute a hybrid workshop?
  
  - c. Did you find Zoom easy to use? List any challenges you had:
14. Regardless of the format would you recommend this Montana Cook Fresh Leadership Institute to other staff or food service directors?
15. What follow up, support, or additional training would be useful for you?

Please write any additional comments or suggestions here:

## C.6 Montana Cook Fresh Leadership Institute Individual Pre/Post Survey

### Informed Consent Statement

You are being asked to participate in a research study to assess the impacts and outcomes of the Montana Cook Fresh Initiative. This information will help us improve the Montana Cook Fresh Initiative and design future trainings for food service professionals. Participation is voluntary, and you can choose to not answer any question that you do not want to answer, and you can stop at any time. This is a pre and post-workshop survey and each will take approximately 10-15 minutes. You will also be asked to complete a post-survey following your participation in the Institute. There are no foreseen risks. There will be no penalty if you decide to decline to participate. There is no cost to you. Your answers will be kept completely confidential, and your name will not be associated with any research findings. If you have any questions, please contact Katie Bark at [kbark@montana.edu](mailto:kbark@montana.edu) By completing this survey, you consent to participate in the study.

Name:

E-mail:

Professional title of person completing this survey:

Professional title of others who assisted completing this survey:

How many years have you worked in school food service?

For each topic area, please check **one** of the following responses to indicate your comfort level with the following knowledge or skills when at work:

- A. High/Very Comfortable
- B. Medium/Somewhat Comfortable
- C. Low/Not Confident
- D. Not Applicable

Rate Your Comfort Level:	Not Applicable	Low/ Not Comfortable	Medium/Somewhat Comfortable	High/Very Comfortable
Networking with Peers				
Scratch Cooking				
Batch Cooking				
Seasoning and Flavoring Foods				
Understanding Breakfast Meal Pattern				
Understanding Lunch Meal Pattern				
Menu Planning				
Food Production Record Keeping				
Using Standardized Recipes				
Offer Versus Serve				
Food Procurement and Inventory Control				
Food Safety and Sanitation				
Healthy School Environment				
Farm to School and Harvest of the Month				
Grab and Go Meal Service				
USDA Foods				
Fresh Fruit and Vegetable Snack Program				
Summer Food Service Program				
Developing an Emergency Preparedness Plan				

Circle the best answer to the following questions...

1. The vegetable subgroups include the following categories:
  - a. Dark green
  - b. Red/orange
  - c. Beans and peas (legumes)
  - d. Starchy
  - e. All of the above
  
2. What is the required daily serving size for the fruit and vegetable subgroup for the Breakfast Meal Pattern?
  - a.  $\frac{1}{4}$  cup
  - b.  $\frac{1}{2}$  cup
  - c.  $\frac{3}{4}$  cup
  - d. 1 cup
  - e. Don't know
  
3. Which of the following are examples of a red/orange vegetable subgroup according to the USDA?
  - a. Beet
  - b. Red pepper
  - c. Summer squash
  - d. Don't know
  
4. What is the required portion size for the beans and peas vegetable subgroup to be served per week according to the USDA's School Lunch Pattern?
  - a.  $\frac{1}{4}$  cup
  - b.  $\frac{1}{2}$  cup
  - c. 1 cup
  - d. Don't know
  
5. What is the term for preparing all ingredients, gathering equipment, and organizing your work area before beginning to cook?
  - a. Production stage
  - b. Blanching
  - c. Mise en place
  - d. I don't know
  
6. A chiffonade cut is appropriate for which foods?
  - a. Potatoes and carrots
  - b. Leafy greens and herbs
  - c. Sweet peppers
  - d. I don't know
  
7. When using a chef's knife, the guiding hand position should be:
  - a. In a claw shape
  - b. Flat on the cutting board
  - c. Resting on top of the knife
  - d. I don't know
  
8. Which of the following pieces of equipment can most efficiently prepare apples slices for meal service?
  - a. Salad spinner
  - b. Wedger
  - c. Mandolin
  - d. I don't know

\*For the purposes of this survey, fresh, whole foods are foods that have no added ingredients or preservatives. Fresh, whole fruits and vegetables have not been cooked, frozen, or canned. Scratch cooked products are defined as foods that are prepared from fresh, whole ingredients instead of being purchased premade or frozen.

Indicate the extent to which you feel confident about performing each of the following activities according to the following scale ...

	1	2	3	4	5
	Not at all confident	Not very confident	Neutral	Confident	Extremely confident
1. Using knife skills in the school kitchen.	1	2	3	4	5
2. Preparing fresh* vegetables.	1	2	3	4	5
3. Preparing fresh* fruit.	1	2	3	4	5
4. Preparing lentils, dried beans or peas.	1	2	3	4	5
5. Using herbs and spices (e.g., basil, thyme, cumin) in recipes.	1	2	3	4	5
6. Making bread or whole grain products from scratch*.	1	2	3	4	5
7. Accurately completing a daily food production record.	1	2	3	4	5
8. Incorporating USDA foods into scratch cooked meals.	1	2	3	4	5

Indicate how likely are you to practice the following behaviors in the next school year based on the following scale...

	1	2	3	4	5
	Not very likely	Somewhat unlikely	Undecided	Somewhat likely	Very likely
1. Use fresh*, whole fruits, vegetables, or legumes in place of canned or frozen.	1	2	3	4	5
2. Use a new recipe that includes fresh*, whole fruit or vegetables.	1	2	3	4	5
3. Use a new recipe that includes a food produced in Montana.	1	2	3	4	5
4. Use a new recipe that includes fresh or dried legumes.	1	2	3	4	5
5. Participate in a virtual or remote professional development activity.	1	2	3	4	5
6. Create and implement an Emergency Preparedness Plan for my school food service operation or kitchen.	1	2	3	4	5

1 2 3 4 5

7. Set and follow through with at least one SMART goal for myself or my food service operation.

1 2 3 4 5

## Appendix D: Peer Education Forms

### D.1 Montana School Food Service Peer Education Outcomes Report

Please complete this report and return it to [kbark@montana.edu](mailto:kbark@montana.edu) or [stenberg@montana.edu](mailto:stenberg@montana.edu) within 1 week of finishing peer education consultation for a district. You may email this report or copy the questions into an email message in submitting it.

Date:

Name of School Food Service Peer Educator/Trainer:

School District Name Receiving Peer Education:

Town:

Contact Person Name:

Email Address:

Phone Number:

Expected outcome(s):

List the challenges you observed or learned in achieving the outcome(s):

#### Staff Members Trained:

Name of Employee/Staff	Position Title	Comments

**I have reviewed and received:** Please check off items reviewed and fill in dates/scores

Other: Please list:

Production Records: Pre-and Post (2 weeks of breakfast, lunch, and salad bar)

Designing Healthy Lunchrooms Checklist

Date of Pre-Training Checklist Score:

Date of Post-Training Checklist: Score:

Eat the Rainbow Salad Bar Checklist

Date of Pre-Salad Bar Checklist: Score:

Date of Post-Salad Bar Checklist: Score:

Boost Brainpower with Breakfast Checklist

Date of Pre-Breakfast Checklist: Score:

Date of Post-Breakfast Checklist: Score:

#### Dates of Service/Hours/Topics/Skills Training Covered:

Please list dates/hours (and/or minutes), the training topics/skills that you covered during the consult.

Date	Hours/Minutes	Training Topics/Skills	Names of Staff Trained	Resource/Tool Utilized in Training



Date	Hours/Minutes	Training Topics/Skills	Names of Staff Trained	Resource/Tool Utilized in Training

Was the Food Service Director open to your training suggestions? *Circle or highlight: Yes No Unsure*  
 Please explain your response.

Were the staff members open to your training suggestions? *Circle or highlight: Yes. No Unsure*  
 Please explain your response.

Were the outcomes met?

List any challenge(s) you encountered when providing the training/technical assistance.

In your opinion, what positive changes were achieved through the Montana School Food Service Peer Education Program?

List your recommendations for addressing any remaining challenges and/or follow-up training or assistance.

Additional comments:

## D2. Montana School Food Service Peer Educator Support Follow Up Survey

Date:

School district name:

Name of person completing the survey:

Please list or describe the training topics/needs that you requested through the Montana School Food Service Peer Educator Network?

**Was the Montana School Food Service Peer Educator Support Program effective in meeting your training need?**

Yes    No    Unsure    Please explain your response.

**Please rate the effectiveness of the peer education training using the following 1-4 scale.**

1 Not Effective

2 Somewhat Effective

3 Effective

4 Very Effective

**List 1-3 outcomes or results that your school or staff achieved after participating in the Montana School Food Service Peer Educator Support Program.**

**Would you recommend this program to a colleague at another school district?**

Yes    No    Maybe    Please explain your response.

**List any additional follow up training assistance you would like to receive in the future.**

**How does the in-person format of this support program compared to other training opportunities that are not conducted in-person (e.g., webinar, telephone, teleconference)?**

**Additional comments:**

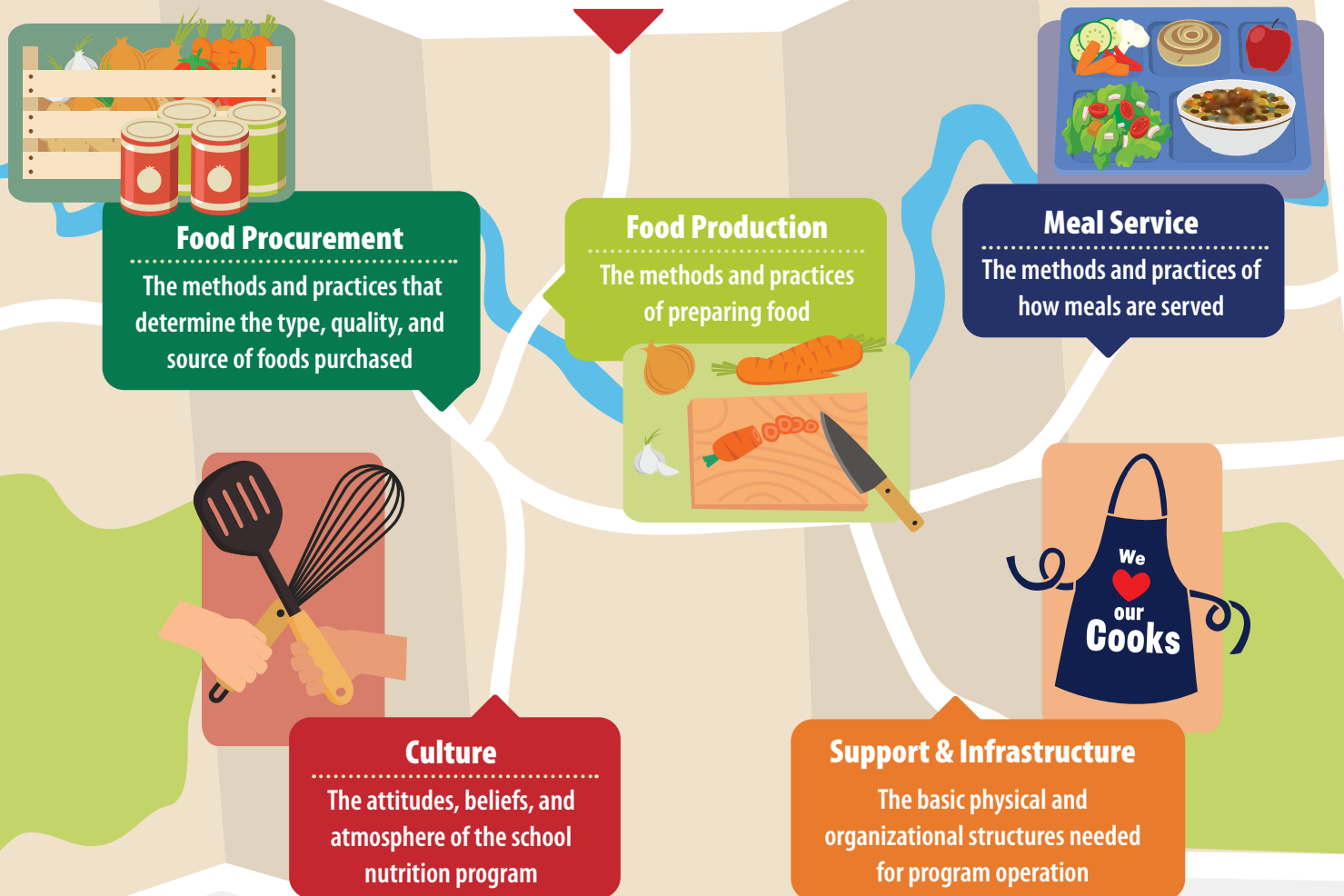
# Roadmap to Building

## Quality School Meals



Montana Team Nutrition defines quality school meals as fresh, nutritious meals that meet student and cultural preferences and include scratch cooked recipes made with local, regional, and USDA foods. This roadmap can be used to identify strengths and areas of improvement in serving quality school meals. It can support food service directors in setting training and program goals related to serving more scratch cooked meals over time.

There are five essential categories that contribute to quality school meals



## How to use this tool

1. Read through the entire roadmap before completing.
2. Complete the roadmap. You can use this roadmap at any time of the school year.
3. Use the Goal Setting Worksheet(s) on pages 10-11 to set a goal and action plan. Plan any changes so that they work with your food service program schedule.
4. Work on meeting your goal in the timeframe outlined on the Goal Setting Worksheet. Please note that you can find helpful resources and tools on each section of the Roadmap on the Montana Team Nutrition website: [www.montana.edu/teamnutrition/roadmap/html](http://www.montana.edu/teamnutrition/roadmap/html).
5. Repeat as many times as needed to meet your goals in serving quality school meals.

## Who should use this tool?

School nutrition program staff operating the United States Department of Agriculture (USDA) National School Lunch Program and School Breakfast Program.

# Contact Info & Acknowledgements

The Roadmap to Building Quality School Meals was developed by Montana Team Nutrition with support from the Montana Office of Public Instruction School Nutrition Programs. This project was funded by a 2019 United States Department of Agriculture Team Nutrition Training Grant for Innovative State Training Programs awarded to the Montana Office of Public Instruction School Nutrition Programs.

## For more information, contact:

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Helena, MT 59620-2501  
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<http://opi.mt.gov>

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Program Director  
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Montana Cook Fresh  
QUALITY SCHOOL MEALS INITIATIVE



## Acknowledgements

Thank you to the school districts that participated in the Montana Cook Fresh High Quality School Meals Initiative for piloting and informing this roadmap.

This project was made possible by the dedication and expertise of many individuals, including:

- Ginger Buchanan, Food Service Director, Huntley Project School District
- Sally Donch, Food Service Director, Anderson School District
- Cindy Giese, Peer Educator, retired Food Service Director
- Patrice O'Loughlin, Peer Educator, retired Food Service Director
- Laura Toeckes, Food Service Director, Powers School District
- Michele Carter, Food Service Director, Livingston School District
- Devin Kavanagh, Food Service Director, Target Range Elementary
- Chandra Plakke, Food Service Director, Superior School District
- Shelli Boggess, Food Service Director, Deer Lodge School District

- Rochelle Davies, RDN, LN, Montana  
OPI School Nutrition Specialist
- Pam Fruh, Montana  
OPI Food Distributions Manager
- Deb Jones, RDN, LN, Montana  
OPI School Nutrition Specialist
- Erin Turner, DTR, SNS, Montana  
OPI School Nutrition Specialist

This Roadmap and additional resources related to supporting scratch cooking and serving quality school meals are available on the Montana Team Nutrition website:  
[www.montana.edu/teamnutrition](http://www.montana.edu/teamnutrition)

Date developed: March 2022

Updated: August 2022



## Scratch Cooking Spectrum

Montana Team Nutrition encourages scratch cooking as a component of quality school meals. Scratch cooking occurs on a spectrum; a menu item can vary greatly in nutrition, flavor, and freshness depending on the ingredients and production methods used. The visual to the right illustrates the spectrum of scratch cooking, divided into the three categories of scratch cooked, semi-scratch cooked and ready to serve. Refer to Appendix A at the end of the roadmap for more information on the definitions and examples in each category.

