### Carrot-Raisin Salad

**Vegetable/Fruit**

<table>
<thead>
<tr>
<th>Ingredients</th>
<th>Weight</th>
<th>Measure</th>
<th>50 Servings</th>
<th>100 Servings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh carrot, shredded coarsely</td>
<td>3 lb 4 oz</td>
<td>1 qt</td>
<td>3 lb</td>
<td>6 lb</td>
</tr>
<tr>
<td>Raisins</td>
<td>1 lb 8 oz</td>
<td>1 qt</td>
<td>2 lb</td>
<td>4 lb</td>
</tr>
<tr>
<td>Instant nonfat dry milk, reconstituted</td>
<td>1 lb</td>
<td>1 qt</td>
<td>2 lb</td>
<td>4 lb</td>
</tr>
<tr>
<td>Reduced calorie salad dressing OR Lowfat mayonnaise</td>
<td>1 lb</td>
<td>1 qt</td>
<td>2 lb</td>
<td>4 lb</td>
</tr>
<tr>
<td>Salt</td>
<td>½ tsp</td>
<td>1 tsp</td>
<td>½ tsp</td>
<td>1 tsp</td>
</tr>
<tr>
<td>Ground nutmeg (optional)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Frozen lemon juice concentrate, reconstituted (optional)</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**Comments:** *See Marketing Guide.*

**SERVING:**

- ¼ cup (No. 16 scoop) provides ¼ cup of vegetable and fruit.

**YIELD:**

- About 3 quarts 1 cup

**VOLUME:**

- 50 Servings
- 100 Servings

### Directions

1. Place carrots and raisins in large bowl.
2. In a separate bowl, combine milk, salad dressing or mayonnaise, salt, nutmeg (optional), and lemon juice (optional). Pour dressing over carrots and raisins. Mix lightly. Spread 6 lb (approximately 3 qt 1 cup) into each shallow pan (12" x 20" x 2 ½) to a product depth of 2" or less. For 50 servings, use 1 pan. For 100 servings, use 2 pans.
3. CCP: Cool to 41° F or lower within 4 hours. Cover. Refrigerate until service.
4. Mix lightly before serving. Portion with No. 16 scoop (¼ cup).

### Comments:

*See Marketing Guide.*

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**Lesson 3**

**New Generation Foods—Storing**

2007 Breakfast Lunch Training
Cooking for the New Generation, 2nd Edition
Lesson 3: New Generation Foods—Storing
Table of Contents

Lesson Background ......................................................... 96
Lesson-at-a-Glance ......................................................... 104
Preparing to Teach Checklist ............................................. 105
Lesson Plan ................................................................. 106

Supplemental Materials

Pre-Training Assessment and Key ........................................ 117
Activity One: Finding the Information for Proper Storage ........ 119
Video Listening Guide and Key .......................................... 131
Activity Two: Make the Storage Connection ......................... 133
Activity Three: Food Storage SOPs .................................... 142
Post-Training Assessment and Key ...................................... 148
New Generation Foods—Storing

Cooking for the New Generation, 2nd Edition is a training resource designed to help food service assistants prepare new generation foods that will encourage students to select school nutrition program meals every school day. An additional goal, every bit as important, is to foster a habit in our students of choosing healthy and delicious foods wherever they eat throughout their lifetime.

Lesson Overview
Lesson 3, New Generation Foods—Storing explores the importance of proper storage of new generation foods after they are received in the school kitchen.

This lesson provides information about
- manufacturer’s instructions,
- safe and sanitary food storage, and
- written food storage procedures.

Importance of Proper Storage
Every year school food service operations purchase many millions of dollars of high quality new generation foods for preparation and service to student customers. After they are received these products are quickly moved to the proper type of storage to preserve their quality and safety.

If the storage phase is not handled properly large amounts of money can be lost, as foods improperly handled become unusable and must be disposed of. However, there is a more critical concern than financial loss, as important as that may be. This concern is the very serious potential for improper food handling at any of the major stops that food makes in the kitchen (receiving, storing, preparing, holding, presenting, and serving) to result in unsafe food. Without proper attention at each stop, unsafe food could be served to student customers.

Based on data from the Centers for Disease Control and Prevention, the Council for Agricultural Science and Technology estimates that annually 6 to 33 million Americans become ill and that foodborne illness contributes to the deaths of perhaps 9,000 persons each year. A large percentage of foodborne illness is preventable through proper food handling (Choice Plus Food Safety Supplement, NFSMI 2003).

Manufacturer’s Instructions—Food Storage
The modern food manufacturer employs many food technologists and other professionals involved in commercial food preparation. These professionals are employed by the food manufacturer to develop new food products and check the quality of the product during the manufacturing process. One of the important job duties of this staff is to write the instructions
for the food products sold. In school nutrition following manufacturer’s instructions is important in each of the major stops that purchased food makes in the kitchen on its way to the students.

**Information Included**
Manufacturers should provide information on all factors that impact the quality of the product from storage through service.

In *Lesson 3, New Generation Foods—Storing* we will be looking at the food storage information provided by manufacturer’s instructions (*USDA Commodity Food Fact Sheets*) for several different food items.

The following is a brief list of the information included in most manufacturer’s instructions.

- Product Name and Code Number
- Category of Food
- Product Description
- Pack/Yield
- Type of Storage
- Length of Storage
- Preparation/Cooking Instructions
- Thawing Instructions
- Cooking Equipment/Cooking Time/Cooking Temperature
- Uses and Tips
- Food Safety Information
- Best If Used By Guidance
- Nutrition Information

**Locating Manufacturer’s Instructions**
Manufacturers provide instructions in different places. They may be found on the label of the case or on a separate sheet of paper inside the case. Often this important information is provided away from the food product itself. When the preparation instructions are not placed with the food product, they are available as a separate sheet of paper (fact sheet) that is received through the mail, delivered by a member of the sales force, or handed out as part of a display at a food show. Many manufacturers make their product information available on the world wide Web on the manufacturer’s Web site. *USDA Commodity Food Fact Sheets* for all commodity foods may be found online at [http://www.fns.usda.gov/fdd/schfacts/](http://www.fns.usda.gov/fdd/schfacts/).

Building partnerships between manufacturers of food products and the school employees who prepare those foods will improve the quality of food served to customers. It takes a team to place the school and the manufacturer in a winning position. The manufacturer should provide good preparation instructions and the employees should follow the instructions.
A Food-Safe Operation
Manufacturer’s instructions that give essential storage information for new generation foods give the food service assistant a good start in protecting the quality and safety of purchased food items. To complete the picture, information about proper procedures for operating a food safe storage area must be added.

Serving It Safe (2003) provides guidelines for operating safe storage areas. The discussion on operations and storage areas that follows is adapted from this resource.

There are three types of storage areas in the school kitchen.

- **Dry storage**—longer holding of less perishable food items. Cleaning supplies and chemicals are stored separately.
- **Refrigerator**—short-term storage of perishable items
- **Freezer**—long-term storage of perishable foods

All storage areas require careful selection of equipment so the area may be easily maintained in a clean and organized manner. Well-selected equipment in food storage areas supports proper food storage. A Guide for Purchasing Food Service Equipment (NFSMI, 1998) provides guidance on the types of equipment available for the various functional areas of the school kitchen.

Keep in mind that although all federally funded school nutrition programs operate under the same federal guidelines, within those guidelines there are many opportunities for districts to make local decisions regarding their program. Because different local decisions are made in each district, each school nutrition program is unique in many ways.

Your school nutrition program will use the Serving It Safe (2003) guidelines to formulate your own unique procedures for the storage function in each school kitchen in the district. Your district guidelines and procedures are the first step to ensure safe and acceptable food service to students.

In a food-safe school kitchen, the manager and employees share responsibility for knowing and using standard procedures for a clean and sanitary food service. There are clear procedures for cleaning and maintaining floors, walls, and ceilings in all areas. There are also procedures for cleaning and sanitizing smallware and large equipment. Finally, an effective pest control program is necessary for cleanliness and maintenance of a safe operation.

Food-Safe Storage
Food-safe storage begins with an area that is clean and in good repair. All storage areas and the equipment in these areas should be arranged for easy cleaning and maintenance because the easier the storage areas are to clean, the more likely it is they will be maintained that way. Proper cleaning eliminates conditions that attract bugs and other pests.
Characteristics of Food-safe Storage
All food-safe storage areas share general characteristics.

- They are designed for easy cleaning and maintenance. Spills are cleaned immediately.
- Walls and ceilings are free of dirt and moisture. Floors are clean, dry, and uncluttered.
- Shelves and bins are clean and neat.
- Stored food and supplies are in excellent condition. There is no damage or spoilage and no broken or torn packaging. There are no bulging or leaking cans.
- Cleaning supplies and chemicals are stored away from food supply areas. Measuring utensils used for chemicals are stored with the chemical and are never used with or near food.
- Garbage is disposed of properly and promptly, away from food storage areas.
- There is no evidence of infestation from bugs or other pests.

Maintain an Effective Pest Control Program
Cleanliness and good maintenance are keys to preventing pest infestation. By its nature, the kitchen environment is prone to problems with bugs and other pests. Pests may be brought in when food and other supplies are delivered, or they may enter the building through gaps in floors or walls. Prevention is critical in pest control. In the event of infestation, the food service manager should alert the licensed pest control operator so immediate steps can be taken to eliminate the pests.

Keep pests out by doing the following:

1. Fill openings or cracks in walls and floors with putty, plastic wood, or a similar product.
2. Fill openings around pipes or equipment fittings.
3. Screen all windows, doors, and outer openings and keep them in good repair.
4. Use self-closing doors that open outward.
5. Inspect food supplies before storing or using them.
6. Keep food in labeled containers approved for food storage. These containers should have tight-fitting lids.
7. Do not store food or containers directly on the floor.
8. Remove and destroy any food that is infested.
9. Maintain proper temperatures in storage areas.
10. Clean grease traps regularly to prevent a grease build-up that could cause a drain blockage.
11. Install an air door at food service entrances to prevent bugs from flying in.
Use Dry Storage Safely
Foods typically stored in dry storage include canned goods, baking supplies (such as salt and sugar), grain products (such as rice and cereals), fruits which ripen best at room temperature (such as bananas, avocados, and pears), vegetables which store best in dry storage (such as onions, potatoes, and tomatoes), and other dry items (such as seasonings, mixes, prepackaged snacks).

As with all areas of the facility, storerooms for dry storage must be kept clean and litter-free. Follow the suggestions below to maintain sanitary dry storage. Follow all state public health regulations.

- Maintain the storage room temperature between 50 °F and 70 °F. Use a wall thermometer to check the temperature of the dry storage area.
- Keep the storerooms clean and dry. Have a regular cleaning schedule for all surfaces and floors.
- Store all supplies 6 to 8 inches off the floor (follow state public health regulations).
- Keep food in labeled containers approved for food storage. Containers should have tight-fitting lids.
- Label all food with name and delivery date.
- Take cans out of cardboard cases and write the delivery date on the can. If a code number from the case needs to be recorded on the can, write it on the top of the can or keep the needed portion of the cardboard case. Cardboard boxes attract roaches and other pests.
- Use the FIFO (First In, First Out) method of inventory. Store new products behind older products and use the older products first.
- Protect food from contamination with regular pest control.
- Store chemicals away from food and other food-related supplies.
- Check all storage areas frequently.
- Look for damaged or spoiled foods, broken or torn packages, and bulging or leaking cans.
- Remove any potentially spoiled foods, bulging cans, or infested packages and foods immediately and clean the area thoroughly. Discard or destroy contaminated food according to State, district, or school procedures.

Use Refrigerated Storage Safely
Foods stored in refrigerators include fresh meat, poultry, seafood, dairy products, most fresh fruit and vegetables, and leftovers. Follow state and local public health department regulations for the temperature setting for refrigerators. The Food Code requires cold food temperatures to be maintained at 41 °F or below.

- Arrange food in refrigerators to allow for maximum air circulation. Refrigerators should contain open, slotted shelving to allow cold air to circulate around food. Do not line shelves with foil or paper or overload the refrigerator; leave space between items to provide air circulation.
• Label all refrigerated foods with the name of the food item, date it was placed into the refrigerator, time, and temperature.

• Store food in clean, non-absorbent, covered containers that are approved for food storage. Be sure all containers are properly sealed.

• Cool hot foods by putting into shallow pans or small containers before refrigeration. Some commonly used safe cooling methods include dividing the food into smaller batches for cooling in the refrigerator, cooling in shallow pans in the refrigerator, using an ice-water bath, and stirring with cold paddles.

• Store dairy products separately from foods with strong odors like onions, cabbage, and seafood.

• Store fruits in a separate section of the refrigerator from vegetables. The ethylene gas that some fruits generate during ripening causes some vegetables to deteriorate more rapidly.

• To avoid cross-contamination, store raw or uncooked food away from and below prepared or ready-to-eat food such as deli meat or cheese.

• Never allow fluids from raw poultry, fish, or meat to come into contact with other foods. Change the drip pan at the first sight of raw juices in the pan.

• Check the temperature of all refrigeration units regularly to make sure they stay at or below 41 °F or at state or district required temperature settings. Keeping potentially hazardous foods at the proper temperature is a key factor in preventing foodborne illness.

• Record the temperature of each refrigerator at the same time every day. Keep the temperature form on file to document that foods have been stored at correct temperatures.

• Have at least two hanging thermometers at different locations inside each refrigerator to confirm the reading of the mounted or built-in thermometers. Place one thermometer in the coldest part and one in the warmest part of the refrigerator near the door.

Use Frozen Storage Safely
Frozen meats, poultry, seafood, fruits and vegetables, and some dairy products such as ice cream should be stored in a freezer at 0 °F to –10 °F to keep them fresh and safe for an extended period of time. As a rule, a freezer should be used primarily to store foods that are frozen when they are received. Freezing previously refrigerated food can lower the quality of some items.

• Arrange food in freezers to allow for maximum air circulation. Freezers should contain open, slotted shelving to allow cold air to circulate around food. Do not line shelves with foil or paper or overload the freezer; leave space between items to provide air circulation.

• Store frozen foods in moisture-proof material or containers to minimize loss of flavor and to avoid discoloration, dehydration, and odor absorption.

• Monitor freezer temperature regularly, using several thermometers to ensure adequacy and consistent temperatures. Record temperatures of each freezer on a temperature log.
Lesson 3 New Generation Foods—Storing

• Avoid raising the temperature of the freezer by frequently opening and closing the freezer door or placing large amounts of hot foods in the freezer. A freezer cold curtain on the door can help maintain the required cold temperature.

• Never refreeze thawed food unless it has been thoroughly cooked.

_Serving It Safe_ guidelines for food storage provide valuable information. The next step is to use these guidelines to write food storage procedures for food service assistants in your unique operation to follow. Written procedures, closely followed, are important in each of the major stops that purchased food makes in the kitchen on its way to the students.

**Food Storage Procedures—HACCP and SOPs**

The USDA required school nutrition programs to implement a food safety program for the preparation and service of school meals served to children in the school year beginning in 2005. The school’s safety program is based on Hazard Analysis and Critical Control Point (HACCP) principles.

To help schools develop a food safety program, the NFSMI provides a training resource, _Developing a Food Safety Program_ (2005), that incorporates the HACCP principles. This resource provides various training tools, work sheets, and templates for implementing a food safety program. These templates include several _Standard Operation Procedures_ (SOPs) for food storage. These procedures incorporate the guidelines for food storage discussed above and are found in the lesson materials for Lesson 3. You may wish to substitute your school’s storage SOPs to use for this training session.

**Summary**

It is up to the entire school nutrition team, including the food service assistants, to make the new generation foods they serve so delicious the students will return to the program every day. To accomplish this they must carefully consider each of the major stops that food makes in the kitchen before it reaches the students—receiving, storing, preparing, holding, presenting, and serving. These six stops are the lesson topics that will be presented in _Cooking for the New Generation, 2nd Edition_.

Safe food storage is the responsibility of everyone in the school kitchen. The manager is responsible for

- knowing the requirements for maintaining a safe and sanitary food storage area.
- establishing standard procedures for specific areas of the food service facility such as the storage areas.
- developing a daily, weekly, and monthly cleaning schedule to assign cleaning tasks.
- teaching and holding food service assistants responsible for maintaining a safe and sanitary food service.
- conducting routine inspections to ensure that sanitation standards are met.
- taking pride in operating a clean and food-safe kitchen.
The food service assistants are responsible for

- following standard procedures for specific areas of the food service facility.
- asking the manager for help as needed to know how to maintain, clean, and sanitize assigned areas.
- taking pride in operating a clean and sanitary food service.