Before proceeding, think about where your school meals tend to fall on this spectrum and check the box next to the category that best describes your current program:

- Scratch cooked**
- Semi-scratch cooked**
- Ready to serve**

### Scratch cooked

Contains mostly fresh, whole foods and pantry staples with limited processed ingredients



### Semi-scratch cooked

Contains some fresh foods and pantry staples, but also includes some processed ingredients



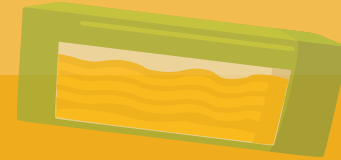
### Ready to serve

Contains mostly processed and highly processed ingredients with very few fresh, whole foods

### Scratch cooked lasagna

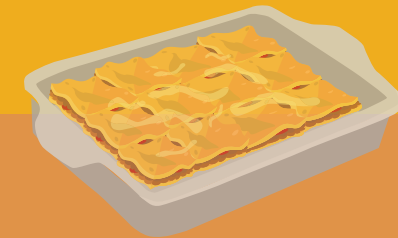


- Fresh or dried noodles
- Tomato sauce made from fresh or canned tomatoes, onions, garlic, herbs, and spices
- Italian sausage cooked at time of preparation
- Fresh mozzarella or other cheese
- Assembled and baked in kitchen



### Semi-scratch cooked lasagna

- Dried noodles
- Pre-made tomato sauce from a can or jar
- Frozen pre-cooked sausage or beef
- Shredded mozzarella cheese blend
- Assembled and baked in kitchen



### Ready to serve lasagna

- Lasagna purchased pre-assembled in container
- Ready to be served after being heated



# Food Procurement

Procurement includes menu planning and purchasing practices that determine the type, quality, and source of foods served in a school nutrition program. For each statement, place an “x” in the column that best describes your school nutrition program. Remember that these are best practice suggestions, and not requirements.

## Menu Planning

This includes any steps related to developing and planning the menu for your school nutrition program.

### In terms of menu planning, my school nutrition program...

Yes	No	In progress	
			Offers at least three different kinds of meat/meat alternates at lunch each week
			Includes at least one vegetarian or plant-based entrée per month
			Includes at least one fish entrée per month
			Offers a meat/meat alternate at breakfast at least 3 days per week
			Features a variety of textures, colors, and flavors at each meal
			Includes culturally appropriate and diverse recipes on the menu
			Incorporates a new recipe or food item into the menu at least once a month
			Features a local or regional food item on the menu at least once a month
			Considers student feedback when planning the menu (e.g., conducting Tried It, Liked It, Loved It taste tests, placing a suggestion box in the cafeteria, including student members in a School Lunch Advisory Committee)
			Follows a Standard Operating Procedure (SOP) for meal modifications and special diets

## Food Purchasing Practices

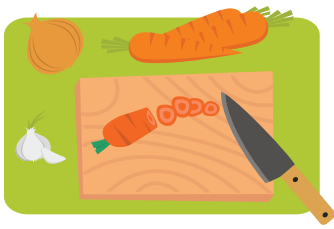
This includes the specific type and quality of food that is purchased to prepare and serve in school meals.

### In terms of food purchasing, my school nutrition program...

Yes	No	In progress	
			Uses a pre-planned menu to guide strategic food purchases through a mixture of local sources, USDA Foods, and cooperative purchasing or bidding
			Considers seasonality when purchasing fresh fruits and vegetables
			Purchases locally or regionally produced food items at least once a month
			Purchases more than half of fruits and vegetables as fresh, whole, or frozen rather than canned
			Prioritizes purchasing fresh, whole ingredients with the intention of preparing school meals from scratch
			Keeps an inventory of pantry staples to cook from scratch daily
			Conducts a physical inventory once a month or more to prevent excess stock and over purchasing
			Utilizes the full amount of its USDA Foods annually
			Utilizes the full amount of its Department of Defense (DOD) Fresh dollars annually
			Follows the Montana OPI School Nutrition Programs annual procurement checklist and timeline
			Communicates with the Montana OPI Food Distributions Manager at least once a year



For any of the above statements that you responded to as “no” or “in progress”, please circle or highlight the statement in each category that you are most interested in working on in the current school year.



# Food Production

Food production is the method and techniques used to prepare school meals, and includes strategies for maximizing nutrition and culinary skills to cook from scratch. For each statement, place an “x” in the column that best describes your school nutrition program.

## Maximizing Nutrition

This includes strategies to enhance nutrition while limiting highly processed foods high in sodium and added sugar.

**In terms of maximizing nutrition in school meals, my school nutrition program...**

Yes	No	In progress	
			Whole grain rich, reduced sugar breakfast cereals containing no more than 6 grams of total sugar per dry ounce (28 grams) is the recommended choice
			At least 80% of grains served in lunch and breakfast are whole grain rich
			The nutrition content of recipes are enhanced by adding fruit, vegetables, legume, and whole grains to recipes when possible (e.g., adding lentils to sloppy joes, adding carrots to spaghetti sauce, or adding brown rice to a soup)
			Sweetened grains (e.g. donuts, muffins, and toaster pastries) are limited to twice a month on the breakfast menu.
			Highly processed meat products (e.g., breaded chicken nuggets, chicken patties, corn dogs) are limited on the menu to once a week or less
			High sodium foods such as canned nacho cheese sauce and canned soups are limited on the menu to once a month or less

## Culinary Skills

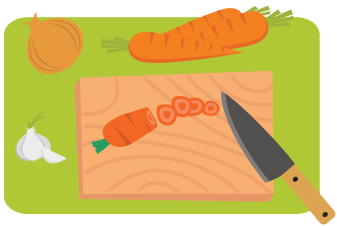
This includes staff experience and confidence in essential food service culinary skills.

**In terms of culinary skills, our school nutrition staff are confident...**

Yes	No	In progress	
			Practicing safe and effective knife skills
			Roasting vegetables
			Blanching vegetables
			Baking whole grain menu items from scratch
			Using “just in time” batch cooking to reduce the length of time food is hot held on a steam table
			Tasting food throughout the production process to ensure a quality end product
			Using spices and seasonings to modify flavor in recipes
			Trying or developing new scratch cooked or semi-scratch cooked recipes
			Taking temperatures during food production and service
			Following principles of mise en place during food production to maintain organization and efficiency. Mise en place is defined as a culinary process in which ingredients are prepared and organized before cooking.
			Completing accurate and timely production records
			Following appropriate food safety guidelines in handling and storing Time and Temperature Controlled foods as set forth in the school’s food safety (HACCP) plan



For any of the above statements that you responded to as “no” or “in progress”, please circle or highlight the statement in each category that you are most interested in working on in the current school year.



# Food Production

## Activity: How Often is My School Nutrition Program Cooking From Scratch?

To complete this activity, have one month of breakfast and lunch menus in front of you. Using the definitions in the Scoring Table, write 1, 2, or 3 in each column to indicate how the menu item was prepared most of the time. Refer to the scratch cooking spectrum on page 3 and Appendix A for assistance in scoring menu times. Then add up your total score.

Menu item	How the menu item was prepared the majority of the time in a month
Breakfast entrees	
Baked goods ( <i>muffins, bread, rolls, etc.</i> )	
Lunch entrees	
Fruit or vegetable sides dishes	
Other side dishes ( <i>grain based</i> )	
Salad dressings	
Soups	
Sauces ( <i>cheese sauce, tomato sauce, etc.</i> )	
<b>Total:</b>	

### Scoring Table

- 1=** Mostly ready to serve  
Made from processed or highly processed ingredients

---

- 2=** Mostly semi-scratch cooked  
Made from a combination of processed ingredients and fresh foods and pantry staples

---

- 3=** Mostly scratch cooked  
Made from fresh, whole foods and pantry staples

### What is your scratch cooking score?

If your score is **greater than 16**, your program is cooking mostly from scratch and semi-scratch. Great job!

If your score is **16 or less**, consider seeking out opportunities to incorporate more semi-scratch and scratch cooking in your menus.

**Tip:** To increase your score, look at the menu items that you might have categorized as 1, or mostly ready to serve. What actions could you take to get that number to a 2 or 3? Rather than completely overhauling your menu, which may be unrealistic, think about ways you may be able to do more scratch cooking for each individual menu item, such as making more of your salad dressings from scratch.





# Meal Service

Meal service is how foods are presented and served. For each statement, place an “x” in the column that best describes your school nutrition program.

## Meal Service Atmosphere

This includes any strategies that ensure that students have a pleasant and comfortable eating experience with adequate time to eat


### In terms of meal service atmosphere...

Yes	No	In progress	
			Offer versus serve is implemented to provide choices and decrease food waste
			All lunchroom staff, including support staff and teachers, are trained to encourage students to eat and try new foods at their own pace, and not to pressure students to eat and drink everything on their tray
			All food service staff are friendly on the service line and in the cafeteria during meal service
			Recess before lunch is implemented in elementary schools
			School nutrition staff conduct food waste audits once a year or more to minimize food waste
			All students grades K-12 have adequate time to eat their lunch (recommended 20 minutes of seat time at lunch)
			All students grades K-12 have access to a salad bar
			The school nutrition program strives to make the healthy choice the easy choice

➔ For any of the above statements that you responded to as “no” or “in progress”, please circle or highlight the statement in each category that you are most interested in working on in the current school year.

## How do I make the healthy choice the easy choice?


Montana schools have been super stars in using choice architecture concepts to enhance their school meal programs by using simple, low cost techniques to create a lunchroom and service line that nudge students to make healthy choices. Montana Team Nutrition has collected these best practices for lunch, breakfast, and salad bars in simple and easy to use checklists. All of the checklists are available for download on the Montana Team Nutrition website, but you can track your yearly progress on the score cards here:




### Designing Healthy Lunchrooms Checklist

Last year's score: \_\_\_\_\_ Date: \_\_\_\_\_

This year's score: \_\_\_\_\_ Date: \_\_\_\_\_







### Breakfast Boosts Brainpower Checklist

Last year's score: \_\_\_\_\_ Date: \_\_\_\_\_

This year's score: \_\_\_\_\_ Date: \_\_\_\_\_






### Eat the Rainbow Salad Bar Checklist

Last year's score: \_\_\_\_\_ Date: \_\_\_\_\_

This year's score: \_\_\_\_\_ Date: \_\_\_\_\_



To access the checklists and learn more about how to improve the atmosphere of your lunchroom, visit the Montana Team Nutrition Roadmap Resource webpage: [www.montana.edu/teamnutrition/roadmapresources/html](http://www.montana.edu/teamnutrition/roadmapresources/html)



## Culture

Beyond the food itself, the professional development of school nutrition staff and their connection to the wider school community can impact a program's ability to serve quality school meals. For each statement, place an "x" in the column that best describes your school nutrition program.

### Connection with School Community

This includes strategies that ensures the school nutrition program plays an active role within the wider school community.

In terms of the connection with the school community...

Yes	No	In progress	
			School nutrition staff participate and provide input on the district's school wellness policy and school wellness committee
			School nutrition staff have positive relationships and regular communication with administration, teachers, and parents
			The school nutrition program uses social media, newsletters, and/or announcements to promote the school nutrition program to students and parents
			The school nutrition program participates in at least one farm to school program or activity
			The school nutrition program director provides a report to the school board on the program's goal to serve quality school meals
			The school nutrition program feels supported by administration in making decisions and goals related to the school nutrition program
			The school food service director works collaboratively with school district administration when creating the school nutrition program budget

### Professional Development

This includes strategies that promote an environment of curiosity and growth for school nutrition staff.

In terms of professional development...

Yes	No	In progress	
			School nutrition staff are trained in USDA Meal Pattern requirements and nutrition standards for breakfast and lunch programs
			School nutrition staff know who their Montana OPI School Nutrition Regional Specialist is
			School nutrition staff receive emails and announcements from Montana OPI School Nutrition Programs and Montana Lunchline
			Each staff member receives the required hours of training and professional development for their position
			At least one staff person other than the head cook or food service director has received cross training on essential management duties, such as completing production records or food orders, in the case of emergency or absence



For any of the above statements that you responded to as "no" or "in progress", please circle or highlight the statement in each category that you are most interested in working on in the current school year.



# Support & Infrastructure

Support and infrastructure refer to the basic physical and organizational structures needed for program operation. These may or may not be within the realm of a food service director's control but can impact school meal quality. For each statement, place an "x" in the column that best describes your school nutrition program.

### Program Operation

This includes variables that impact overall program operation and school meal quality.

In terms of support and infrastructure, my school nutrition program...

Yes	No	In progress	
			Has an appropriate level of staffing for the labor required to cook from scratch or semi-scratch meals
			Has an adequate pool of substitutes from the school district to cover vacation or sick days from school nutrition staff
			Runs a financially sound program, often defined as staying "out of the red"
			Has reasonable access to local and high-quality ingredients
			Has limited competition from other food sources in the school, such as vending machines, fundraising events, and student stores
			Makes long term investments in our program, such as applying for grants or replacing old equipment

➔ For any of the above statements that you responded to as "no" or "in progress", please circle or highlight the statement in each category that you are most interested in working on in the current school year.

### Helpful Resources

Many additional resources and tools are available at [www.montana.edu/teamnutrition](http://www.montana.edu/teamnutrition).

For example, Montana Harvest of the Month materials provide valuable information and useful recipes that highlight local foods.










# Goal Setting & Action Planning

## 1. Create a list of priorities

Review the entire roadmap. For each section, please copy the statement that you indicated as the area you are most interested in working on.

Section	Statement
 <b>Food Procurement</b>	
 <b>Food Production</b>	
 <b>Meal Service</b>	
 <b>Culture</b>	
 <b>Support &amp; Infrastructure</b>	
<i>Example:</i> <b>Support &amp; Infrastructure</b>	<i>Makes long term investments in our program, such as applying for grants or replacing old equipment</i>

## 2. Write a SMART goal and create an action plan

Pick one of the statements above and write a SMART goal. Be as specific and realistic as possible by using the SMART goal prompts alongside to guide your goal setting process.

*Example Goal: The food service director will submit a completed application for the OPI Equipment Grant by November 5th, 2022.*

**Specific:** Who? What? When? Where? How?

**Measurable:** How will you know when you have achieved your goal?

**Achievable:** Is the goal realistic?

**Relevant:** Why is this goal meaningful to you?

**Time Bound:** What is a realistic time frame?



# Goal Setting & Action Planning

**My goal:** \_\_\_\_\_

\_\_\_\_\_

Goal start date: \_\_\_\_\_ Target completion date: \_\_\_\_\_

Steps I will take to reach my goal timeframe (*When will you complete each step?*)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

People I can reach out to for support in meeting this goal (*list at least one person*):

\_\_\_\_\_

Resources I will need to help me reach this goal:

\_\_\_\_\_

How will you measure your success in meeting this goal?