**Additional Information Sources**

More information on new generation foods and proper food storage may be found in the following materials on the National Food Service Management Web site, http://www.nfsmi.org.


# Lesson at a Glance

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
<th>Materials</th>
<th>Slide Number</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction and Overview</strong></td>
<td></td>
<td></td>
<td>7 minutes</td>
</tr>
<tr>
<td>Introduction</td>
<td>Introduce class topic</td>
<td>New Generation binder</td>
<td>Slide 1 &amp; 2</td>
</tr>
<tr>
<td>Overview</td>
<td>Review objectives</td>
<td>Pre-Training Assessment</td>
<td>Slide 3</td>
</tr>
<tr>
<td></td>
<td><em>Pre-Training Assessment</em></td>
<td>Flip Chart Sheet</td>
<td>Slide 4, 5</td>
</tr>
<tr>
<td><strong>Objective 1:</strong></td>
<td>You will locate proper storage information for new generation products by using the USDA Commodity Food Fact Sheet manufacturer’s instructions.</td>
<td></td>
<td>5 minutes</td>
</tr>
<tr>
<td>Objective 1</td>
<td>Lesson 3, Activity One: <em>Finding the Information for Proper Storage</em></td>
<td>Manufacturer’s Instructions—USDA Commodity Food Fact Sheets</td>
<td>Slide 6</td>
</tr>
<tr>
<td></td>
<td>Lesson content</td>
<td></td>
<td>Slide 7</td>
</tr>
<tr>
<td></td>
<td>View video clip</td>
<td>Video clip</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Video Listening Guide</td>
<td></td>
</tr>
<tr>
<td><strong>Objective 2:</strong></td>
<td>You will identify the procedures followed by food service assistants to maintain food safety and quality in each type of food storage area.</td>
<td></td>
<td>5 minutes</td>
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<tr>
<td>Objective 2</td>
<td>Lesson 3, Activity Two: <em>Make the Storage Connection</em></td>
<td>Make the Storage Connection work sheet and answer sheet Storeroom Basics and Refrigerate for Safety! posters</td>
<td>Slide 8</td>
</tr>
<tr>
<td><strong>Objective 3:</strong></td>
<td>You will review correct food storage procedures to ensure the overall quality and safety of new generation foods.</td>
<td></td>
<td>8 minutes</td>
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<tr>
<td>Objective 3</td>
<td>Lesson 3, Activity Three: Food Storage SOPs</td>
<td>Food Storage SOPs (see Activity Three instructions)</td>
<td>Slide 9</td>
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<tr>
<td><strong>Summary and Close</strong></td>
<td></td>
<td></td>
<td>3 minutes</td>
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<tr>
<td>Summary and Close</td>
<td><em>Post-Training Assessment</em></td>
<td>Post-Training Assessment</td>
<td>Slide 10, 11, 12</td>
</tr>
<tr>
<td></td>
<td>Class discuss challenges</td>
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## PREPARING TO TEACH CHECKLIST

<table>
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<tr>
<td>Training Date: _________________________  Time: _________________________</td>
<td></td>
</tr>
<tr>
<td>Location: ____________________________  Number of Participants: ____________</td>
<td></td>
</tr>
</tbody>
</table>

Instructions: Use this preparation checklist to get ready for the training session. Keep track of your progress by checking off tasks as they are completed.

**Equipment needed**
- DVD player and television to show videos
- Computer, projector, and screen (if using the slide show)

**Supplies needed**
- Lesson 3 content presentation video—BLT videos
- Flip Chart Sheets
- Yellow Highlighters, Black Marker
- Name tags (optional), pencils or pens, New Generation 3-ring binder, one for each participant

**Equipment needed**
- Make copies of all class activity handouts and display flip chart sheets.

**Handout and display materials needed**
- **Pre-Training Assessment**, one for each participant
- **Activity One**: *USDA Commodity Food Fact Sheets*, 3-hole punched (See Activity One instructions for detail.)
- **Video Listening Guide**, one for each participant, 3-hole punched
- **Activity Two**: *Make the Storage Connection* work sheet and answer sheet, one for each participant, 3-hole punched
- **Activity Two Posters**: *Storeroom Basics* and *Refrigerate for Safety!*!, one for each participant, 3-hole punched
- **Activity Three**: Food Storage SOPs, one each of four for each participant, 3-hole punched (See Activity Three instructions for detail.)
- **Post-Training Assessment**, one for each participant
Lesson 3 New Generation Foods—Storing

INTRODUCTION, OVERVIEW, PRE-TRAINING ASSESSMENT 5 MINUTES

Slide 1 and 2—Display slide 1 as an opening slide as students enter class and are seated. Change to slide 2 to open the lesson. Use of slides is optional.


The lessons in this BLT are about

- the characteristics of new generation student customers.
- new generation foods.
- following the right steps to properly use new generation foods that will delight students.

This course is designed to help you, the food service assistant, create and serve meals that entice students to choose school meals every day. When students participate regularly in our programs, they will learn to choose nutritious, delicious foods throughout their lives. The activities and handouts that you receive in each lesson will be kept in your New Generation binder for future use.

Do: Hand out a New Generation binder to each participant if not previously distributed. (See this BLT Introduction for more information about binders.)
Lesson 3 Objectives

1. You will locate proper storage information for new generation products by using the USDA Commodity Food Fact Sheet manufacturer’s instructions.

2. You will identify the procedures followed by food service assistants to maintain food safety and quality in each type of food storage area.

3. You will review correct food storage procedures to ensure the overall quality and safety of new generation foods.

Pre-Training Assessment

Say: These pre-training questions will allow us to measure how much new information you receive through this training. Don’t worry if you are unsure of the correct answers; you will have an opportunity to learn new information in the lesson. Just pick the answer that seems correct.

Do: Hand out the Pre-Training Assessment. Allow time for completion. Take these up for later review. Thank participants for answering questions about information they may be unfamiliar with. After all, learning new ideas is the reason they are attending training today! Return to the lesson.
### OPENING ACTIVITY

Say: Food service assistants are aware of the importance of performing job duties properly. Following procedures is the only way to be sure the meals we provide for our students are safe and delicious. Once food is delivered and received, it must be quickly moved to the proper storage area.

Slide 5

Say: Webster defines *challenge* as, “A stimulating or interesting task or problem.”

Ask: What are some challenges you experience as you work to store foods in the proper way? As you share your thoughts, I will write them on this flip chart page.

**Instructor’s Note:** Write a list of the challenges brought up by the participants on a flip chart sheet posted in front of the class. If concerns of importance are not mentioned, bring them up yourself and add them to the list. As an alternative, start the class with review of a list you have previously written on the flip chart sheet.

During the class presentation, if these issues are clarified or discussed, go to the flip chart and put a check mark on the flip chart next to the issue. At the end of the class, discuss all remaining challenges.

The following challenges may be mentioned. You might think of others.

- Deliveries are made during lunch service and food items cannot be put in proper storage until lunch is over.
- The store room is cleaned once a week and people don’t keep it that way.
- The freezer does not have enough shelves and delivered items are stacked on the floor.

Say: If other challenges come to mind during the class today, we will add them to the list. At the end of the lesson we will read the list again to see if we have learned some ways to deal with these challenges.
OBJECTIVE 1
5 MINUTES
You will locate proper storage information for new generation products by using the *USDA Commodity Food Fact Sheet* manufacturer’s instructions.

Slide 6

Say: The food manufacturing industry has changed a great deal over the years. Today in school food service kitchens we purchase, prepare, and serve food products that we describe as *new generation*. Food manufacturers today employ professionals who work to develop new food products. They test products and write instructions for handling the products. These instructions are called manufacturer’s instructions.

The *USDA Commodity Food Fact Sheets* are one type of manufacturer’s instruction. They are used in school nutrition programs for commodity processed foods. These fact sheets provide information about storing, cooking, and holding these processed food products. The *USDA Commodity Food Fact Sheets* can be easily found on the internet on the USDA Food Distribution Web site.

In Activity One we are going to use *USDA Commodity Food Fact Sheet* manufacturer’s instructions to find information on the proper storage for food items we purchase. You may find that you will need to do this when you are back at your school kitchen and new products are received.

**Instructor’s Note:** Conduct Lesson 3, Activity One, *Finding the Information for Proper Storage*. All information related to Activity One, including the script, is found in the Lesson 3 *Supplemental Materials Section*. Follow the step-by-step activity instructions provided.

Following the manufacturer’s instructions is important in each of the major stops food makes in the kitchen on its way to the students.
**Instructor’s Note:** The Lesson 3 video clip transmits lesson information to participants using an entertaining video format.

**Do:** Hand out the *Video Listening Guide* to each participant.

**Say:** In this lesson we have practiced finding the information for proper storage of new generation foods. This is important if we are to provide nutritious and safe food to the student customer. Now we will view a video that shares more information about the storing function.

This *Video Listening Guide* will help you note important points discussed in the video. Fill in the answers to the questions as you view the video. You may work as a team with the person(s) seated next to you.

**Read:** Read the questions on the *Video Listening Guide* aloud to the class.

**Say:** The video clip will explain more about new generation foods and the procedures for correctly storing them. As you observe the video think about how you could use this information as you help our customers satisfy their needs for delicious, healthful meals.

**Do:** Show the video clip for Lesson 3. After the video is viewed, share the responses on the *Video Listening Guide* from each participant or team as all participants fill in missing answers on their guide. Instruct them to place this guide in their New Generation binder for future reference.
OBJECTIVE 2
5 MINUTES
You will identify the procedures followed by food service assistants to maintain food safety and quality in each type of food storage area.

Say: There are three general types of food storage areas in the school kitchen. Can you name them?

Instructor’s Note: Allow a few responses from participants. Recognize correct ideas, and then continue with the lesson. If not using slides, write the types of storage and food items associated on a flip chart sheet to display in front of the class as you discuss this information.

Slide 8

Say: Good ideas! Now we will discuss each type of food storage area and the foods stored there.

Dry Storage (50 °F to –70 °F)
Dry storage is for longer holding of food items that do not spoil quickly. Remember that chemicals and cleaning supplies are NEVER stored with food items.

The following foods are usually stored in dry storage:
- Canned goods
- Baking supplies (such as salt and sugar)
- Grain products (such as rice and cereals)
- Fruits which ripen best at room temperature (such as bananas, avocados, and pears)
- Vegetables which store best in dry storage (such as onions, potatoes, and tomatoes)
- Other dry items (such as seasonings, mixes, and prepackaged snacks)

Refrigerator Storage (at or below 41 °F)
Refrigerator storage is used for short-term storage of perishable items.

Foods stored in refrigerators include fresh meat, poultry, seafood, dairy products, most fresh fruit and vegetables, and leftovers.
Freezer Storage (0 °F to –10 °F)
Freezer storage is used for long-term storage of perishable foods.

Frozen meats, poultry, seafood, fruits and vegetables, and some dairy products such as ice cream are stored in a freezer to keep them fresh and safe for an extended period of time.

In school nutrition programs, many people have a role in providing proper food storage. For example,

- the manager and director write procedures and provide training. They also purchase equipment used in storage areas. Finally, they inspect and monitor storage areas to be sure procedures are being followed correctly.
- engineering and maintenance departments provide facility and equipment maintenance.
- food service assistants have the responsibility to know and follow procedures for food storage in all areas.

In the first activity in this lesson, we learned how to use USDA Commodity Food Fact Sheet manufacturer’s instructions to find important storage information. In Activity Two we will look closely at duties performed by the food service assistants to maintain food safety and quality in each type of food storage area.

Instructor’s Note: Conduct Lesson 3, Activity Two, Make the Storage Connection. All information related to Activity Two, including the script, is found in the Lesson 3 Supplemental Materials Section. Follow the step-by-step activity instructions provided.
OBJECTIVE 3  8 MINUTES
You will review correct food storage to ensure the overall quality and safety of new generation foods.

Say: The second part of our lesson helped us become more familiar with the procedures used for food storage areas.

Procedures must be followed to meet the goal of foods that remain fresh and safe during the time they are stored in the kitchen. The important question is, “How do we make sure the guidelines are followed?”

Slide 9

Say: School nutrition programs are required to have written procedures to ensure the safety of the foods we handle and prepare. The school’s safety program is based on Hazard Analysis and Critical Control Point (HACCP) principles.

Instructor’s Note: Conduct Lesson 3, Activity Three, Food Storage SOPs. All information related to Activity Three, including the script, is found in the Lesson 3 Supplemental Materials Section. Follow the step-by-step activity instructions provided.
Slide 10

Say: In this lesson, we discussed three major ideas. These are

- how to locate proper storage information for new generation products by using the *USDA Commodity Food Fact Sheet* manufacturer’s instructions.
- the procedures followed by food service assistants to maintain food safety and quality in each type of food storage area.
- correct storage procedures—called SOPs—to ensure the overall quality and safety of new generation foods.

Although all federally funded child nutrition programs operate under the same federal guidelines, within those guidelines there are many opportunities for districts to make local decisions regarding their program. Because different local decisions are made in each district, each child nutrition program is unique in many ways. This lesson has given us the opportunity to consider the receiving practices we follow in our unique program to address the needs of our students.

Slide 11

**Post-Training Assessment**

Do: Hand out the *Post-Training Assessment*. Allow time for completion. Review the answers with the class to close the lesson. Be sure to point out that answering these questions was easier this time than in the *Pre-Training Assessment* because of the lesson activities and discussions. Take these up for later review by the instructor.
Close of Lesson

Say: School nutrition staff today share many characteristics with previous generations. A few of the values that have existed since the beginning of our programs are

- caring and concern for the welfare of our student customers,
- a desire to provide nutritious meals that support student growth and learning, and
- a commitment to the continued improvement of our programs.

Handling new generation foods properly requires each of us to become new generation school nutrition staff.

At the beginning of this lesson, we listed some challenges that you experience as you work to store foods in the proper way. During the lesson we have talked about some of these challenges.

Do: Review any of the remaining challenges that were initially listed by the class participants. If all have been addressed, the following challenges may be used during this closing discussion.

- Deliveries are made during lunch service and food items cannot be put in proper storage until lunch is over.
- The store room is cleaned once a week and people don’t keep it that way.
- The freezer does not have enough shelves and delivered items are stacked on the floor.

Say: As you perform the procedures involved in maintaining proper storage in your school kitchen, you control quality and safety. You ensure foods remain fresh and safe during the time they are stored in your school kitchen. You do this through

- improved work methods,
- effective communication with program planners, and
- continued efforts to practice the highest standards in food handling.

Do: Thank all participants for their attendance as you adjourn.
Lesson 3: New Generation Foods—Storing
Supplemental Materials

Table of Contents

Pre-Training Assessment and Key ........................................... 117
Activity One: Finding the Information for Proper Storage ............ 119
Video Listening Guide and Key ............................................. 131
Activity Two: Make the Storage Connection ............................ 133
Activity Three: Food Storage SOPs ....................................... 142
Post-Training Assessment and Key ........................................ 148
**Instruction:** Circle the correct response to the statements below.

1. Once food is delivered and received, it must be moved to the proper storage area
   - A. before the end of the work day.
   - B. immediately.
   - C. as soon as it is convenient.
   - D. when employees have adequate time.

2. Proper storage information may be found on the *USDA Commodity Food Fact Sheets* under several category titles.
   - A. True
   - B. False

3. If the food service assistant has questions about the proper storage of a food item, they should ask the following person for assistance in locating this information.
   - A. Sales person
   - B. Delivery person
   - C. Food service manager or director
   - D. Another food service assistant

4. Storing foods correctly is important to maintain the quality and safety of the food items.
   - A. True
   - B. False

5. Food storage areas include dry storage, refrigerated storage, and freezer storage.
   - A. True
   - B. False
Instructions: Circle the correct response to the statements below.

1. Once food is delivered and received, it must be moved to the proper storage area
   A. before the end of the work day.
   B. immediately.
   C. as soon as it is convenient.
   D. when employees have adequate time.

2. Proper storage information may be found on the *USDA Commodity Food Fact Sheets* under several category titles.
   A. True
   B. False

3. If the food service assistant has questions about the proper storage of a food item, they should ask the following person for assistance in locating this information.
   A. Sales person
   B. Delivery person
   C. Food service manager or director
   D. Another food service assistant

4. Storing foods correctly is important to maintain the quality and safety of the food items.
   A. True
   B. False

5. Food storage areas include dry storage, refrigerated storage, and freezer storage.
   A. True
   B. False
**ACTIVITY ONE**  
**FINDING INFORMATION FOR PROPER STORAGE**

**Purpose:** This interactive activity is designed to allow the class to locate proper storage information for new generation products by using the *USDA Commodity Food Fact Sheet* manufacturer’s instructions.