\_\_\_\_\_



### **3. Document your completed goal and repeat!**

Once you meet your goal, document that you have completed it. Consider revisiting your priority list and goals to set another action plan. Repeat this process until you have completed everything on your priority list on page 10.

---

# Appendix A — Scratch Cooking Spectrum Categories, Definitions, and Examples

## Scratch Cooked Meal

Category	Definition	Examples
Scratch cooked meals	Fresh or whole foods combined with pantry staples with limited highly processed ingredients.	A pasta dish that has a sauce made from fresh tomatoes, onions, garlic, and spices along with a raw protein prepared on site.
Pantry staples	Ingredients used to cook or flavor fresh foods; generally, not consumed alone.	Oil, butter, nut butters, sugar, spices, salt, flour, corn starch, baking powder, and vinegar.
Fresh or whole foods	These foods come directly from plants or animals. They are close to their natural state. They are often washed, ground, chilled, or sliced before eating.	<b>Fresh or frozen</b> vegetables, bulk whole grains, raw or unprocessed meats, dried legumes, nuts and seeds, and milk.

## Semi-scratch Cooked Meals

Category	Definition	Examples
Semi-scratch cooked meals	Meals made with a combination of pantry staples, fresh or whole foods, and some processed ingredients.	A pasta dish that is assembled and prepared in the kitchen with some fresh or whole foods, but also has some processed ingredients such as sauce from a jar or pre-cooked frozen meat.
Processed ingredients	Foods that are manufactured by adding salt, sugar, or other substances to fresh/ whole foods to preserve or make them more palatable. Processed foods have multiple ingredients with some additives but are not as modified as highly processed foods or ingredients.	Canned beans with no added flavorings, canned fruit and vegetables in water or juice, tomato paste and sauces, cured meats, salted nuts, breads with a mixture of whole and refined grains (including some sandwich breads, dinner rolls, and tortillas), and cheese blends.

## Ready to Serve Meals

Category	Definition	Examples
Ready to serve meals	Meals made from highly processed ingredients that require minimal preparation other than opening a bag or can or heating before serving. Ready to serve foods are generally higher in sodium and added sugars compared to meals prepared with fewer processed or highly processed ingredients <sup>1</sup> .	Frozen pre-made meals like lasagnas or casseroles, chicken nuggets or patties, corn dogs, tater tots, and pre-made baked goods such as donuts, scones, muffins, frozen pizzas, and toaster pastries.
Highly processed ingredients	Foods that have been extensively commercially processed, and typically feature a long list of ingredients and increased amounts of added sugar, salt, and unhealthy fats.	Packaged sauces (gravy, cheese sauce, etc.), canned fruit in heavy syrup, canned beans with added flavoring like baked beans, bottled salad dressings, frozen pre-cooked meats, granola bars, and frozen and breaded meat products like chicken patties/nuggets, corn dogs, fish sticks, etc.
Food high in sodium	Sodium limits vary depending on the age of the student being served and program the meal is claimed under. Please refer to the most current USDA Child Nutrition Program meal pattern guidelines for the specific program and age group being served <sup>2,3</sup> .	Common sources of high sodium foods include canned soups, canned cheese sauce, chips, and ready to serve meals.
Food high in added sugar	The 2020-2025 Dietary Guidelines for Americans recommends limiting added sugars to less than 10% of daily calories <sup>4</sup> .	Common sources of added sugar in school meals include flavored milks and yogurts, sweetened cereals, condiments, muffins, toaster pastries, donuts, and sweet/quick breads <sup>5</sup> .

Additional resources related to foods high in sodium and foods high in added sugar in school meals can be found at: <https://www.montana.edu/teamnutrition/roadmap/html>

## USDA Non-Discrimination Statement

In accordance with federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

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To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint

Form which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation.

The completed AD-3027 form or letter must be submitted to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: [program.intake@usda.gov](mailto:program.intake@usda.gov).

This institution is an equal opportunity provider.

## About Team Nutrition

Team Nutrition is an initiative of the USDA Food and Nutrition Service to support child nutrition programs through training and technical assistance for food service, nutrition education for children and their caregivers, and school and community support for healthy eating and physical activity. To learn more about Team Nutrition visit: <https://www.fns.usda.gov/tn/about-team-nutrition>  
To access Team Nutrition resources for schools, visit: <https://www.fns.usda.gov/tn/school>

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## Appendix E: Montana Cook Fresh Recipes

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# All Purpose Spice Blend



HACCP Process:  1 – No Cook     2 – Cook & Same Day Serve     3 – Cook, Cool, Reheat, Serve     4 – SOP Controlled

Ingredients	For <u>5</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Onion powder		1 Tbsp + 2 tsp		1 cup + 2 tsp	<ol style="list-style-type: none"> <li>Combine all ingredients and use to season soups, ground meats, vegetables, etc.</li> <li>Adjust quantities as needed.</li> </ol>
Garlic powder		2 1/2 tsp		1/2 cup + 1 tsp	
Paprika		2 1/2 tsp		1/2 cup + 1 tsp	
Mustard, powdered		2 1/2 tsp		1/2 cup + 1 tsp	
Thyme leaves, crushed		1 1/4 tsp		4 Tbsp	
Pepper, white		1/2 tsp		1 Tbsp + 2 tsp	
Celery seed		1/4 tsp		2 1/2 tsp	

**Serving Size:** 1 Tbsp

**Yield:** 5 servings = 5 Tbsp | 50 servings = 50 Tbsp

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** N/A

# All Purpose Spice Blend



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>23.4</b>
<b>Total Fat (g)</b>	0.6 g
Saturated Fat (g)	0.1 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	3.9 mg
<b>Total Carbohydrate (g)</b>	4.3 g
Dietary Fiber (g)	1.2 g
Total Sugars (g)	0.4 g
Added Sugars included (g)	0 g
<b>Protein (g)</b>	1.0 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	22.9 mg
<b>Iron (mg)</b>	0.9 mg
<b>Potassium (mg)</b>	79.3 mg

N/A = data not available

## Notes

Original Source: Forsyth School District, Forsyth, MT

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)  
This project was funded using U.S. Department of Agriculture grant funds.  
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# Brownie Batter Hummus



HACCP Process:  1 – No Cook     2 – Cook & Same Day Serve     3 – Cook, Cool, Reheat, Serve     4 – SOP Controlled

Ingredients	For <u>8</u> Servings		For <u>42</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Chickpeas, canned, rinsed and drained	15 oz or 1 #300 can	1 2/3 cups	108 oz or 1 #10 can	10 1/2 cups	<ol style="list-style-type: none"> <li>Combine chickpeas, cocoa powder, sugar, oil, nut/seed butter and vanilla in a food processor and process until smooth, scraping down the sides as needed.</li> <li>Begin adding water while processor is running and blend until desired consistency is reached.</li> <li>Portion 1/4 cup servings and chill for holding.</li> <li>Serve with cinnamon whole grain pita chips or apple wedges.</li> </ol>
Cocoa powder, unsweetened		1/2 cup		3 cups + 2 Tbsp	
Granulated sugar		1/2 cup		3 cups + 2 Tbsp	
Olive oil		3 Tbsp		1 cup + 2 Tbsp	
Peanut, sunflower, or almond butter		3 Tbsp		1 cup + 2 Tbsp	
Vanilla extract		1 tsp		2 Tbsp	
Salt		1/8 tsp		1 tsp	
Water		3 Tbsp		1 cup + 3 Tbsp	

**Serving Size:** 1/4 cup

**Yield:** 8 servings = 2 cups | 42 servings = 10 1/2 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 1 oz Meat/Meat Alternates or 1/4 cup Beans/Legumes

# Brownie Batter Hummus



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>221</b>
<b>Total Fat (g)</b>	11 g
<b>Saturated Fat (g)</b>	2 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	162 mg
<b>Total Carbohydrate (g)</b>	29 g
<b>Dietary Fiber (g)</b>	5.3 g
<b>Total Sugars (g)</b>	17.3 g
<b>Protein (g)</b>	5.3 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	18.5 mg
<b>Iron (mg)</b>	1.8 mg
<b>Potassium (mg)</b>	98.7 mg

N/A = data not available

## Notes

A demonstration of this recipe is available to watch on the Montana Team Nutrition Youtube channel.

Source: Deb Jones, RDN

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)  
This project was funded using U.S. Department of Agriculture grant funds.  
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# Honey Mint Citrus Dressing



HACCP Process:  1 – No Cook     2 – Cook & Same Day Serve     3 – Cook, Cool, Reheat, Serve     4 – SOP Controlled

Ingredients	For 15 Servings		For 60 Servings		Directions
	Weight	Measure	Weight	Measure	
Orange juice		3/4 cup		3 cups	<ol style="list-style-type: none"> <li>Mix orange juice, lemon juice, honey, and salt with immersion blender, food processor, blender or wire whisk.</li> <li>Slowly add oil in a stream until an emulsion forms and all the oil is blended.</li> <li>Add chopped mint, mix and serve with fruit salad or greens.</li> </ol>
Lemon juice		1/4 cup		1 cup	
Honey		1 Tbsp		1/4 cup	
Salt		1/4 tsp		1 tsp	
Olive oil		3/4 cup		3 cups	
Mint leaves, fresh, finely chopped		1/4 cup		1 cup	

**Serving Size:** 2 Tbsp

**Yield:** 15 servings = 1 + 3/4 cup | 60 servings = 1 pint + 1 3/4 cup

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** N/A

# Honey Mint Citrus Dressing



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>107</b>
<b>Total Fat (g)</b>	10.8 g
<b>Saturated Fat (g)</b>	1.5 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	40 mg
<b>Total Carbohydrate (g)</b>	3 g
<b>Dietary Fiber (g)</b>	0.2 g
<b>Total Sugars (g)</b>	2.3 g
<b>Protein (g)</b>	0.2 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	5 mg
<b>Iron (mg)</b>	0.3 mg
<b>Potassium (mg)</b>	34 mg

N/A = data not available

## Notes

*Original Source: Maryland Culinary Boot Camp, Maryland Team Nutrition Program*

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)  
This project was funded using U.S. Department of Agriculture grant funds.  
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# Lacy's Spiced Up Salsa



HACCP Process:  1 – No Cook     2 – Cook & Same Day Serve     3 – Cook, Cool, Reheat, Serve     4 – SOP Controlled

Ingredients	For 16 Servings		For 50 Servings		Directions
	Weight	Measure	Weight	Measure	
USDA Foods salsa, canned	32 oz		100 oz		1. Combine all ingredients. Taste and adjust seasonings accordingly.
Garlic, minced		3 cloves		10 cloves	
Cilantro, fresh, finely chopped		1/4 cup		3/4 cup	
Red pepper flakes		1 1/2 tsp		3 tsp	
Black pepper		1 tsp		2 1/4 tsp	

**Serving Size:** 1/4 cup

**Yield:** 16 servings = 4 cups | 50 servings = 12.5 cups

**Meal Component Crediting** (Based on Serving Size)

**1 Serving Provides:** 1/4 cup Red/Orange Vegetable

# Lacy's Spiced Up Salsa



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>19.3</b>
<b>Total Fat (g)</b>	0.03 g
Saturated Fat (g)	0 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	62.3 mg
<b>Total Carbohydrate (g)</b>	3.9 g
Dietary Fiber (g)	1.8 g
Total Sugars (g)	1.8 g
Added Sugars included (g)	0 g
<b>Protein (g)</b>	0.07 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	10.7 mg
<b>Iron (mg)</b>	0.5 mg
<b>Potassium (mg)</b>	7.2 mg

N/A = data not available

## Notes

Original Source: Lacy Stephens, MS, RDN

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)  
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# Green Beans with Lemon and Basil



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For 8 Servings		For 50 Servings		Directions
	Weight	Measure	Weight	Measure	
Green beans, fresh or frozen OR Green beans, canned, low sodium, drained	0.75 lbs or 3 15 oz cans	4 cups	6.25 lbs or 2 #10 cans	1.5 gallon + 1 cup	<ol style="list-style-type: none"> <li>1. If using fresh green beans, wash well and trim ends.</li> <li>2. Spread green beans in steam table pans.</li> <li>3. Steam fresh or frozen green beans for 10-15 minutes. If using canned beans, drain the beans. Steam until just heated through.</li> <li>4. Drizzle each pan equally with olive oil, lemon juice, lemon zest, salt, and pepper.</li> <li>5. Toss to coat green beans well.</li> <li>6. Just before serving, sprinkle green beans with basil and almonds.</li> <li>7. Serve warm.</li> </ol>
Olive oil		2 Tbsp		3/4 cup	
Lemon juice		2 Tbsp		3/4 cup	
Lemon zest		1 Tbsp		4 Tbsp	
Salt		1/4 tsp		2 tsp	
Pepper, black, ground		1/4 tsp		2 tsp	
Basil, fresh		2 Tbsp		3/4 cup	
Almonds, toasted (optional)		2 Tbsp		3/4 cup	

**Serving Size:** 1/2 cup

**Yield:** 8 servings = 4 cups | 50 servings = 25 cups

**Meal Component Crediting** (Based on Serving Size)

**1 Serving Provides:** 1/2 cup Other Vegetable

# Mediterranean Quinoa Salad



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For 10 Servings		For 50 Servings		Directions
	Weight	Measure	Weight	Measure	
Quinoa, dry		2/3 cup		3 cups	<p>To prepare quinoa</p> <ol style="list-style-type: none"> <li>1. Rinse quinoa in strainer until water runs clear.</li> <li>2. Combine quinoa &amp; broth in a covered pot &amp; bring to a boil. Simmer until water is completely absorbed.</li> <li>3. When done, quinoa will be soft &amp; a white ring will pop out of the kernel. Fluff with a fork, cover &amp; refrigerate.</li> </ol> <p>To prepare dressing</p> <ol style="list-style-type: none"> <li>1. Combine lemon juice, vinegar, garlic, oil, salt &amp; pepper. Set aside.</li> </ol> <p>To prepare salad</p> <ol style="list-style-type: none"> <li>1. Combine peppers, onions, tomatoes, &amp; black olives.</li> <li>2. Add dressing. Mix in quinoa.</li> <li>3. Fold in feta, parsley &amp; mint.</li> <li>4. Chill until 41 degrees.</li> </ol>
Chicken broth, low sodium		1 1/4 cup		6 cups	
Lemon juice		1/2 Tbsp		2 Tbsp + 1 tsp	
Red wine vinegar		1/2 Tbsp		2 Tbsp + 1 tsp	
Garlic, fresh		1/2 tsp		1 Tbsp	
Olive oil		1/2 Tbsp		2 Tbsp + 1 tsp	
Salt		1/4 tsp		1/2 Tbsp	
Pepper		pinch		1/2 tsp	
Red pepper, diced, loosely packed		1/4 cup		1 cup	
Green onion, sliced 1/8" thick		1 1/2 Tbsp		1/2 cup	
Red onion, diced		1 1/2 Tbsp		1/2 cup	
Cherry tomatoes, halved		1/3 cup + 1 Tbsp		1 pint	
Black olives, sliced		1 1/2 Tbsp		1/2 cup	
Feta cheese, crumbled, loosely packed		1/4 cup		1 cup	
Parsley, fresh, chopped fine, loosely packed		1/4 cup		1 cup	
Fresh mint, chopped fine		1 1/2 Tbsp		1/2 cup	