**Time allowed:** 3 minutes

**Materials Needed for Activity One**
1. *USDA Commodity Food Fact Sheets* for the following products, one for each participant.  
   A563—Chicken Fajita Strips, Fully Cooked, Frozen, IQF, 30 lb.  
   B027—Cheese, Cheddar, Reduced Fat, Yellow, Shredded, 5 lb.  
   A200—Potatoes, Instant, Dehydrated Flakes, 5 lb.  
   A416—Peaches, Frozen, Freestone, Diced, Single Serve, 4.4 oz. units
2. Yellow highlighters

**Before Class Preparation**
1. Print copies of the *USDA Commodity Food Fact Sheets* for the four products listed above, one of each for each participant.
2. Gather yellow highlighters, one for each group of four participants.
Activity One: Finding the Information for Proper Storage — Open

**Say:** Manufacturer’s instructions play an important role in the storing of new generation foods. They provide information needed to determine the best storage practices to use to maintain the quality and safety of the food item.

**Instructor’s Note:** Give each participant a copy of *USDA Commodity Food Fact Sheet A563—Chicken Fajita Strips* provided with this activity so the participants can follow along. Fact sheets are found at the end of this activity. Read only the titles of each category. In depth information on specific categories of information is covered in this and other lessons in the BLT.

**Say:** Look at a copy of the *USDA Commodity Food Fact Sheet A563—Chicken Fajita Strips.* Locate the categories of information that are included as I read them.

*USDA Commodity Food Fact Sheets* are one type of manufacturer’s instructions. Manufacturer’s instructions for purchased products often include the same type of information.

**Do:** Read the category titles aloud.

- Product Name and Code Number
- Category of Food
- Product Description
- Pack/Yield
- Storage:
  - Type
  - Length
  - Other facts may be provided
- Preparation/Cooking Instructions
  - Thawing Instructions
  - Cooking Equipment/Cooking Time/
    Cooking Temperature
- Uses and Tips
- Food Safety Information
- Best If Used By Guidance
- Nutrition Information

This information is important to know. It allows us to maintain the food safety and food quality of the new generation products we use. It is needed at each stop that the food item makes in the kitchen—from receiving to storing and on to preparation and service.
Part One

**Say:** You will work together in groups to complete this activity. When you return to your school kitchen and need to find this type of information, you may find that teamwork is the best way.

**Instructor’s Note:** Arrange the class participants into groups of four by asking them to number off or by using another method you might prefer.

Give each participant a copy of the three additional *USDA Commodity Food Fact Sheets* provided with this activity. Fact sheets are found at the end of this activity.

- B027—Cheese, Cheddar, Reduced Fat, Yellow, Shredded, 5 lb.
- A200—Potatoes, Instant, Dehydrated Flakes, 5 lb.
- A416—Peaches, Frozen, Freestone, Diced, Single Serve, 4.4 oz. units

Give each group one yellow highlighter.

Assign each group one *USDA Commodity Food Fact Sheet* to work with: frozen peaches, instant potatoes, or cheddar cheese. If you have more than three groups, assign the same *USDA Commodity Food Fact Sheet* more than once.

**Say:** In this activity we will find the information needed to properly store three different types of products—cheddar cheese, instant potatoes, and frozen peaches. You have been given a *USDA Commodity Food Fact Sheet* for each of these foods.

**Ask:** As you look the fact sheet assigned to your group, what categories of information do you think would provide the information needed in order to store these foods properly?

**Answer:**
- Storage
- Food Safety Information—may contain information about storage
- Best If Used By Guidance

**Say:** As a group, read your assigned *USDA Commodity Food Fact Sheet* and find the information you will need to properly store your food item. Highlight the information given. When called upon, a volunteer from your group will read this information to the rest of the class.

**Instructor’s Note:** Demonstrate this activity by reading the highlighted sections of the *USDA Commodity Food Fact Sheet for A563—Chicken Fajita Strips* provided with this activity.

**Say:** You will have one minute to complete your task. Get ready, get set, go!
Part Two

**Do:** Call the class back to order when the time has expired. Call on each of the groups to share the information they have found. The reporter for the group will read the highlighted information aloud.

**Say:** We will now hear from each group reporter as they share the information the group found. As each group shares their answers, all participants please follow along on your copy of the fact sheet.

**Instructor’s Note:** Support discussion and interaction by asking questions of group members such as, “Why would this information be important to safe food storage of the food item?” Encourage sharing of ideas.

If more than one group was assigned the same fact sheet, allow each group to share a different part of the answer.

**Activity One Close**

**Say:** Correct storage to maintain the safety and quality of the new generation products is critical. We all must be able to locate information on how to do this. Participating in this activity has allowed us to practice locating storage information on the *USDA Commodity Food Fact Sheets*.

Because of the importance of this information, many managers keep manufacturer’s instructions for new generation products in a central location in the kitchen. This might be a special binder or file cabinet in their office or in a folder in the preparation area.

Your director and/or manager will always be available to assist you in locating this information when needed. We all must work together to achieve the important goal of providing students with safe, high quality foods.

**Do:** Remind participants to save the activity information in their New Generation binders.

**Instructor’s Note:** Return to the lesson plan to continue the lesson.
A563 – CHICKEN, FAJITA STRIPS, FULLY COOKED, FROZEN, IQF, 30 LB

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Meat/Meat Alternates</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRODUCT DESCRIPTION</td>
<td>Individually quick frozen (IQF) dark chicken fajita strips, approximately ½ inch wide, produced from marinated ready-to-cook boneless, skinless strips of whole muscle dark chicken meat with grill markings.</td>
</tr>
<tr>
<td>PACK/YIELD</td>
<td>6/5 lb or 3/10 lb bags per case.</td>
</tr>
<tr>
<td></td>
<td>One 30 lb case AP yields 30 lb cooked chicken fajita strips and provides about 266.6 1.8-oz servings chicken fajita strips.</td>
</tr>
<tr>
<td></td>
<td>One lb AP yields 1 lb cooked chicken fajita strips and provides about 8.88 1.8-oz servings chicken fajita strips.</td>
</tr>
<tr>
<td></td>
<td>CN Crediting: 1.8 oz chicken fajita strips provides 1 oz-equivalent meat/meat alternate.</td>
</tr>
<tr>
<td>STORAGE</td>
<td>Store chicken fajita strips frozen at 0 °F or below in original shipping case off the floor. Refrigerate leftover chicken fajita strips covered and labeled in a dated nonmetallic container and use within 2 days.</td>
</tr>
<tr>
<td></td>
<td>Use First-In-First-Out (FIFO) storage practices to ensure use of older product first.</td>
</tr>
<tr>
<td>PREPARATION/COOKING INSTRUCTIONS</td>
<td>Place frozen chicken fajita strips in a single layer on sheet pans. Heat to an internal temperature of 165 °F for 15 seconds. Times and temperatures are critical to product quality. In a deck oven heat 25-30 minutes at 350 °F and in a convection oven heat 15-20 minutes at 400 °F.</td>
</tr>
</tbody>
</table>

### Nutrition Information

<table>
<thead>
<tr>
<th>Chicken fajita strips, cooked</th>
<th>1 oz (28 g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>36</td>
</tr>
<tr>
<td>Protein</td>
<td>5.2 g</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>0.3 g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0 g</td>
</tr>
<tr>
<td>Sugars</td>
<td>0.1 g</td>
</tr>
<tr>
<td>Total Fat</td>
<td>1.49 g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0.4 g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0 g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>25 mg</td>
</tr>
<tr>
<td>Iron</td>
<td>0.3 mg</td>
</tr>
<tr>
<td>Calcium</td>
<td>3 mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>193 mg</td>
</tr>
<tr>
<td>Magnesium</td>
<td>N/A</td>
</tr>
<tr>
<td>Potassium</td>
<td>N/A</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>17.8 IU</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>N/A</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0.2 mg</td>
</tr>
<tr>
<td>Vitamin E</td>
<td>N/A</td>
</tr>
</tbody>
</table>
USDA Commodity Food Fact Sheet for Schools & Child Nutrition Institutions

Visit us at www.fns.usda.gov/fdd

A563 – CHICKEN, FAJITA STRIPS, FULLY COOKED, FROZEN, IQF, 30 LB

USES AND TIPS
- Chicken fajita strips can be served in tortillas, taco shells, or pita bread. Top with refried beans, onions, or peppers. Fajita strips can be offered on a salad bar, served over Spanish rice, or in a tortilla with chopped tomatoes.

FOOD SAFETY INFORMATION
- Thaw frozen products in the refrigerator below fresh or ready-to-eat foods.
- Reheat product as directed above.
- Heat processed ready-to-eat chicken products from a package to an internal temperature of 165 °F for 15 seconds. Judge doneness by temperature, not the color or texture of the food. The pink color in safely cooked chicken is due to the hemoglobin in tissues which can form a heat-stable color. Smoking or grilling may also cause this reaction, which occurs more in young birds.
- Keep meat and poultry separate from other foods, wash working surfaces (including cutting boards), utensils, and hands after touching meat or poultry.
- Sanitize cutting boards, utensils, and countertops by using a solution of 1 Tbsp unscented, liquid chlorine bleach in 1 gallon of water.

BEST IF USED BY GUIDANCE
- For guidance on how to effectively manage, store, and maintain USDA commodities, please visit the FDD Website at: http://www.fns.usda.gov/fdd/facts/biubguidance.htm.
**B027 – CHEESE, CHEDDAR, REDUCED FAT, YELLOW, SHREDDED, 5 LB**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Meat/Meat Alternates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRODUCT DESCRIPTION</strong></td>
<td>Reduced fat shredded cheddar cheese is a firm-textured, semi-hard, yellow cheese made from cow's milk. Reduced fat cheddar cheese should contain between ¼ to ½ less fat than traditional cheddar cheese.</td>
</tr>
<tr>
<td><strong>PACK/YIELD</strong></td>
<td>6/5 lb pouches per case.</td>
</tr>
<tr>
<td></td>
<td>One 5 lb pouch AP yields about 20 cups shredded cheese and provides about 80.0 1-oz servings shredded cheese.</td>
</tr>
<tr>
<td></td>
<td>One lb AP yields about 4 cups shredded cheese and provides about 16.0 1-oz servings shredded cheese.</td>
</tr>
<tr>
<td></td>
<td>CN Crediting: 1 oz cheese provides 1 oz-equivalent meat/meat alternate.</td>
</tr>
<tr>
<td><strong>STORAGE</strong></td>
<td>Store cheese in its original container at 41 °F or lower until needed.</td>
</tr>
<tr>
<td></td>
<td>Protect cheeses from mold and dehydration by preventing exposure to air, wrapping tightly with plastic film without air pockets, using new plastic wrap each time opened, placing wrapped cheese in sealed container, and always working in clean area.</td>
</tr>
<tr>
<td></td>
<td>Shredded cheese tends to mold and dehydrate quicker than block cheese.</td>
</tr>
<tr>
<td></td>
<td>Use First-In-First-Out (FIFO) storage practices to ensure use of older product first.</td>
</tr>
</tbody>
</table>

**Nutrition Information**

<table>
<thead>
<tr>
<th>Cheese, cheddar, reduced fat</th>
<th>1 oz (28 g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>80</td>
</tr>
<tr>
<td>Protein</td>
<td>7.71 g</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>0.57 g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>0 g</td>
</tr>
<tr>
<td>Sugars</td>
<td>0.16 g</td>
</tr>
<tr>
<td>Total Fat</td>
<td>5.19 g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>3.29 g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>N/A</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>16 mg</td>
</tr>
<tr>
<td>Iron</td>
<td>0.04 mg</td>
</tr>
<tr>
<td>Calcium</td>
<td>257 mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>206 mg</td>
</tr>
<tr>
<td>Magnesium</td>
<td>10 mg</td>
</tr>
<tr>
<td>Potassium</td>
<td>26 mg</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>179 IU</td>
</tr>
<tr>
<td>Vitamin A, RAE</td>
<td>43 RAE</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>0 mg</td>
</tr>
<tr>
<td>Vitamin E</td>
<td>0.05 mg</td>
</tr>
</tbody>
</table>
**B027 – CHEESE, CHEDDAR, REDUCED FAT, YELLOW, SHREDDED, 5 LB**

**PREPARATION/COOKING INSTRUCTIONS**
- Cook all dishes containing cheese at low temperatures since cheese toughens and becomes rubbery and stringy at high temperatures. When used for garnish or flavor, add cheese just before food is removed from the heat.

**USES AND TIPS**
- Serve reduced fat cheddar cheese as a garnish for vegetable or fruit salads or other foods. Use in cooked dishes such as sauces, combination dishes, or breads.
- Cheddar cheese can be frozen. There will be changes in body and texture due to moisture crystallization during freezing.

**FOOD SAFETY INFORMATION**
- If any part of a package of shredded cheese contains mold, discard the package.

**BEST IF USED BY GUIDANCE**
- For guidance on how to effectively manage, store, and maintain USDA commodities, please visit the FDD Website at: [http://www.fns.usda.gov/fdd/facts/biubguidance.htm](http://www.fns.usda.gov/fdd/facts/biubguidance.htm).
### A200 – POTATOES, INSTANT, DEHYDRATED FLAKES, 5 LB

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>• Vegetables/Fruits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRODUCT DESCRIPTION</td>
<td>• Flake-type dehydrated instant potatoes.</td>
</tr>
</tbody>
</table>
| PACK/YIELD | • 6/5 lb pkgs OR 12/1 lb pkgs per case.  
• One 5 lb pkg AP yields about 37½ cups dehydrated potato flakes and provides about 252.5 ¼-cup servings reconstituted, heated potatoes.  
• One lb AP yields about 7½ cups dehydrated potato flakes and provides about 50.5 ¼-cup servings reconstituted, heated potatoes.  
• CN Crediting: ¼ cup of reconstituted, heated potatoes provides ¼ cup vegetable. |
| STORAGE | • Store unopened dehydrated potatoes off the floor in a cool, dry place. Never store goods in a damp storage area or any place exposed to high or low temperature extremes.  
• Store opened potatoes in an airtight container in refrigerator.  
• Use First-In-First-Out (FIFO) storage practices to ensure use of older product first. |
| PREPARATION/COOKING INSTRUCTIONS | • Potato flakes are a different type of product than potato granules and should be handled differently. The potato flakes should be mixed only long enough to moisten; over mixing will cause them to become pasty and gummy.  
• For 50 ¼-cup servings (100 ¼-cup servings): In a mixing bowl combine 1 gallon 2 cups boiling water and 1½ quarts of reconstituted warm nonfat dry milk. Add 2 lb 1 oz potato flakes, 6 oz margarine, and 1 Tbsp salt (optional). Mix 30 seconds to moisten potatoes. Stir an additional 30 seconds to fluff. (USE OF A MIXER IS NOT RECOMMENDED.) |

#### Nutrition Information

<table>
<thead>
<tr>
<th></th>
<th>1 cup¹ (60 g)</th>
<th>¼ cup² (70 g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>170</td>
<td>72</td>
</tr>
<tr>
<td>Protein</td>
<td>4.01 g</td>
<td>3.43 g</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>38.98 g</td>
<td>11.39 g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>3.3 g</td>
<td>0.65 g</td>
</tr>
<tr>
<td>Sugars</td>
<td>1.69 g</td>
<td>4.11 g</td>
</tr>
<tr>
<td>Total Fat</td>
<td>0.19 g</td>
<td>1.46 g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0.05 g</td>
<td>0.28 g</td>
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<tr>
<td>Trans Fat</td>
<td>0 g</td>
<td>0 g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0 mg</td>
<td>1.46 mg</td>
</tr>
<tr>
<td>Iron</td>
<td>0.58 mg</td>
<td>0.14 mg</td>
</tr>
<tr>
<td>Calcium</td>
<td>12 mg</td>
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</tr>
<tr>
<td>Sodium</td>
<td>51 mg</td>
<td>50 mg</td>
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<tr>
<td>Magnesium</td>
<td>31 mg</td>
<td>15 mg</td>
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<tr>
<td>Potassium</td>
<td>520 mg</td>
<td>233 mg</td>
</tr>
<tr>
<td>Vitamin A</td>
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<td>63 IU</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>0 RAE</td>
<td>13 RAE</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>40.1 mg</td>
<td>8.3 mg</td>
</tr>
<tr>
<td>Vitamin E</td>
<td>0.01 mg</td>
<td>0.15 mg</td>
</tr>
</tbody>
</table>

¹dry form
²prepared with margarine and non-fat dry milk, without salt
### A200 – POTATOES, INSTANT, DEHYDRATED FLAKES, 5 LB