# Mediterranean Quinoa Salad



**Serving Size:** 1/4 cup

**Yield:** 10 servings = 2 1/2 cups | 50 servings = 12 1/2 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 0.25 oz Grain (Whole grain-rich)

**Notes**

## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>62.7</b>
<b>Total Fat (g)</b>	2.3 g
Saturated Fat (g)	0.7 g
<b>Cholesterol (mg)</b>	2.7 mg
<b>Sodium (mg)</b>	141.4 mg
<b>Total Carbohydrate (g)</b>	8.3 g
Dietary Fiber (g)	1.1 g
Total Sugars (g)	0.7 g
<b>Protein (g)</b>	2.7 g
<b>Vitamin D</b>	0.01 mcg
<b>Calcium (mg)</b>	27.3 mg
<b>Iron (mg)</b>	0.8 mg
<b>Potassium (mg)</b>	125.5 mg

N/A = data not available

*Original Source: Sally Donch, Anderson School, Bozeman, MT*

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)  
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# Roasted Cauliflower with Turmeric



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Cauliflower	1.5 lbs		12 lbs		<ol style="list-style-type: none"> <li>Preheat convection oven to 400°F. Line sheet pans with parchment paper.</li> <li>Trim and break cauliflower into 2-inch florets.</li> <li>Whisk together oils, turmeric and salt into a large bowl. Add the cauliflower and toss with spoon to coat.</li> <li>Divide cauliflower among prepared sheet pans and spread in a single layer, about 4 pounds per pan.</li> <li>Roast until golden, 18-20 minutes.</li> </ol>
Olive or vegetable oil		1 Tbsp + 1 tsp		3/4 cup	
Sesame oil		2 tsp		1/4 cup	
Tumeric		1 tsp		3 Tbsp	
Salt		1/2 tsp		1 Tbsp	

**Serving Size:** 1/2 cup

**Yield:** 6 servings = 3 cups | 50 servings = 25 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 1/2 cup Other Vegetable

# Roasted Cauliflower with Turmeric



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>67</b>
<b>Total Fat (g)</b>	4.7 g
Saturated Fat (g)	0.8 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	172 mg
<b>Total Carbohydrate (g)</b>	5.8 g
Dietary Fiber (g)	2.3 g
Total Sugars (g)	2.1 g
<b>Protein (g)</b>	2.1 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	25 mg
<b>Iron (mg)</b>	0.8 mg
<b>Potassium (mg)</b>	337 mg

N/A = data not available

## Notes

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)  
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# Roasted Chickpeas - 3 Tastes



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>45</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Chickpeas, drained and rinsed		1 1/2 cup		1 #10 can	<ol style="list-style-type: none"> <li>1. Drain and rinse chickpeas and spread out on a dry clean dishtowel. Remove loose skins and spread chickpeas out on lined (parchment or foil) baking sheet and let them to continue to dry for 30 minutes.</li> <li>2. Preheat oven. 425°F for a conventional oven, and 400°F for a convection oven.</li> <li>3. Roast for 20 minutes, shaking the pan once so they do not stick.</li> <li>4. Whisk together oil and seasonings for the variation of your choice. Pour over roasted chickpeas. Toss to assure all are coated.</li> <li>5. Return seasoned chickpeas to oven and roast additional 5 minutes. Toss again and roast additional 5 minutes.</li> <li>6. Turn off oven, open the door and let the oven cool with baking sheet still in the oven.</li> <li>7. Once cooled, chickpeas will be crispy and ready for snacking.</li> </ol>
Olive oil or vegetable oil		1 Tbsp		7 Tbsp	
<b>Honey Cinnamon Taste</b>					
Ground cinnamon		1/2 tsp		1 Tbsp + 1/2 tsp	
Granulated sugar		1 1/2 tsp		3 Tbsp + 1 1/2 tsp	
Honey		1 Tbsp		1/4 cup + 3 Tbsp	
<b>Spicy Taste</b>					
Cumin, ground		1/2 tsp		1 Tbsp + 1/2 tsp	
Chili powder		1/2 tsp		1 Tbsp + 1/2 tsp	
Cayenne pepper		1/4 tsp		1 3/4 tsp	
Salt		1/4 tsp		1 3/4 tsp	
<b>Ranch Taste</b>		1 Tbsp of mix			
Black pepper				1/4 cup	
Parsley, dried				1 1/2 cups	
Garlic salt				1/2 cup	
Salt				2 Tbsp	
Granulated garlic				1/4 cup	
Granulated onion				1/4 cup	
Dill weed				2 Tbsp	

# Roasted Chickpeas - 3 Tastes



**Serving Size:** 1/4 cup

**Yield:** 6 servings = 1 1/2 cup | 45 servings = 11 1/4 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 1 oz Meat/Meat Alternate or 1/4 cup Beans/Legume

## Notes

Tip: try using the roasted chickpeas as a topping for a salad or soup instead of using croutons.

A video demonstration of this recipe is available on the Montana Team Nutrition Youtube Channel.

## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>32.9</b>
<b>Total Fat (g)</b>	2.1 g
Saturated Fat (g)	0.3 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	0.2 mg
<b>Total Carbohydrate (g)</b>	3.9 g
Dietary Fiber (g)	0.1 g
Total Sugars (g)	3.7 g
<b>Protein (g)</b>	0.02 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	2.3 mg
<b>Iron (mg)</b>	0.04 mg
<b>Potassium (mg)</b>	2.6 mg

N/A = data not available

*Original Source: Deb Jones, RDN*

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# Roasted Squash and Sweet Potato



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Butternut squash	2 lbs 6 oz		20 lbs		<p>For roasted squash:</p> <ol style="list-style-type: none"> <li>Preheat convection oven to 375°F.</li> <li>Using vegetable peeler, remove skin from squash and cut in half using a chef's knife.</li> <li>Remove seeds using a large spoon and dice into ½ inch pieces.</li> <li>Pour olive oil over squash, toss and coat well.</li> <li>Place diced squash on full sheet pan. Do not overload pan.</li> <li>Roast for approximately 40 minutes until golden brown.</li> </ol> <p>For roasted sweet potato:</p> <ol style="list-style-type: none"> <li>Preheat conventional oven to 400°F.</li> <li>Wash potatoes well, scrubbing thoroughly.</li> <li>Leaving skin on, cut into wedges using a 6 cut potato wedger and place in a large mixing bowl.</li> <li>Combine chili powder, sugar, pepper, garlic and salt and oil in a small bowl. Drizzle onto potatoes and toss to coat.</li> <li>Place on sheet pans. Do not crowd sweet potatoes in the pan.</li> <li>Bake for 12-15 minutes or until tender and browned in spots..</li> </ol>
Olive oil		1 Tbsp + 1 tsp		3/4 cup	
Sweet potatoes, fresh	2 lbs		16 lb 8 oz		
Chili powder		1/2 tsp		1 Tbsp	
Sugar		1/2 tsp		1 Tbsp	
Black pepper		1/8 tsp		1/2 tsp	
Granulated garlic		1/8 tsp		1/2 tsp	
Salt		1/8 tsp		1/2 tsp	
Vegetable oil		2 Tbsp		1 cup	

**Serving Size:** 1/2 cup

**Yield:** 6 servings = 3 cups | 50 servings = 25 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 1/2 cup Red/Orange Vegetable



# Roasted Squash and Sweet Potato



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>279</b>
<b>Total Fat (g)</b>	7.9 g
<b>Saturated Fat (g)</b>	1.2 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	117.6 mg
<b>Total Carbohydrate (g)</b>	51.7 g
<b>Dietary Fiber (g)</b>	8.2 g
<b>Total Sugars (g)</b>	10.5 g
<b>Protein (g)</b>	4.2 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	132.8 mg
<b>Iron (mg)</b>	2.2 mg
<b>Potassium (mg)</b>	1147 mg

N/A = data not available

## Notes

Original Source: *Sizzling School Lunches: Indiana Cooks with Chef Cyndie*

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)  
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# Roasted Zucchini with Parmesan



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Zucchini, medium	1 lb + 8 oz	3 each	12 lb + 8 oz	25 each	<ol style="list-style-type: none"> <li>Preheat conventional oven to 450 °F.</li> <li>Coat baking sheet pans with cooking spray.</li> <li>Slice washed zucchinis into 1/4-inch-thick rounds. In a bowl, toss zucchini with oil.</li> <li>Combine oregano, thyme, garlic powder, Parmesan, salt and pepper in a bowl. Sprinkle combination over zucchini and toss to coat with seasoned cheese mixture.</li> <li>Place zucchini rounds in a single layer on the prepared baking sheet.</li> <li>Bake until browned and crisp, about 25-30 min.</li> <li>Serve immediately with a sprinkle of fresh basil chiffonade.</li> </ol>
Olive or vegetable oil		1 Tbsp + 1/2 tsp		3/4 cup + 1/2 tsp	
Oregano, dried		1/2 tsp		1 Tbsp + 1 tsp	
Thyme, fresh		1 1/2 tsp		1/4 tsp	
Garlic powder		1/4 tsp		2 tsp	
Parmesan, grated	1 oz		8 oz		
Salt		1/8 tsp		1 tsp	
Pepper		1/8 tsp		1 tsp	
Basil, chiffonade		2 Tbsp		1 cup	

**Serving Size:** 1/2 cup

**Yield:** 6 servings = 3 cups | 50 servings = 25 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 1/2 cup Other Vegetable

# Roasted Zucchini with Parmesan



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>67</b>
<b>Total Fat (g)</b>	5 g
<b>Saturated Fat (g)</b>	1.2 g
<b>Cholesterol (mg)</b>	3.9 mg
<b>Sodium (mg)</b>	136 mg
<b>Total Carbohydrate (g)</b>	4 g
<b>Dietary Fiber (g)</b>	1 g
<b>Total Sugars (g)</b>	2.5 g
<b>Protein (g)</b>	2.5 g
<b>Vitamin D</b>	0.02 mcg
<b>Calcium (mg)</b>	58 mg
<b>Iron (mg)</b>	0.5 mg
<b>Potassium (mg)</b>	271 mg

N/A = data not available

## Notes

If substituting dried thyme for fresh thyme, use 1/3 the amount listed in the recipe.

Original Source: Deb Jones, RDN

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)  
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# Southwest Salad



HACCP Process:  1 – No Cook     2 – Cook & Same Day Serve     3 – Cook, Cool, Reheat, Serve     4 – SOP Controlled

Ingredients	For 8 Servings		For 50 Servings		Directions
	Weight	Measure	Weight	Measure	
Cilantro, large stems removed, rough chopped		1 bunch		5 bunches	1. To make the dressing, in a blender or food processor, add all the ingredients and blitz until smooth. Chill until ready to use. 2. Assemble the salad. Toss with dressing.
Garlic, coarsely chopped		2 tsp		4 Tbsp	
Greek yogurt, plain, non fat		1/2 cup		3 cups	
Mayonnaise		1/2 cup		3 cups	
Lime juice		1/4 cup		1 1/2 cup	
Salt		1tsp		2 Tbsp	
Jalapeno (optional)		1		6	
Romaine, chopped		8 cups		3 gallons	
Black beans, drained	15.5 oz	1 #300 can		1 #10 can	
Frozen corn, thawed		1 cup		1 1/2 quarts	
Tomatoes, diced		1 pint		3 quarts	
Green bell pepper, diced		1 cup		1 1/2 quarts	
Ren onion, diced		1/2 cup		3 cups	
Avocado, sliced (optional)		1		6	
Cilantro (for garnish)					

# Southwest Salad



**Serving Size:** 1 cup

**Yield:** 8 servings = 8 cups | 50 servings = 50 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 0.5 oz Meat/Meat Alternate or 1/8 cup Beans/Legumes,  
1/2 cup Dark Green Vegetable, 1/8 cup Starchy Vegetable, 1/4 cup Other Vegetable,  
1/4 cup Red/Orange Vegetable

## Notes

### Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>233</b>
<b>Total Fat (g)</b>	15 g
<b>Saturated Fat (g)</b>	2.1 g
<b>Cholesterol (mg)</b>	0.7 mg
<b>Sodium (mg)</b>	441 mg
<b>Total Carbohydrate (g)</b>	19.6 g
<b>Dietary Fiber (g)</b>	7.8 g
<b>Total Sugars (g)</b>	3.7 g
<b>Protein (g)</b>	6.9 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	72 mg
<b>Iron (mg)</b>	2.5 mg
<b>Potassium (mg)</b>	321 mg

N/A = data not available

*Original Source: Chef Rhonda Adkins, Great Falls, MT*

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)  
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# Target Range Kale Lentil Salad



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Butternut squash, peeled and cubed		3/4 cup		6 1/4 cups	<ol style="list-style-type: none"> <li>To prepare squash, preheat oven to 400°F and line baking sheets with parchment paper.</li> <li>Spread squash in single layer and drizzle with olive oil, stir to coat and sprinkle with salt.</li> <li>Roast for 25 minutes, turning squash over after 15 minutes. Cool squash to room temperature.</li> <li>To prepare lentils, sort lentils for any debris, rinse and strain.</li> <li>Bring water to boil, add lentils and simmer for 15 minutes. Lentils will be slightly underdone and will soften with dressing. Drain and cool to room temperature.</li> <li>To prepare salad additions, core and dice apple and massage kale with clean gloved hands. Toss kale with apple, squash and lentils.</li> <li>To prepare dressing, whisk ingredients together in a small bowl.</li> <li>Drizzle dressing over salad, tossing to coat.</li> <li>Serve immediately or cool to serve later.</li> </ol>
Olive oil		1 tsp		2 Tbsp	
Salt		1 pinch		1/2 tsp	
Lentils, dry (french, green or brown)	2 oz	1/3 cup	1 lb	2 3/4 cups	
Water		1 cup		8 cups	
Apple, fresh, cored and diced		1/4 cup		2 cups	
Kale, cleaned and torn into bite size pieces		1 1/3 cup + 2 Tbsp		3 qts	
Olive oil		1 Tbsp		1/2 cup	
Salt		1 pinch		1/2 tsp	
White wine vinegar		1 Tbsp		1/2 cup	
Maple syrup, agave or granulated sugar		1/4 tsp		2 tsp	
Dijon mustard		1/4 tsp		2 tsp	
Ginger root, fresh, peeled and minced		1 tsp		3 Tbsp	
Garlic, minced		1/8 tsp		1 tsp	

**Serving Size:** 1/2 cup

**Yield:** 6 servings = 3 cups | 50 servings = 25 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 1/8 cup Dark Green Vegetable, 1/8 cup Beans/Legume, 1/8 cup Red/Orange Vegetable

# Target Range Kale Lentil Salad



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>70</b>
<b>Total Fat (g)</b>	2.9 g
Saturated Fat (g)	0.4 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	54.6 mg
<b>Total Carbohydrate (g)</b>	9.0 g
Dietary Fiber (g)	1.6 g
Total Sugars (g)	1.2 g
Added Sugars included (g)	0 g
<b>Protein (g)</b>	2.7 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	27 mg
<b>Iron (mg)</b>	0.9 mg
<b>Potassium (mg)</b>	148.8 mg

N/A = data not available

## Notes

Original Source: Target Range School District, Missoula, MT

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)  
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# Thai Style Rainbow Salad