<table>
<thead>
<tr>
<th>USES AND TIPS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Serve plain as a mashed vegetable or in other foods, such as shepherd's pie.</td>
<td></td>
</tr>
<tr>
<td>• Can also be used as a base for creamed chicken or turkey, or potato soup.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>FOOD SAFETY INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Visually inspect for presence of foreign substances, insects, or molds before use.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BEST IF USED BY GUIDANCE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• For guidance on how to effectively manage, store, and maintain USDA commodities, please visit the FDD Website at: <a href="http://www.fns.usda.gov/fdd/facts/biubguidance.htm">http://www.fns.usda.gov/fdd/facts/biubguidance.htm</a>.</td>
<td></td>
</tr>
</tbody>
</table>
**A416 - PEACHES, FROZEN, FREESTONE, DICED, SINGLE SERVE, 4.4 OZ UNITS**

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>• Vegetables/Fruits</th>
</tr>
</thead>
</table>
| PRODUCT DESCRIPTION | • Diced yellow freestone peaches packed in individual serving cups.  
• Grade B or better, cut ⅔ to ½ inch. May be packed in corn syrup, sugar, juice or syrup composed of peach puree and sugar (4 + 1). Ascorbic or citric acid is also added. |
| PACK/YIELD | • 96/4.4 oz units per case. Each unit contains 4.4 oz frozen diced peaches and juice.  
• One 4.4 oz unit provides ½ cup thawed diced peaches and juice.  
• CN Crediting: One 4.4 oz unit diced peaches and juice provides ½ cup fruit. |
| STORAGE | • Store frozen peach cups in freezer at 0 °F or below, off the floor and away from walls to allow circulation of cold air. Stack packages tightly to prevent temperature fluctuations. Temperature changes shorten shelf life and speed deterioration.  
• Do not refreeze peach cups once thawed.  
• Use First-In-First-Out (FIFO) storage practices to ensure use of older product first. |

**Nutrition Information**

<table>
<thead>
<tr>
<th>Peaches, frozen, sliced/diced</th>
<th>½ cup (125 g)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>118</td>
</tr>
<tr>
<td>Protein</td>
<td>0.79 g</td>
</tr>
<tr>
<td>Carbohydrate</td>
<td>29.98 g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2.2 g</td>
</tr>
<tr>
<td>Sugars</td>
<td>27.73 g</td>
</tr>
<tr>
<td>Total Fat</td>
<td>0.16 g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0.01 g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0 g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0 mg</td>
</tr>
<tr>
<td>Iron</td>
<td>0.46 mg</td>
</tr>
<tr>
<td>Calcium</td>
<td>4 mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>8 mg</td>
</tr>
<tr>
<td>Magnesium</td>
<td>6 mg</td>
</tr>
<tr>
<td>Potassium</td>
<td>162 mg</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>355 IU</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>18 RAE</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>117.8 mg</td>
</tr>
<tr>
<td>Vitamin E</td>
<td>0.78 mg</td>
</tr>
</tbody>
</table>
A416 - PEACHES, FROZEN, FREESTONE, DICED, SINGLE SERVE, 4.4 OZ UNITS

<table>
<thead>
<tr>
<th>PREPARATION/COOKING INSTRUCTIONS</th>
<th>• Thaw unopened cups of peaches overnight in the refrigerator, spacing containers on shelves for good air circulation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>USES AND TIPS</td>
<td>• Peach cups are ready to thaw and serve as a fruit, as a topping for pancakes, or as a snack.</td>
</tr>
<tr>
<td>FOOD SAFETY INFORMATION</td>
<td>• Do not refreeze peaches.</td>
</tr>
<tr>
<td>BEST IF USED BY GUIDANCE</td>
<td>• For guidance on how to effectively manage, store, and maintain USDA commodities, please visit the FDD Website at: <a href="http://www.fns.usda.gov/fdd/facts/biuguidance.htm">http://www.fns.usda.gov/fdd/facts/biuguidance.htm</a>.</td>
</tr>
</tbody>
</table>
**VIDEO LISTENING GUIDE**

**NEW GENERATION FOODS—STORING**

**Instructions:** As you and your group view the Lesson 3 video, listen for the correct answers to the statements below and fill in the blanks. Each member of the group may answer all questions or you may divide the questions among the group and share your answers at the end of the video.

1. After products are properly received, proper storage ensures that they retain their ______________ and ______________.

2. Equipment must be maintained in proper working order and must be ______________ properly.

3. FIFO stands for “______________ ______________ ______________ ______________.”

4. The ______________ ______________ is a valuable source of information on how to handle and prepare food.

5. Three types of storage for new generation foods are

   A. ______________ storage (below 0 °F),
   B. ______________ storage (35 °F–41 °F), and
   C. ______________ storage (50 °F–70 °F).

6. Canned foods are stored in dry storage areas. Never store foods in the can once it has been ______________.
**Instructions**: As you and your group view the Lesson 3 video, listen for the correct answers to the statements below and fill in the blanks. Each member of the group may answer all questions or you may divide the questions among the group and share your answers at the end of the video.

1. After products are properly received, proper storage ensures that they retain their **quality** and **safety**.

2. Equipment must be maintained in proper working order and must be **cleaned** properly.

3. FIFO stands for “**first in, first out**”.

4. The **manufacturer’s label** is a valuable source of information on how to handle and prepare food.

5. Three types of storage for new generation foods are
   
   A. **frozen** storage (below 0 °F),
   
   B. **refrigerated** storage (35 °F–41 °F), and
   
   C. **dry** storage (50 °F–70 °F).

6. Canned foods are stored in dry storage areas. Never store food in the can once it has been **opened**.
ACTIVITY TWO
MAKE THE STORAGE CONNECTION

Purpose: Participants will identify the procedures followed in each type of food storage area to maintain food safety and quality.

Time allowed: 3 minutes

Materials Needed for Activity Two
1. Make the Storage Connection work sheet, one for each participant
2. Make the Storage Connection answer sheet, one for each participant
3. Storeroom Basics poster and Refrigerate for Safety! poster, one for each participant

Before Class Preparation
1. Print copies of the Make the Storage Connection work sheet, one for each participant.
2. Print copies of the Make the Storage Connection answer sheet, one for each participant.
3. Print copies of the posters listed above, one for each participant.
Activity Two, Make the Storage Connection—Open

**Say:** Food service assistants protect the safety and quality of new generation foods by following important work procedures while these foods are in food storage areas.

In addition to following procedures, it is our duty to immediately report any concerns about the equipment or the food items in storage to the manager.

If you have questions about procedures or feel that you need additional training, your school kitchen manager is the one to contact. Keep the communication lines open. Remember—we all work as a team to provide the highest quality foods to our student customers.

Part One

**Say:**

**Instructor’s Note:** Hand out the *Make the Storage Connection* work sheet, one to each participant. Tell the participants they may choose to work with a partner to complete this activity or work alone.

**Say:** In this activity you will connect procedures for food storage to the food storage area where they apply. Some procedures are used in more than one storage area. Connect the procedure to the storage area involved by drawing a circle around the proper area.

**Instructor’s Note:** Point out the example provided on the work sheet.

You will have one minute to complete your task. Get ready, get set, go!

**Do:** Call the class back to order when the time has expired. Review the answers with the group. If answers are given that are different from the ones provided on the answer sheet, ask the participants to explain the answer and accept their answer if the reasoning is good. After all answers have been reviewed, hand out a copy of the completed work sheet for this activity. Remind participants to add this information to their New Generation binder.

Part Two

**Do:** Hand out the *Storeroom Basics* poster and the *Refrigerate for Safety!* poster.

**Ask:** Have you seen these posters in our storage areas?

**Say:** Their purpose is to remind us that we are doing a very important job when we store food. The posters emphasize some of the storage area procedures that we have discussed in this activity.

**Do:** Read posters aloud.
Activity Two Close

**Say:** As you have seen in this activity, some of the same procedures apply to all food storage areas. Some areas have special requirements. No matter which type of storage area, we all must work together to be sure foods are stored correctly.

**Do:** Remind participants to save the activity information in their New Generation binders.

**Instructor's Note:** Return to the lesson plan to continue the lesson.
### ACTIVITY TWO
**MAKE THE STORAGE CONNECTION WORKSHEET**

Several different storage procedures are listed below. Under each procedure there are four abbreviations that identify possible storage areas where the procedure might be used. Identify the correct storage area(s) by circling the proper abbreviation(s). There may be more than one answer. See examples provided.