HACCP Process:  1 – No Cook     2 – Cook & Same Day Serve     3 – Cook, Cool, Reheat, Serve     4 – SOP Controlled

Ingredients	For <u>8</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Creamy peanut, almond, or sunflower butter		1/3 cup		2 cups	<ol style="list-style-type: none"> <li>To make the dressing, in a bowl whisk together peanut butter, rice vinegar, soy sauce, honey, lime juice, ginger, sesame oil, garlic, red pepper flakes, and salt and pepper. If the dressing is too thick, thin with water 1 tsp at a time.</li> <li>In a large bowl, add romaine, slaw, bell pepper, mango, cilantro, mint, and onions.</li> <li>Drizzle salad with the dressing, toss to combine, and garnish with almond slivers.</li> </ol>
Rice vinegar		2 Tbsp + 2 tsp		1 cup	
Soy sauce		2 Tbsp		3/4 cup	
Honey		2 Tbsp		3/4 cup	
Lime juice		2 Tbsp		3/4 cup	
Fresh ginger, minced		1 Tbsp		1/3 cup	
Sesame oil		1 Tbsp		1/3 cup	
Garlic, minced		2 tsp		1/4 cup	
Red pepper flakes		1 Tbsp + 1 tsp		1/2 cup	
Salt		1 tsp		2 Tbsp	
Pepper		1/2 tsp		3 tsp	
Coleslaw mix or shredded cabbage		2 3/4 cups		1 1/2 gal	
Romaine, chopped		3 1/3 cups		1 3/4 gal	
Red bell pepper, thinly sliced		1 1/3 cups		6 pts	
Mango, chopped		1 1/2 cups		3 qts	
Mint leaves, chiffonade		1 Tbsp + 2 tsp		3/4 cup	
Green onions		1.5 stalks		13 stalks	
Almond slivers, toasted		1/3 cup		3 cups	



# Thai Style Rainbow Salad



**Serving Size:** 1 cup

**Yield:** 8 servings = 8 cups | 50 servings = 50 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 0.5 oz Meat/Meat Alternate, 1/2 cup Dark Green Vegetable, 1/8 cup Fruit, 1/4 cup Other Vegetable, 1/8 cup Red/Orange Vegetable

**Notes**

## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>180</b>
Total Fat (g)	10 g
Saturated Fat (g)	1.5 g
Cholesterol (mg)	0 mg
Sodium (mg)	465 mg
Total Carbohydrate (g)	19.5 g
Dietary Fiber (g)	4.2 g
Total Sugars (g)	13.4 g
Protein (g)	5.4 g
Vitamin D	0 mcg
Calcium (mg)	54.5 mg
Iron (mg)	1.3 mg
Potassium (mg)	322 mg

N/A = data not available

*Original Source: Chef Rhonda Adkins, Great Falls, MT*

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# Three Sisters Salad



HACCP Process:  1 – No Cook     2 – Cook & Same Day Serve     3 – Cook, Cool, Reheat, Serve     4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Vegetable or olive oil		1/4 cup		2 cups	To prepare dressing 1. Whisk all ingredients together.  To prepare salad 1. Place beans, corn, zucchini and onion in large bowl. 2. Pour dressing over salad and toss to combine.
Maple syrup		1 Tbsp		1/2 cup	
Vinegar (red wine)		2 Tbsp		1 cup	
Thyme leaves, fresh		1 Tbsp		1/2 cup	
Cumin, ground		1/4 tsp		2 tsp	
Salt		pinch		1/2 tsp	
Kidney beans, black eyed peas, or pinto beans, canned, rinsed, and drained		1 cup		2 quart + 1/3 cup	
Corn kernels, fresh, frozen or canned, rinsed and drained		1 cup		2 quart + 1/3 cup	
Zucchini, raw, diced		1 cup		2 quart + 1/3 cup	
Onion, red, diced		2 Tbsp		1 cup	

# Three Sisters Salad



**Serving Size:** 1/2 cup

**Yield:** 6 servings = 3 cups | 50 servings = 25 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 0.5 oz Meat/Meat Alternate or 1/8 cup Beans/Legumes,

1/8 cup Starchy Vegetable, 1/8 cup Other Vegetable

**Notes**

## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>125</b>
<b>Total Fat (g)</b>	9 g
<b>Saturated Fat (g)</b>	1.2 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	76 mg
<b>Total Carbohydrate (g)</b>	9.6 g
<b>Dietary Fiber (g)</b>	2.8 g
<b>Total Sugars (g)</b>	3.3 g
<b>Protein (g)</b>	2.6 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	22 mg
<b>Iron (mg)</b>	0.8 mg
<b>Potassium (mg)</b>	182 mg

N/A = data not available

Source: Deb Jones, RDN

Original Source: Local Matters, [www.local-matters.org](http://www.local-matters.org)

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)

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# Wake Up Roasted Vegetables



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Baby red potatoes, halved or quartered	8 oz		4 lb 3 oz		<ol style="list-style-type: none"> <li>Preheat oven, conventional oven to 400°F and convection oven to 375°F.</li> <li>Place vegetables in large bowl. Drizzle with oil and sprinkle on spices. Toss to coat.</li> <li>Spread vegetables out on full sheet pans allowing for a single layer of vegetables per pan so that they roast and not steam.</li> <li>Roast until tender on inside and crispy on the outside, 20-25 min in a conventional oven and 18-25 min in a convection oven.</li> </ol>
Beets, peeled and cubed	4 oz		2 lb 1 oz		
Brussels sprouts, halved	4 oz		2 lb 1 oz		
Red bell pepper, cut into 1 1/2 inch chunks	6 oz		3 lb 2 oz		
Vegetable or olive oil		1 Tbsp		1/2 cup	
Oregano, dried		1/4 tsp		2 tsp	
Thyme, dried		1/4 tsp		2 tsp	
Basil, dried		1/4 tsp		2 tsp	
Rosemary, fresh		1 1/2 tsp		1 Tbsp	
Salt		1/8 tsp		1 tsp	
Black pepper		1/8 tsp		1 tsp	

**Serving Size:** 1/2 cup

**Yield:** 6 servings = 3 cups | 50 servings = 25 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 1/8 cup Starchy Vegetable, 1/8 cup Red/Orange Vegetables, 1/8 cup Other Vegetable

# Wake Up Roasted Vegetables



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>70</b>
<b>Total Fat (g)</b>	2.4 g
<b>Saturated Fat (g)</b>	0.4 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	74 mg
<b>Total Carbohydrate (g)</b>	11.3 g
<b>Dietary Fiber (g)</b>	2.5 g
<b>Total Sugars (g)</b>	3.4 g
<b>Protein (g)</b>	2 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	19 mg
<b>Iron (mg)</b>	1.0 mg
<b>Potassium (mg)</b>	369 mg

N/A = data not available

## Notes

If subbing dried rosemary for fresh, use 1/3 of the amount listed for the fresh rosemary.

Original Source: Deb Jones, RDN

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# Zesty Oat Bean and Corn Salad



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Oat groats, fully cooked		1/2 cup raw		4 cups + 2 Tbsp raw	<ol style="list-style-type: none"> <li>Bring 5 quarts of water to a boil. Rinse oat groats. Add oat groats to boiling water.</li> <li>Bring oats to boil. Reduce heat to medium and in uncovered pan cook for 30 minutes or until soft. Drain off water.</li> <li>Place the warm oats in a large bowl.</li> <li>Add the beans, corn, onion, bell pepper and tomato.</li> <li>Mix the olive oil, lime juice, cumin, garlic, and ground pepper. Pour over oat mixture.</li> <li>Salad can be served hot or cold.</li> </ol>
Black beans, rinsed and drained		1 cup		8 1/3 cups	
Whole kernel corn - fresh, frozen or canned and drained		1/2 cup		4 cups + 2 Tbsp	
Onion, chopped		2 Tbsp		1 cup	
Bell pepper, chopped		1/2 cup		4 cups + 2 Tbsp	
Tomato, chopped		1 cup		8 1/3 cups	
Olive or vegetable oil		1 Tbsp		1/2 cup	
Lime juice		2 Tbsp		1 cup	
Cumin, ground		1 tsp		2 Tbsp + 2 tsp	
Garlic, minced		1 clove		6 cloves	
Black pepper, ground		1/4 tsp		2 tsp	

**Serving Size:** 1/2 cup or #8 scoop

**Yield:** 6 servings = 3 cups | 50 servings = 25 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 0.25 oz Grain, 1/8 cup Red/Orange Vegetable, 1/8 cup Beans/Legume

# Zesty Oat Bean and Corn Salad



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>118</b>
<b>Total Fat (g)</b>	2.7 g
<b>Saturated Fat (g)</b>	0.3 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	54.4 mg
<b>Total Carbohydrate (g)</b>	20.1 g
<b>Dietary Fiber (g)</b>	4.8 g
<b>Total Sugars (g)</b>	1.5 g
<b>Protein (g)</b>	4.5 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	29.1 mg
<b>Iron (mg)</b>	1.8 mg
<b>Potassium (mg)</b>	83.8 mg

N/A = data not available

## Notes

If using as a burrito filling, add cooked shredded chicken, beef, pork or fish and salsa. Wrap in whole wheat tortillas. Heat and serve.

Original Source: Deb Jones, RDN

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# Green Beans with Lemon and Basil



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>52.3</b>
<b>Total Fat (g)</b>	4.3 g
<b>Saturated Fat (g)</b>	0.5 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	172.6 mg
<b>Total Carbohydrate (g)</b>	2.8 g
<b>Dietary Fiber (g)</b>	1.0 g
<b>Total Sugars (g)</b>	0.9 g
Added Sugars included (g)	0 g
<b>Protein (g)</b>	1.1 g
<b>Vitamin D</b>	0.0 mcg
<b>Calcium (mg)</b>	27.9 mg
<b>Iron (mg)</b>	0.6 mg
<b>Potassium (mg)</b>	62.1 mg

N/A = data not available

## Notes

If using fresh lemons, use 1 lemon for 8 servings; 6 lemons for 50 servings.

*Original Source: Karee Anderson, Chef at St Peters Health, Helena, MT*

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# Breakfast Citrus and Spiced Honey Yogurt Bowl



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>8</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Cooked whole grain - oat groats, hull-less barley, sorghum, brown rice, quinoa		4 cups		25 cups	<ol style="list-style-type: none"> <li>1. Refer to cooking instructions for whole grains. Many grains you start with ½ the volume you wish to yield and simmer in water, broth, or milk for 35-55 minutes or until grains have plumped and become tender. Place 1/2 cup of grain as the base for the bowl.</li> <li>2. Wash and zest oranges. Reserve the zest in a bowl. Peel and slice oranges. To make pretty wheel shapes, slice off each end of orange so it sits flat on your cutting board. Starting from the top, slice downward to cut off the skin and membrane. Lay orange on its side and cut into slices.</li> <li>3. Layer 1/2 cup of orange slices on top of the grain for each serving.</li> <li>4. Whisk together yogurt, cardamom, orange zest, cinnamon and honey. Place 1/4 cup of yogurt on top of oranges.</li> </ol>
Oranges	2.5 lb	7	15.5 lb	44	
Greek yogurt, plain	1 lb	2 cups	6 lb 4 oz	3 qt + 1/2 cup	
Cardamom, ground		1 tsp		6 1/4 tsp	
Orange zest		1/2 tsp		1 Tbsp	
Cinnamon, ground		1/2 tsp		1 Tbsp	
Honey		2 Tbsp		3/4 cup	

**Serving Size:** 1 bowl = 1/2 cup fruit, 1 oz grain, 1/4 cup yogurt

**Yield:** 8 servings = 8 bowls | 50 servings = 50 bowls

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 0.5 oz Meat/Meat Alternate, 1/2 cup Fruit, 1 oz Whole Grain

# Breakfast Citrus and Spiced Honey Yogurt Bowl



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>116</b>
<b>Total Fat (g)</b>	0.4 g
<b>Saturated Fat (g)</b>	0.1 g
<b>Cholesterol (mg)</b>	2.8 mg
<b>Sodium (mg)</b>	20.7 mg
<b>Total Carbohydrate (g)</b>	23 g
<b>Dietary Fiber (g)</b>	3.6 g
<b>Total Sugars (g)</b>	19 g
<b>Protein (g)</b>	7.2 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	121.6 mg
<b>Iron (mg)</b>	0.3 mg
<b>Potassium (mg)</b>	340.8 mg

N/A = data not available

## Notes

Try Blood Oranges, Cara Cara, Navel or a mix of different kinds of oranges.

Source: Deb Jones, RDN  
Original Source: Tracee Hume, RDN of the Mountain Table

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# Chicken Tortilla Soup



HACCP Process:  1 – No Cook  2 – Cook & Same Day Serve  3 – Cook, Cool, Reheat, Serve  4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>106</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Vegetable oil		1 tsp		1/4 cup	<ol style="list-style-type: none"> <li>1. In a large hotel pan or stock pot, heat oil on medium heat.</li> <li>2. Add onions and cook about two minutes until soft.</li> <li>3. Add garlic and saute another minute.</li> <li>4. Add peppers and saute until soft.</li> <li>5. Add remaining ingredients and heat until 165 degrees.</li> <li>6. Remove bay leaves before serving.</li> <li>7. Top with crushed tortilla chips, shredded cheese, and sour cream if desired.</li> </ol>
Onion, diced		1/4 cup		4 cups	
Garlic, minced		1 Tbsp		1 cup	
Red and green bell pepper, sliced 1/4 inch thick		1/2 cup		6 cups	
Tomatoes, canned		3/4 cup		12 cups (#10 can)	
Corn		1/2 cup		8 cups	
Black beans, canned		3/4 cup		12 cups (#10 can)	
Salsa, canned		3/4 cup		12 cups (#10 can)	
Green chilies, canned	1.5 oz		27 oz		
Chicken, frozen fajita meat	5 oz		5 lbs		
Cilantro, fresh and chopped		1 Tbsp		1 cup	
Green onions, fresh and chopped		2 Tbsp		2 cups	
Taco seasoning mix		1 Tbsp		1 cup	
Ham base	.25 oz		4 oz		
Black pepper		1/4 tsp		1 Tbsp	
Oregano		1/4 tsp		2 Tbsp	
Bay leaves		1 whole		10 whole	
Water		1 1/4 cups		20 cups	

# Chicken Tortilla Soup



**Serving Size:** 3/4 cup

**Yield:** 6 servings = 4.5 cups | 106 servings = 79.5 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 1.0 oz Meat/Meat Alternate, 1/4 cup Red/Orange Vegetable

**Notes**

## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>60</b>
<b>Total Fat (g)</b>	0.7 g
Saturated Fat (g)	0.1 g
<b>Cholesterol (mg)</b>	0.0 mg
<b>Sodium (mg)</b>	211.8 mg
<b>Total Carbohydrate (g)</b>	11.1 g
Dietary Fiber (g)	3.8 g
Total Sugars (g)	2.9 g
<b>Protein (g)</b>	2.4 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	32 mg
<b>Iron (mg)</b>	1.4 mg
<b>Potassium (mg)</b>	128 mg

N/A = data not available

*Original Source: Sally Donch, Anderson School District, Bozeman, MT*

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# Mediterranean Grain Bowl



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For _6_ Servings		For _50_ Servings		Directions
	Weight	Measure	Weight	Measure	
Greek yogurt, plain		3/4 cup		6 1/4 cup	To prepare sauce 1. Stir together sauce ingredients and refrigerate until service.
Cucumber, finely diced		2/3 cup		4 cup + 3 Tbsp	
Lemon juice		2 Tbsp + 2 tsp		1 1/3 cup	To prepare whole grain 1. Prepare from dry. Rinse grain. Combine grain and water in saucepan. 2. Bring to a boil over high heat. When grain has reached a boil, lower the heat to a low simmer, cover, and continue cooking until grain is tripled in volume and soft, yet chewy. 3. Add water as needed and let set to soak up remaining liquid for 10 minutes before fluffing and serving.  To prepare chicken 1. Arrange a rack in the middle of the oven and heat to 425°F. 2. Line a rimmed baking sheet with aluminum foil; set aside. 3. Place the garlic, oregano, marjoram, pepper, salt, and lemon juice in a large bowl and stir to combine. 4. Add chicken and toss to coat. 5. Place chicken on prepared baking sheet and bake for 18-20 minutes.  To assemble bowl 1. Place 1/2 cup cooked grain in bowl. 2. Top with 2 oz of chicken. 3. Serve with variety of toppings such as fresh spinach, garbanzo beans, cherry tomatoes, and red onion. 4. Drizzle with 2-4 Tbsp sauce and serve with fresh herb and lemon slice.
Dill weed, dried		1 Tbsp + 3/4 tsp		1/2 cup + 2 Tbsp	
Garlic, minced		1 clove		12 cloves	
Sorghum, hulled barley, oat groats, or brown rice		1 cup		8 1/3 cup	
Water or broth		3 cups		7 qts	
Lemon juice		2 Tbsp		1 1/2 cup	
Garlic, minced		1/2 tsp		2 Tbsp	
Oregano, dried		1 tsp		4 Tbsp + 1 tsp	
Marjoram, dried		1/4 tsp		1 Tbsp	
Salt		1/4 tsp		1 Tbsp	
Black pepper, ground		1/8 tsp		1 1/2 tsp	
Chicken thigh, boneless, skinless	1 lb 1 oz		8 lb 14 oz		
Spinach, fresh, chopped		3 cups		1 gallon + 9 cups	
Garbanzo beans, drained		1 1/2 cup		3 qt + 1/2 cup	
Cherry tomatoes, halved		3/4 cup		6 cups	
Cucumber, sliced		3/4 cup		6 cups	
Red onion, thinly sliced		6 Tbsp		3 cups + 2 Tbsp	
Dill or parsley, fresh, chopped		6 Tbsp		3 cups + 2 Tbsp	

# Mediterranean Grain Bowl



**Serving Size:** 1 bowl = 1/2 cup grain, 2 oz chicken

**Yield:** 6 servings = 6 bowls | 50 servings = 50 bowls

**Meal Component Crediting** (Based on Serving Size)

**1 Serving Provides:** 2.25 Meat/Meat Alternate, 1/2 cup Dark Green Vegetable, 1/4 cup Beans/Legumes, 1/8 cup Other Vegetable, 1 oz Grain

## Notes

Sauce, chicken, and grain can be made ahead and refrigerated in separate containers and stored for up to 3 days.

## Nutrition Analysis

 (Based on Serving Size)

<b>Calories (cal)</b>	<b>249</b>
<b>Total Fat (g)</b>	13 g
Saturated Fat (g)	3.3 g
<b>Cholesterol (mg)</b>	77.9 mg
<b>Sodium (mg)</b>	363.7 mg
<b>Total Carbohydrate (g)</b>	14.1 g
Dietary Fiber (g)	3.6 g
Total Sugars (g)	4.3 g
<b>Protein (g)</b>	19.8 g
<b>Vitamin D</b>	0.16 mcg
<b>Calcium (mg)</b>	86.1 mg
<b>Iron (mg)</b>	2.1 mg
<b>Potassium (mg)</b>	352.9 mg

N/A = data not available

Original Source: Deb Jones, RDN

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# Minestrone Soup



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Olive oil		2 Tbsp		1 cup	<ol style="list-style-type: none"> <li>Heat oil in a heavy pot over medium heat.</li> <li>Add onions, celery, and carrots. Saute them in oil until almost tender, but do not brown.</li> <li>Add the cabbage (or other green leafy vegetable), garlic, and zucchini. Stir to mix the vegetables. Continue to saute another 5 minutes.</li> <li>Add the tomatoes and stock. Bring to a boil, reduce heat, and simmer until the vegetables are almost cooked.</li> <li>Add the beans and simmer until heated through and the vegetables are cooked, but not mushy.</li> <li>Taste the soup for seasoning and adjust as needed. To serve, ladle finished soup over cooked pasta.</li> <li>Garnish with chopped parsley and freshly grated parmesan.</li> </ol>
Onion, small dice		1/2 cup		4 cups	
Celery, small dice		1/4 cup		2 cups	
Carrot, small dice		1/3 cup		3 cups	
Garlic, chopped		1/2 tsp		4 tsp	
Green cabbage (kale, chard, etc.) shredded		1/4 cup		2 cups	
Zucchini, small dice		1/4 cup		2 cups	
Tomato, canned, diced		1/2 cup		1 qt	
Chicken or vegetable stock		1 qt		2 gallons	
Cannellini beans, canned, drained		1 cup		1 3/4 qt	
Salt		1/4 tsp		2 tsp	
Pepper		1/4 tsp		2 tsp	
Small pasta, whole grain, dry (e.g. orzo)		3 Tbsp		1 1/2 cup	
Parsley		1 Tbsp		1/2 cup	
Parmesan cheese, grated for garnish		1 Tbsp		1/2 cup	

# Minestrone Soup



**Serving Size:** 1 cup

**Yield:** 6 servings = 6 cups | 50 servings = 50 cups

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 1/8 cup Beans/Legume, 1/8 cup Other Vegetable, 1/8 cup Red/Orange Vegetable

**Notes**

## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>165</b>
<b>Total Fat (g)</b>	6.7 g
Saturated Fat (g)	1.3 g
<b>Cholesterol (mg)</b>	5.5 mg
<b>Sodium (mg)</b>	463.6 mg
<b>Total Carbohydrate (g)</b>	18.7 g
Dietary Fiber (g)	2.5 g
Total Sugars (g)	4 g
<b>Protein (g)</b>	7.8 g
<b>Vitamin D</b>	0.0 mcg
<b>Calcium (mg)</b>	51.9 mg
<b>Iron (mg)</b>	1.8 mg
<b>Potassium (mg)</b>	390 mg

N/A = data not available

*Original Source: Chef Rhonda Adkins, Great Falls, MT*

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# Montana Trout Bowl



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Maple syrup		1 1/2 tsp		1/4 cup	<p>To prepare Wojapi (Wild Berry Sauce)</p> <ol style="list-style-type: none"> <li>Whisk together maple syrup, fruit juice, Timpisila and salt in saucepan while cold.</li> <li>Add fruit and bring to simmer. Cook over medium high heat until reduced and thickened. Before serving, add vinegar. For smoothest sauce, puree hot mixture in a blender.</li> </ol>
Fruit juice (chokecherry or cranberry)		1 1/2 cup		3 qt + 1/2 cup	
Timpisila flour		3 Tbsp		1 1/2 cup	
Salt		pinch		1/2 tsp	
Blueberries, blackberries, raspberries, fresh or frozen		3/4 cup		6 1/4 tsp	
Vinegar		1/2 tsp		1 Tbsp + 1 tsp	<p>To prepare lentils</p> <ol style="list-style-type: none"> <li>Rinse lentils with fresh water before boiling to remove any dust or debris.</li> <li>Cook on stovetop, using 3 parts liquid to 1 part of dry lentils. Bring to boil, cover tightly, reduce heat and simmer until tender, typically 15-20 minutes.</li> </ol>
Green lentils, dried		1/3 cup		2 3/4 cups	
Water or vegetable stock		1 cup		2 qt + 1/3 cup	
Canola oil		1 Tbsp		1/2 cup + 1 tsp	
Onion, finely sliced		1/2 cup		4 cups + 2 Tbsp	
Red bell pepper, finely chopped		1 cup		2 qt + 1/3 cup	<p>To prepare wild rice</p> <ol style="list-style-type: none"> <li>Rinse wild rice: Place wild rice in a fine-mesh strainer and rinse in sink under cold running water. Shake to drain.</li> <li>Saute onion and pepper: Heat oil briefly in large saucepan, then add onion and pepper. Saute over medium heat until softened, about 5 minutes.</li> <li>Add water to saucepan and bring to boil. Add rice and return to boil.</li> <li>Reduce to simmer, cover and cook for 45 minutes. It may need additional 10-15 minutes, stop cooking when grains are tender.</li> <li>Pour rice into strainer to drain off any remaining liquid. Return to pan and let stand, covered, for 5-10 minutes before serving.</li> </ol>
Wild rice		1/2 cup		4 cups + 2 Tbsp	
Brown rice		1/2 cup		4 cups + 2 Tbsp	
Water or vegetable stock		3 cups		25 cups	
Pepitas, sunflower seeds or chopped pecans		6 Tbsp		3 cups + 2 Tbsp	
Canola oil		1 Tbsp		1/2 cup	<p>To prepare fish</p> <ol style="list-style-type: none"> <li>In separate pan, heat oil.</li> <li>Season fish with salt and pepper. Sprinkle paprika on both sides.</li> <li>Add to pan and cook for 2-3 minutes on each side until desired doneness. Remove from pan and allow to cool for 2-3 minutes. Flake fish into small bite size pieces.</li> </ol>
Trout, deboned and skinned	12 oz		6 lb 4 oz		
Salt and pepper		1/4 tsp each		2 tsp each	
Paprika		1 tsp		2 tsp	
				<p>To assemble bowl</p> <ol style="list-style-type: none"> <li>Place 1/2 cup of cooked rice in bowl. Top with 1/8 cup lentils, 2 oz fish, 1 Tbsp nuts or seeds, additional toppings such as roasted butternut squash, and drizzle with sauce.</li> </ol>	

# Montana Trout Bowl



**Serving Size:** 1 bowl = 1/2 cup grain, 1/8 cup lentils, 2 oz trout

**Yield:** 6 servings = 6 bowls | 50 servings = 50 bowls

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 2 oz Meat/Meat Alternate, 1/8 cup Beans/Legume, 3/8 cup Fruit, 1/8 cup Red/Orange Vegetable, 0.75 oz Grain (Whole Grain Rich)

**Notes**

## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>362</b>
<b>Total Fat (g)</b>	16 g
Saturated Fat (g)	2 g
<b>Cholesterol (mg)</b>	33 mg
<b>Sodium (mg)</b>	160 mg
<b>Total Carbohydrate (g)</b>	47 g
Dietary Fiber (g)	8 g
Total Sugars (g)	13 g
<b>Protein (g)</b>	20 g
<b>Vitamin D</b>	9 mcg
<b>Calcium (mg)</b>	67 mg
<b>Iron (mg)</b>	3 mg
<b>Potassium (mg)</b>	793 mg

N/A = data not available

Source: Deb Jones, RDN

Original Sources:

Bowl recipe adapted from: <https://www.lentils.org/recipe/wild-rice-lentils-with-flaked-salmon/>

Sauce adapted from: <https://foragerchef.com/wild-berry-thinpsinla-wozapi/>

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)

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# Oven Baked Falafel



HACCP Process: \_\_\_\_\_ 1 – No Cook \_\_\_\_\_ 2 – Cook & Same Day Serve \_\_\_X\_\_\_ 3 – Cook, Cool, Reheat, Serve \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>48</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Chickpeas, raw, uncooked	6 1/2 oz	1 cup	50 oz	8 cups	<ol style="list-style-type: none"> <li>1. Rinse and soak dry chickpeas in cool water for at least 4 hours or up to 24 hours in refrigerator.</li> <li>2. Pour olive oil on half sheet pan(s) and turn until pan is evenly coated.</li> <li>3. In food processor/vertical cutter mixer, combine soaked and drained chickpeas, onion, parsley, cilantro, garlic, salt, pepper, cumin, cinnamon and olive oil. Process until smooth, about 1 minute.</li> <li>4. Using hands scoop out 2 Tbsp of the mixture at a time (2-#40 scoops). Shape into small patties, about 2 inches wide and ½ inch thick. Place on oiled pan.</li> <li>5. Bake for 15 minutes at 375 °F and carefully flip. Continue baking for 10-15 minutes, until deeply golden on both sides.</li> <li>6. Serve falafel hot or cool. Cover and refrigerate for up to 3 days. Freeze for longer storage.</li> </ol>
Extra virgin olive oil, for pan		1/4 cup		2 cups	
Onion, roughly chopped		1/2 cup		4 cups	
Parsley, mostly leaves, packed		1/2 cup		4 cups	
Cilantro, mostly leaves, packed		1/2 cup		4 cups	
Garlic cloves, quartered		4 cloves		32 cloves	
Salt		1/2 tsp		4 tsp	
Black pepper		1/2 tsp		4 tsp	
Cumin, ground		1/2 tsp		4 tsp	
Cinnamon, ground		1/4 tsp		2 tsp	
Extra virgin olive oil, for falafel		1 Tbsp		1/2 cup	

**Serving Size:** 2 falafels

**Yield:** 6 servings = 12 falafels | 48 servings = 96 falafels

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 1 oz Meat/Meat Alternate or 1/4 cup Beans/Legumes

# Oven Baked Falafel



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>22</b>
<b>Total Fat (g)</b>	1.5 g
<b>Saturated Fat (g)</b>	0.2 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	195.3 mg
<b>Total Carbohydrate (g)</b>	2.2 g
<b>Dietary Fiber (g)</b>	0.4 g
<b>Total Sugars (g)</b>	0.6 g
Added Sugars included (g)	0 g
<b>Protein (g)</b>	0.3 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	9.7 mg
<b>Iron (mg)</b>	0.12 mg
<b>Potassium (mg)</b>	37.5 mg

N/A = data not available

## Notes

Serve with whole wheat pitas, tomato, spinach or other green, onion, and yogurt sauce like Tzatziki to make a sandwich meal.

Source: Deb Jones, RDN

July 2022, Montana Team Nutrition, [www.montana.edu/teamnutrition/training/index.html](http://www.montana.edu/teamnutrition/training/index.html)  
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# Southwest Grain Bowl



HACCP Process: \_\_\_\_\_ 1 – No Cook    \_\_\_X\_\_\_ 2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Greek yogurt, non fat		3/4 cup		6 1/4 cup	<p>To prepare dressing</p> <ol style="list-style-type: none"> <li>1. Add all ingredients to bowl and whisk until well combined.</li> </ol> <p>To prepare quinoa</p> <ol style="list-style-type: none"> <li>1. Place quinoa in a fine wire-mesh strainer; rinse under running water 1 minute. Drain.</li> <li>2. Bring quinoa and water to a boil in a saucepan over high heat. Cover and reduce heat to medium. Cook until liquid is mostly absorbed, 12 to 15 minutes.</li> <li>3. Remove from heat, and let steam, covered, 10 minutes. Drain any excess water. Fluff with fork and serve.</li> </ol> <p>To prepare lentils</p> <ol style="list-style-type: none"> <li>1. Rinse your lentils with fresh water before boiling to remove any dust or debris.</li> <li>2. Cook on a stovetop, use 3 parts of liquid (water, stock, etc) to 1 part dry lentils. Be sure to use a large enough saucepan as the lentils will double or triple in size. (1 cup dry makes 2 ½ cups cooked)</li> <li>3. Bring to a boil, cover tightly, reduce heat and simmer until they are tender. For whole lentils, cook time is typically 15-20 minutes.</li> </ol> <p>To prepare protein</p> <ol style="list-style-type: none"> <li>1. CCP - Heat to food safe temperature of 165°F. Hot hold to assure product stays above food safe serving temperature of 135°F.</li> </ol> <p>To assemble bowl</p> <ol style="list-style-type: none"> <li>1. Place 1 cup of greens in a bowl. Top with 1 oz meat/meat alternate, 1 oz cheese, 2 Tbsp jicama, 2 Tbsp green onion, 1/8 cup tomato, 1/2 cup quinoa, 1/4 cup lentils, and 2 1/2 Tbsp of dressing.</li> </ol>
Garlic powder		1 1/2 tsp		4 Tbsp + 1 1/2 tsp	
Onion powder		1/2 tsp		1 Tbsp + 1 tsp	
Lime juice		1 1/2 tsp		4 Tbsp + 1 1/2 tsp	
Dill, dried		3/4 tsp		2 Tbsp + 1 tsp	
Salt		1/8 tsp		1 tsp	
Chipotle chili powder		1 1/4 tsp		3 Tbsp + 1 tsp	
Water		3 Tbsp		1 1/2 cups	
Quinoa, dry		3/4 cup		6 1/4 cups	
Water		1 1/2 cups		3 qt + 1/2 cup	
Lentils, black beluga		1/2 cup		4 cups + 3 Tbsp	
USDA pork, pulled, cooked, frozen OR USDA turkey taco filling	12 oz or 10.5 oz		6 lb 4 oz or 4 lb 1 oz		
Cheese, shredded	6 oz		3 lb 2 oz		
Kale, green leaf, or spinach, chiffonade		6 cups		3 gallon + 2 cups	
Jicama, peeled and julienned		3/4 cup		6 1/4 cups	
Green onion, sliced thinly		3/4 cup		6 1/4 cups	
Tomatoes, wedged		3/4 cup		6 1/4 cups	

# Southwest Grain Bowl



**Serving Size:** 1 bowl

**Yield:** 6 servings = 6 bowls | 50 servings = 50 bowls

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 2 oz eq Meat/Meat Alternate, 1 cup Dark Green Vegetable, 1/4 cup Beans/Legumes, 1/8 cup Red/Orange Vegetable, 1 oz Grain (Whole Grain Rich).

## Notes

If using kale as the base green vegetable, massage the leaves to soften for eating raw.

Meal component crediting is based on suggested bowl assembly; crediting should be adjusted if different toppings are used.

Nutrient analysis is based on a Southwest Grain Bowl made with USDA pulled pork.

## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>387</b>
Total Fat (g)	15 g
Saturated Fat (g)	6.8 g
Cholesterol (mg)	62.8 mg
Sodium (mg)	1167 mg
Total Carbohydrate (g)	36 g
Dietary Fiber (g)	5.4 g
Total Sugars (g)	4.5 g
<b>Protein (g)</b>	<b>26 g</b>
Vitamin D	0.1 mcg
Calcium (mg)	346 mg
Iron (mg)	3.2 mg
Potassium (mg)	289 mg

N/A = data not available

*Original Source: Deb Jones, RDN*

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# Thai Inspired Grain Bowl



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>50</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Ginger, fresh, minced		2 1/4 tsp		7 Tbsp	<p>To prepare peanut sauce</p> <ol style="list-style-type: none"> <li>1. Combine all sauce ingredients and puree (with blender or immersion blender) until smooth.</li> </ol> <p>To prepare whole grain</p> <ol style="list-style-type: none"> <li>1. Rinse and drain whole grain sorghum (or grain of choice).</li> <li>2. Bring 4 parts of water or stock to a boil in saucepan. Add 1 part whole grain sorghum.</li> <li>3. Cover with a tight-fitting lid and bring to a boil. Reduce heat to medium and let simmer for 45 minutes or until tender. Stir occasionally. Add more water or stock if necessary.</li> <li>4. When grain has absorbed all of the water, fluff with a fork.</li> </ol> <p>To prepare hard cooked eggs</p> <ol style="list-style-type: none"> <li>1. Put eggs in a pan of cold water. Bring to a boil and cook for 2 minutes.</li> <li>2. Turn heat off. Cover pan and let stand for 11 minutes. Transfer eggs to cold water and let them soak until cooled. Peel.</li> </ol> <p>To assemble grain bowl: Place 1/2 cup of cooked whole grain in each bowl.</p> <p>Top with:</p> <ul style="list-style-type: none"> <li>• Egg- 1 per bowl</li> <li>• Edamame- 1/4 cup/bowl</li> <li>• Cabbage – 2 Tbsp/bowl</li> <li>• Carrot- 1/4 cup/bowl</li> <li>• Snap Peas- 2 Tbsp/bowl</li> <li>• Fresh cilantro and a lime wedge</li> <li>• Drizzle with 2 Tbsp. peanut sauce</li> </ul>
Garlic, minced		3/4 tsp		2 Tbsp + 1/4 tsp	
Peanut butter (sub almond, sunflower, or tahini)		6 Tbsp		3 cups + 1 Tbsp	
Tamari (gf) or soy sauce		1 Tbsp + 1/2 tsp		3/4 cup + 1/2 tsp	
Lime juice		2 Tbsp		1 cup + 2 Tbsp	
Brown sugar		1 1/4 tsp		3 Tbsp + 1/2 tsp	
Red pepper flakes		1/4 tsp		2 1/4 tsp	
Coconut milk		1/2 cup		4 cups + 1 Tbsp	
Sorghum, brown rice noodles, brown rice or other grain		3 cups, cooked		6 qt + 1 cup cooked	
Eggs, hard cooked and quartered		6		50	
Edamame, shelled		1 1/2 cup		3 qt + 1/2 cup	
Red cabbage, shredded		1 cup		8 1/3 cup	
Carrots, julienne		1 1/2 cup		3 qt + 1/2 cup	
Sugar snap peas, bias cut		1 cup		8 1/3 cup	
Fresh cilantro, chopped		6 Tbsp		3 cups + 2 Tbsp	
Lime, cut into 1/8 slices		1		8	

# Thai Inspired Grain Bowl



**Serving Size:** 1 bowl

**Yield:** 6 servings = 6 bowls | 50 servings = 50 bowls

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 2.25 oz Meat/Meat Alternate, 1/4 cup Beans/Legume, 1 oz Grain (Whole Grain), 1/4 cup Red/Orange Vegetable, 3/8 cup Other Vegetable

## Notes

Meal component credited based on suggested grain bowl assembly; crediting will vary based on toppings.

## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>356</b>
<b>Total Fat (g)</b>	15 g
Saturated Fat (g)	5.5 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	295 mg
<b>Total Carbohydrate (g)</b>	42.3 g
Dietary Fiber (g)	6.7 g
Total Sugars (g)	6.3 g
<b>Protein (g)</b>	16.1 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	64 mg
<b>Iron (mg)</b>	2.9 mg
<b>Potassium (mg)</b>	548 mg

N/A = data not available

*Original Source: Deb Jones, RDN*

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# Breakfast Bread



HACCP Process: \_\_\_\_\_ 1 – No Cook    \_\_\_X\_\_\_ 2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For 50 Servings		For 100 Servings		Directions
	Weight	Measure	Weight	Measure	
<b>For dough</b>					<p>To prepare dough</p> <ol style="list-style-type: none"> <li>Dissolve yeast in warm water.</li> <li>Add remaining ingredients and mix with dough hook until dough is ready, approximately 10 minutes.</li> <li>Place 4 lb. dough balls on each 18 x 26" sheet pan. Cover with plastic and proof until light. (Use greased pans.)</li> <li>Spread dough over pan with hands (dough is very soft). Spread with fruit.</li> <li>Sprinkle with cinnamon and sugar to taste.</li> </ol> <p>To prepare crumble</p> <ol style="list-style-type: none"> <li>Combine ingredients in a large mixer. The mixture should be mixed until it forms crumbs and holds together when pinched. This recipe makes enough crumble for 10 pans or 250 servings of breakfast bread; freeze any leftover crumble for future use.</li> </ol> <p>To assemble bread</p> <ol style="list-style-type: none"> <li>Sprinkle approximately 4 cups of crumble mixture over each pan of dough.</li> <li>Proof at room temperature until dough is about even with top of pan.</li> <li>Bake at 350 degrees for 15-20 minutes or until done.</li> <li>Drizzle with an optional powdered sugar glaze. Serve warm or room temperature.</li> </ol>
Warm water		6 cups		12 cups	
Yeast, dry*		1/2 cup		1 cup	
Bread flour	2 1/4 lb		4 1/2 lb, 2 oz		
Whole wheat flour	2 1/4 lb		4 1/2 lb, 2 oz		
Sugar		1 cup		2 cups	
Salt		2 Tbsp		1/4 cup	
Butter, softened	6 oz		12 oz		
<b>For topping</b>					
Cinnamon and sugar		as needed		as needed	
Apples, cherries, or blueberries		4 cups		8 cups	
<b>For crumble (makes enough for 10 pans or 250 servings)</b>					
Butter			4 lbs		
White flour				1 gallon	
Whole wheat flour				1 gallon	
Granulated sugar				2 quarts	
Vanilla				1/2 cup	
<b>For glaze (optional)</b>					
Powdered sugar		4 cups		8 cups	
Milk or water		1/8 - 1/4 cup		1/4 - 1/2 cup	
Vanilla extract		1-2 tsp		2-4 tsp	

# Breakfast Bread



**Serving Size:** 1 piece = 3.25" x 5" rectangle

**Yield:** 50 servings = 2 18" x 26" sheet pans | 100 servings = 4 18" x 26" sheet pans

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 3.5 oz Grains (1.75 Whole Grain Rich, 1.75 Non-Whole Grain Rich)

## Notes

\*This recipe uses regular dry yeast from SAF, but if using another brand just use the conversion chart on the package.

## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>271</b>
<b>Total Fat (g)</b>	5.5 g
Saturated Fat (g)	2.8 g
<b>Cholesterol (mg)</b>	11 mg
<b>Sodium (mg)</b>	283 mg
<b>Total Carbohydrate (g)</b>	49.5 g
Dietary Fiber (g)	4.6 g
Total Sugars (g)	7.3 g
<b>Protein (g)</b>	7.9 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	17.7 mg
<b>Iron (mg)</b>	2.4 mg
<b>Potassium (mg)</b>	157 mg

N/A = data not available

*Original Source: Barbara Oehl, Montana Team Nutrition Peer Educator*

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# Carrot Muffin



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For 12 Servings		For 50 Servings		Directions
	Weight	Measure	Weight	Measure	
Eggs, large		2		8	<ol style="list-style-type: none"> <li>1. Preheat oven. Preheat convection oven to 300 °F or conventional oven to 335 °F.</li> <li>2. Whisk eggs, add oil and vanilla and whisk again.</li> <li>3. Add pureed carrots and mix well.</li> <li>4. Add flours, sugar, spices, baking soda, baking powder, and salt to wet ingredients and mix with rubber spatula. Batter will seem thick but will loosen up as you gently mix more.</li> <li>5. Fold in shredded carrots.</li> <li>6. Use scoop to fill 1/2 cup muffin tins with liners.</li> <li>7. Bake at 300 degrees (convection) until toothpick comes out clean, about 22-25 minutes.</li> </ol>
Vegetable oil		1/3 cup		1 1/3 cup + 1/2 Tbsp	
Vanilla extract		1 Tbsp		1/4 cup + 1/2 tsp	
Carrots, pureed		1 cup		1 qt + 2 Tbsp	
All purpose flour		1 cup		1 qt + 2 Tbsp	
Whole wheat flour		1 1/4 cup		1 qt + 1 1/4 cups	
Brown sugar		3/4 cup		3 1/8 cups	
Cinnamon		2 tsp		2 Tbsp + 2 1/2 tsp	
Nutmeg		1/2 tsp		2 1/8 tsp	
Baking soda		1/2 tsp		2 1/8 tsp	
Baking powder		1 tsp		1 Tbsp + 1 tsp	
Salt		1/2 tsp		2 tsp	
Carrots, shredded		2 cup		2 qt + 1/4 cup	

**Serving Size:** 1 muffin

**Yield:** 12 servings = 12 muffins | 50 servings = 50 muffins

**Meal Component Crediting** (Based on Serving Size)

**1 Serving Provides:** 0.25 Meat/Meat Alternate, 1.25 oz Grain (Whole Grain Rich), 1/4 cup Red/Orange Vegetable

# Carrot Muffin



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>204</b>
<b>Total Fat (g)</b>	6.5 g
<b>Saturated Fat (g)</b>	1.0 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	218 mg
<b>Total Carbohydrate (g)</b>	33.7 g
<b>Dietary Fiber (g)</b>	2.7 g
<b>Total Sugars (g)</b>	14.9 g
<b>Protein (g)</b>	3.6 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	53.3 mg
<b>Iron (mg)</b>	1.2 mg
<b>Potassium (mg)</b>	175 mg

N/A = data not available

## Notes

Original Source: Jay Stagg, Whitefish School District, Whitefish, MT

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# Cheesy Onion Bread



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For 12 Servings		For 48 Servings		Directions
	Weight	Measure	Weight	Measure	
Single rise dough, prepared	1 lb 2 oz		4 lb 8 oz		<ol style="list-style-type: none"> <li>Scale dough into desired portions for each sheet pan to be made into Cheesy Onion Bread. See Single Rise Whole Wheat Dough Recipe.</li> <li>Flatten with rolling pin. Combine beaten eggs, cheese and onion and place in the center of dough. Fold four corners to center over filling.</li> <li>Using a dough scraper, chop dough until filling is blended evenly into dough.</li> <li>Place dough mixture evenly on a greased sheet pan or one lined with parchment paper. The small recipe fits a 9" x 13" pan and the large recipes fits a 18" x 26" sheet pan.</li> <li>Repeat procedure for each additional pan needed.</li> <li>Proof until dough has risen to top of pan.</li> <li>Bake at 375 degrees F (conventional) or 350 degrees F (convection) for about 18 minutes.</li> <li>Cut into squares or bread sticks.</li> </ol>
Eggs, beaten		1		4	
Low fat cheddar cheese, shredded	1/4 lb		1 lb		
Onions, fresh, finely chopped	1/4 lb		1 lb		

**Serving Size:** 1.5 oz

**Yield:** 12 servings = 18 oz | 48 servings = 72 oz

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 1 oz eq Grain (0.5 oz Whole Grain Rich)

# Cheesy Onion Bread



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>134</b>
<b>Total Fat (g)</b>	4.8 g
Saturated Fat (g)	2.4 g
<b>Cholesterol (mg)</b>	10.1 mg
<b>Sodium (mg)</b>	195.8 mg
<b>Total Carbohydrate (g)</b>	17.9 g
Dietary Fiber (g)	3.7 g
Total Sugars (g)	2.5 g
Added Sugars included (g)	0 g
<b>Protein (g)</b>	6.7 g
<b>Vitamin D</b>	0.6 mcg
<b>Calcium (mg)</b>	9.3 mg
<b>Iron (mg)</b>	0.9 mg
<b>Potassium (mg)</b>	77.6 mg

N/A = data not available

## Notes

Original Source: Barbara Oehl, Montana Team Nutrition Peer Educator

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# Fluffy Whole Wheat Bridger Biscuits



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For 12 Servings		For 48 Servings		Directions
	Weight	Measure	Weight	Measure	
All purpose flour	3.4 oz	3/4 cup	13.6 oz	3 cups	<ol style="list-style-type: none"> <li>In a medium bowl, combine flours, baking powder, sugar, and salt; mix well.</li> <li>Cut in butter until mixture resembles coarse crumbs.</li> <li>Stir in milk just until moistened. If batter is too dry, add one or two tablespoons of milk.</li> <li>Turn out onto a lightly floured surface; knead gently 8-10 times. Roll to 3/4" thickness; cut with a 2-1/2 inch biscuit cutter and place on an ungreased baking sheet.</li> <li>Bake at 450 degrees for 10-12 minutes or until lightly browned. Serve warm.</li> </ol>
Whole wheat flour	5.5 oz	1 + 1/4 cup	22 oz	5 cups	
Baking powder		4 tsp		1/3 cup	
Sugar		1 Tbsp		1/4 cup	
Salt		3/4 tsp		1 Tbsp	
Butter or margarine	2 oz	1/4 cup	8 oz	1 cup	
Low fat or skim milk	8 oz	1 cup	32 oz	1 quart	

**Serving Size:** 1 biscuit

**Yield:** 12 servings = 12 biscuits | 48 servings = 48 biscuits

**Meal Component Crediting** (Based on Serving Size)

**1 Serving Provides:** 1.25 oz eq Grain (0.75 oz Whole Grain Rich)

# Fluffy Whole Wheat Bridger Biscuits



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>116</b>
<b>Total Fat (g)</b>	4.2 g
Saturated Fat (g)	0.8 g
<b>Cholesterol (mg)</b>	0.7 mg
<b>Sodium (mg)</b>	347 mg
<b>Total Carbohydrate (g)</b>	17.5 g
Dietary Fiber (g)	1.6 g
Total Sugars (g)	2.2 g
<b>Protein (g)</b>	3.2 g
<b>Vitamin D</b>	0.3 mcg
<b>Calcium (mg)</b>	121 mg
<b>Iron (mg)</b>	1.0 mg
<b>Potassium (mg)</b>	87 mg

N/A = data not available

## Notes

Original Source: Lynn White, Bridger School District, Bridger, MT

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# Fruit Basket Upset



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For 12 Servings		For 48 Servings		Directions
	Weight	Measure	Weight	Measure	
Single rise dough, prepared	1 lb 2 oz		4 lb 8 oz		<ol style="list-style-type: none"> <li>Scale dough into desired portions for each sheet pan to be made into Fruit Basket Upset.</li> <li>Flatten dough with rolling pin. Combine beaten eggs, oil and fruit and place in the center of the dough. Fold four corners to center over filling.</li> <li>Using a dough scraper, chop dough until filling is blended evenly into dough.</li> <li>Sprinkle cinnamon &amp; sugar mixture onto blended dough.</li> <li>Place dough mixture evenly on a greased sheet pan or one lined with parchment paper. The 12 serving recipe fits a 9" x 13" pan and the 48 serving recipe fits an 18" x 26" sheet pan. Dough mixture will be bumpy and separated but will rise together.</li> <li>Repeat procedure for each additional pan needed.</li> <li>Proof until dough has risen to top of pan.</li> <li>Bake at 375°F for about 30 minutes in a conventional oven, or 350°F for 18-20 minutes in a convection oven.</li> <li>Cut into squares according to the yield needed per pan.</li> <li>For an appealing presentation, a light glaze made from the fruit juice and powdered sugar may be drizzled over the top of the bread when cooled.</li> </ol>
Eggs, beaten		1		4	
Peaches, drained (or any other combination of canned fruit)		3/4 cup		3 cups	
Oil		1 1/2 tsp		2 Tbsp	
Cinnamon		1 Tbsp		1/4 cup	
Sugar		2 Tbsp		1/2 cup	
Powdered sugar		as needed		as needed	

**Serving Size:** 1.5 oz

**Yield:** 12 servings = 18 oz | 48 servings = 72 oz

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 1.0 oz eq total Grain (0.5 g Whole Grain Rich)

# Fruit Basket Upset



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>121</b>
<b>Total Fat (g)</b>	1.6 g
<b>Saturated Fat (g)</b>	0.1 g
<b>Cholesterol (mg)</b>	0 mg
<b>Sodium (mg)</b>	169.5 mg
<b>Total Carbohydrate (g)</b>	23.2 g
<b>Dietary Fiber (g)</b>	1.3 g
<b>Total Sugars (g)</b>	5.5 g
Added Sugars included (g)	0 g
<b>Protein (g)</b>	4.0 g
<b>Vitamin D</b>	0.5 mcg
<b>Calcium (mg)</b>	16.4 mg
<b>Iron (mg)</b>	1.1 mg
<b>Potassium (mg)</b>	52.3 mg

N/A = data not available

## Notes

Source: Cindy Giese, Montana Team Nutrition Peer Educator  
Original Source: Barbara Oehl, Montana Team Nutrition Peer Educator

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# Irish Soda Bread



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For 15 Servings		For 45 Servings		Directions
	Weight	Measure	Weight	Measure	
Buttermilk		1 3/4 cup		5 1/4 cup	<ol style="list-style-type: none"> <li>Preheat oven to 350°F.</li> <li>Whisk the wet ingredients together in a large bowl.</li> <li>Mix the dry ingredients together on a large bowl.</li> <li>Cut cold butter into the dry ingredients.</li> <li>Add the wet ingredients to the dry ingredients and mix with dough hook until mixed – should be a bit lumpy.</li> <li>Form dough into 10 balls about the size of a small mixing bowl or 8" across, flatten somewhat.</li> <li>Place on parchment lined baking sheets.</li> <li>Using a very sharp knife, score the dough allowing the center to bake.</li> <li>Bake until golden brown, approximately 25 minutes.</li> </ol>
Eggs, large		1		3	
All purpose flour		2 cup + 2 Tbsp		6 1/3 cup	
Whole wheat flour		2 cup + 2 Tbsp		6 1/3 cup	
Sugar, granulated		2 Tbsp + 2 tsp		1/2 cup	
Baking soda		1 tsp		1 Tbsp	
Salt		1 tsp		1 Tbsp + 1/2 tsp	
Butter, unsalted		1/3 cup		1 cup	
Raisins (optional)		1 cup		3 cups	

**Serving Size:** 1 slice (2 oz)

**Yield:** 15 servings = 30 oz | 45 servings = 90 oz

**Meal Component Crediting** (Based on Serving Size)

**1 Serving Provides:** 2 oz (1 oz Grain + 1 oz Whole Grain)

# Irish Soda Bread



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>131</b>
<b>Total Fat (g)</b>	4.5 g
Saturated Fat (g)	2.6 g
<b>Cholesterol (mg)</b>	10.9 mg
<b>Sodium (mg)</b>	294 mg
<b>Total Carbohydrate (g)</b>	22 g
Dietary Fiber (g)	2.2 g
Total Sugars (g)	8.6 g
Added Sugars included (g)	0 g
<b>Protein (g)</b>	2.6 g
<b>Vitamin D</b>	0 mcg
<b>Calcium (mg)</b>	13.1 mg
<b>Iron (mg)</b>	0.8 mg
<b>Potassium (mg)</b>	134.5 mg

N/A = data not available

## Notes

*Original Source: Shelli Boggess, Deer Lodge School District*

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# Single Rise Whole Wheat Dough



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For 28 Servings		For 136 Servings		Directions
	Weight	Measure	Weight	Measure	
Instant yeast		2 Tbsp		1/2 cup	<ol style="list-style-type: none"> <li>Mix salt, sugar, yeast and flour together in mixing bowl. Add egg and oil to dry ingredients.</li> <li>Add 2 (or 11) cups of water gradually to dough and mix well. Add additional 1/2 (or 1) cup water in small increments if dough is dry. Water temperature should be 115-120 degrees.</li> <li>If using a heavy duty mixer with a dough hook***, finish the mixing process completely in the mixer. If mixer is not heavy duty and has no dough hook, mix as much flour in as possible using the mixer, then work remaining flour in by hand and knead until the dough is smooth and elastic.</li> <li>After the mixing and kneading process is complete, scale into the size units you want to make such as two bread loaves or sandwich buns, dinner rolls, cinnamon rolls, etc. Refer to page 2 for bread weight size units.</li> <li>Cover dough balls with plastic and let rest 10 minutes.</li> <li>Mold dough into shapes and place into parchment lined or greased proper sized pans.</li> <li>Proof dough units until almost double in bulk. When touched gently, a unit that is fully proofed will fill out the dent slowly. Bake loaves:               <ul style="list-style-type: none"> <li>Conventional oven, loaves: 375°F for 30-35 minutes</li> <li>Conventional oven, small units: 375°F for 15-20 minutes</li> <li>Convection oven, loaves: 350°F for 30 - 35 minutes</li> <li>Convection oven, small units: 350°F for 15 - 20 minutes</li> </ul> </li> </ol>
Sugar		3 Tbsp		1 cup	
Salt		1 Tbsp		1/4 cup + 1 Tbsp	
Water		2 - 2 1/2 cups		11-12 cups	
Non fat dry milk*	1.44 oz		7 oz		
Oil		1/3 cup		1 1/2 cups	
Eggs		1		6	
All purpose or bread flour	0.82 lbs		4 lbs		
Whole wheat flour**	1 lb		5 lbs		

# Single Rise Whole Wheat Dough



**Serving Size:** 2 oz (serving size varies based on desired bread type)

**Yield:** 28 servings = 3.5 lbs dough | 136 servings = 17 lbs dough

**Meal Component Crediting** (Based on Serving Size)

**1 Serving Provides:** 1.75 oz Grain (Whole Grain Rich)

## Nutrition Analysis (Based on Serving Size)

<b>Calories (cal)</b>	<b>139</b>
<b>Total Fat (g)</b>	3.1 g
Saturated Fat (g)	0.5 g
<b>Cholesterol (mg)</b>	0.3 mg
<b>Sodium (mg)</b>	266 mg
<b>Total Carbohydrate (g)</b>	24 g
Dietary Fiber (g)	2.3 g
Total Sugars (g)	2.4 g
<b>Protein (g)</b>	4.6 g
<b>Vitamin D</b>	0.2 mcg
<b>Calcium (mg)</b>	26.6 mg
<b>Iron (mg)</b>	1.2 mg
<b>Potassium (mg)</b>	106 mg

N/A = data not available

## Notes

\* Any dough that contains milk should be mixed to be more “slack” (softer and not necessarily completely clearing the sides of the bowl during the kneading process) since it will stiffen during fermentation. A dough that is too skiff will cause the final bread product to be dry.

\*\*It is recommended to use a high protein content flour such as Wheat Montana Prairie Gold for whole wheat variety. Extra water may be needed during the mixing process as whole wheat flour absorbs more water.

\*\*\*When using a tabletop mixer, it is best to start mixing process using the flat beater. Work about 3-4 cups of flour into the dough using flat beater and beat well for 3 minutes. Then, change to dough hook and incorporate remaining flour until you have soft dough. Let the dough hook do the kneading for 2-3 minutes. Dough should begin to break away from the sides of the bowl and collect on the dough hook.

## Bread Weights

Bread Type	Size Unit	Serving Size
Hamburger Bun	1.5 lbs.	2 oz.
Dinner Roll (Mini Bun)	1.5 lbs.	1 oz.
Bread Stick	1.5 lbs	1 oz.
Hoagie Bun	1.5 lbs	3 oz.
Calzone	1.75 lbs.	3.5 oz.
Stromboli	1.75 lbs.	3.5 oz.
Super Sub Loaf	2 lbs.	4 oz.
Wiener Wrap	1.5 oz.	3 oz.
Cheesy Onion Bread	4.5 lbs – cut 5 X 7	2 oz.
Pizza Crust	3 lbs.	2.67 oz.
French Bread Pizza	2 lbs.	4 oz.

Source: Cindy Giese, Montana Team Nutrition Peer Educator

Original Source: Barbara Oehl, Montana Team Nutrition Peer Educator

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# Whole Wheat Sweet Potato Rolls



HACCP Process: \_\_\_\_\_ 1 – No Cook     2 – Cook & Same Day Serve    \_\_\_\_\_ 3 – Cook, Cool, Reheat, Serve    \_\_\_\_\_ 4 – SOP Controlled

Ingredients	For <u>6</u> Servings		For <u>48</u> Servings		Directions
	Weight	Measure	Weight	Measure	
Sweet potatoes, canned, undrained		1/3 cup		2 2/3 cup	<ol style="list-style-type: none"> <li>Preheat conventional oven to 400 °F or convection oven to 350 °F.</li> <li>Measure sweet potato pieces into a quart/gallon measuring container. Pour sweet potato liquid over sweet potato pieces to the appropriate level. Add to a large mixing bowl and beat until smooth.</li> <li>Add butter, oil and honey to the mashed sweet potatoes. Blend well.</li> <li>In a separate bowl, measure and stir together all dry ingredients. Add to sweet potato mixture and blend until dry ingredients are incorporated.</li> <li>Add water to above mixture and mix on #2 speed for 5 minutes until dough leaves the side of the bowl and is fully developed. Dough should be soft but not sticky. If more flour is needed, add a little at a time. Let dough set 30 minutes in a warm place.</li> <li>Pinch into 2 ½ ounce rolls; let rise until double in bulk.</li> <li>Bake until lightly browned, 18-20 minutes in a conventional oven or 12-14 minutes in a convection oven.</li> </ol>
Butter, softened		1 Tbsp + 1 tsp		2/3 cup	
Vegetable oil		2 tsp		1/3 cup	
Honey		1 Tbsp + 1 tsp		2/3 cup	
Bread flour	0.23 lb		1.84 lbs		
Whole wheat flour	0.23 lb		1.84 lbs		
Nonfat dry milk powder		1 Tbsp + 1 tsp		2/3 cup	
Salt		1/4 tsp		2 tsp	
Warm water		1/3 cup		2 2/4 cups	
Instant yeast		1 tsp		2 Tbsp	

**Serving Size:** 2.5 oz roll

**Yield:** 6 servings = 6 rolls | 48 servings = 48 rolls

**Meal Component Crediting** *(Based on Serving Size)*

**1 Serving Provides:** 2 oz eq. total Grain, 1.0 oz. Whole Grain Rich

# Whole Wheat Sweet Potato Rolls



## Nutrition Analysis *(Based on Serving Size)*

<b>Calories (cal)</b>	<b>188.5</b>
<b>Total Fat (g)</b>	4.8 g
<b>Saturated Fat (g)</b>	1.9 g
<b>Cholesterol (mg)</b>	7 mg
<b>Sodium (mg)</b>	107.5 mg
<b>Total Carbohydrate (g)</b>	32.5 g
<b>Dietary Fiber (g)</b>	2.6 g
<b>Total Sugars (g)</b>	6 g
<b>Protein (g)</b>	5 g
<b>Vitamin D</b>	0.1 mcg
<b>Calcium (mg)</b>	24 mg
<b>Iron (mg)</b>	1.5 mg
<b>Potassium (mg)</b>	105 mg

N/A = data not available

## Notes

*Original Source: Barbara Oehl, Montana Team Nutrition Peer Educator*

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