DS (dry storage)  RS (refrigerator storage)  FS (freezer storage)  All (all storage areas)

<table>
<thead>
<tr>
<th>Procedure</th>
<th>DS</th>
<th>RS</th>
<th>FS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Take cans out of cardboard cases and write the delivery date on the can.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Help hot foods cool rapidly by putting into shallow pans or small containers before placing in the storage unit.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Clean spills immediately.</td>
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<td></td>
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<td>Arrange food by leaving space between items to allow for maximum air circulation.</td>
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<td>Check the temperature of the storage area regularly.</td>
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<tr>
<td>Keep shelves and bins clean and neat.</td>
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<td>Store fruits in a separate section from vegetables. The ethylene gas that some fruits generate during ripening causes some vegetables to deteriorate more rapidly.</td>
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<tr>
<td>Be sure all stored food is in excellent condition—no damage, spoilage, torn packaging, bulging or leaking cans.</td>
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<td>To avoid cross-contamination, store raw or uncooked food away from and below prepared or ready-to-eat food, such as deli meat or cheese.</td>
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<td>Store foods in moisture-proof material or containers.</td>
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<td>Maintain temperature at 41 °F or below.</td>
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<td>Store cleaning supplies and chemicals away from food.</td>
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<td>Avoid raising the temperature by frequently opening and closing the door or placing large amounts of hot foods in the unit.</td>
<td>Arrange food to allow for maximum air circulation.</td>
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<td>Keep food in labeled containers approved for food storage. Containers should have tight-fitting lids.</td>
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**ACTIVITY TWO**
**MAKE THE STORAGE CONNECTION ANSWER SHEET**

**Storage Procedures**

Storage procedures are listed below. Under each procedure there are four abbreviations that identify possible storage areas where the procedure might be used. Identify the correct storage area(s) by circling the proper abbreviation(s). There may be more than one answer. See the first row for examples.

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Maintain temperature between 50°F and 70°F.

Use FIFO Storage—First In, First Out.

Store items at least six inches above floor surface.

Store chemical items separately from food.

Keep floors clean.

Keep area free from clutter.
Refrigerate for Safety!

Cover, label, and date all items.

Hold cold food at 41°F or below.

Store raw meat on bottom shelf away from other food.

Check and log temperatures frequently.

CLOSE THAT DOOR!
**ACTIVITY THREE**

**FOOD STORAGE STANDARD OPERATING PROCEDURES (SOPs)**

**Purpose:** The steps outlined in these SOPs are expanded from those already discussed in the lesson. The purpose of Activity Three is to quickly make participants aware of the SOPs as written procedures that have been developed to guide food storage at your school.

**Time allowed:** 5 minutes

**Materials Needed for Activity Three**

**Note:** As an alternative to the sample SOPs provided for this activity, you may wish to use your school’s SOPs.

1. *Date Marking Ready-to-Eat, Potentially Hazardous Food; Preventing Cross-Contamination During Storage and Preparation; and Refrigeration Log*

**Before Class Preparation**

1. Print copies of *Date Marking Ready-to-Eat, Potentially Hazardous Food; Preventing Cross-Contamination During Storage and Preparation; and Refrigeration Log*, one for each participant.

**Activity Three, Standard Operating Procedures—Open**

**Say:** The HACCP procedures we follow in our kitchens are called Standard Operating Procedures or SOPs. In this activity we will review the SOP(s) for storing food.

**Activity**

**Do:** Hand out the SOPs.

- *Date Marking Ready-to-Eat, Potentially Hazardous Food*
- *Preventing Cross-Contamination During Storage and Preparation*
- *Refrigeration Log*

Read the major parts of the SOPs aloud to the class. Remind the class that these procedures include many of the guidelines that have already been discussed in this lesson. Answer questions that arise relating to how to follow these procedures. Emphasize the Corrective Action sections.

**Activity Three Close**

**Say:** Following these SOPs helps us to ensure the overall quality and safety of stored foods. Remember to add these SOPs to your New Generation binder.

**Instructor’s Note:** Return to the lesson plan to continue the lesson.
HACCP-Based SOPs

Date Marking Ready-to-Eat, Potentially Hazardous Food
(Sample SOP)

PURPOSE: To ensure appropriate rotation of ready-to-eat food to prevent or reduce foodborne illness from *Listeria monocytogenes*.

SCOPE: This procedure applies to foodservice employees who prepare, store, or serve food.

KEY WORDS: Ready-to-Eat Food, Potentially Hazardous Food, Date Marking, Cross-Contamination

INSTRUCTIONS:
1. Train foodservice employees on using the procedures in this SOP. The best practice for a date marking system would be to include a label with the product name, the day or date, and time it is prepared or opened. Examples of how to indicate when the food is prepared or opened include:
   - Labeling food with a calendar date, such as “cut cantaloupe, 5/26/05, 8:00 a.m.,”
   - Identifying the day of the week, such as “cut cantaloupe, Monday, 8:00 a.m.,” or
   - Using color-coded marks or tags, such as cut cantaloupe, blue dot, 8:00 a.m.
   means “cut on Monday at 8:00 a.m.”
2. Follow State or local health department requirements.
3. Label ready-to-eat, potentially hazardous foods that are prepared on-site and held for more than 24 hours.
4. Label any processed, ready-to-eat, potentially hazardous foods when opened, if they are to be held for more than 24 hours.
5. Refrigerate all ready-to-eat, potentially hazardous foods at 41 ºF or below.
6. Serve or discard refrigerated, ready-to-eat, potentially hazardous foods within 7 days.
7. Indicate with a separate label the date prepared, the date frozen, and the date thawed of any refrigerated, ready-to-eat, potentially hazardous foods.
8. Calculate the 7-day time period by counting only the days that the food is under refrigeration. For example:
   - On Monday, 8/1/05, lasagna is cooked, properly cooled, and refrigerated with a label that reads, “Lasagna, Cooked, 8/1/05.”
   - On Tuesday, 8/2/05, the lasagna is frozen with a second label that reads, “Frozen, 8/2/05.” Two labels now appear on the lasagna. Since the lasagna was held under refrigeration from Monday, 8/1/05 – Tuesday, 8/2/05, only 1 day is counted towards the 7-day time period.
HACCP-Based SOPs

Date Marking Ready-to-Eat, Potentially Hazardous Food, continued
(Sample SOP)

INSTRUCTIONS, continued:
  • On Tuesday 8/16/05 the lasagna is pulled out of the freezer. A third label is placed on the lasagna that reads, “Thawed, 8/16/05.” All three labels now appear on the lasagna. The lasagna must be served or discarded within 6 days.

MONITORING:
A designated employee will check refrigerators daily to verify that foods are date marked and that foods exceeding the 7-day time period are not being used or stored.

CORRECTIVE ACTION:
1. Retrain any foodservice employee found not following the procedures in this SOP.
2. Foods that are not date marked or that exceed the 7-day time period will be discarded.

VERIFICATION AND RECORD KEEPING:
The foodservice manager will complete the Food Safety Checklist daily. The Food Safety Checklist is to be kept on file for a minimum of 1 year.

DATE IMPLEMENTED: __________________ BY: _______________________

DATE REVIEWED: _________________ BY: _______________________

DATE REVISED: ________________ BY: _______________________

______
HACCP-Based SOPs

Preventing Cross-Contamination During Storage and Preparation
(Sample SOP)

PURPOSE: To reduce foodborne illness by preventing unintentional contamination of food.

SCOPE: This procedure applies to anyone who is responsible for receiving, storing, preparing, and serving food.

KEY WORDS: Cross-Contamination, Preparation, Contamination, Storage, Receiving

INSTRUCTIONS:
1. Train foodservice employees on using the procedures in this SOP.
2. Follow State or local health department requirements.
3. Wash hands properly. Refer to the Washing Hands SOP.
4. Avoid touching ready-to-eat food with bare hands. Refer to Using Suitable Utensils When Handling Ready-To-Eat Foods SOP.
5. Separate raw animal foods, such as eggs, fish, meat, and poultry, from ready-to-eat foods, such as lettuce, cut melons, and lunch meats during receiving, storage, and preparation.
6. Separate different types of raw animal foods, such as eggs, fish, meat, and poultry, from each other, except when combined in recipes.
7. Store raw animal foods in refrigerators or walk-in coolers by placing the raw animal foods on shelves in order of cooking temperatures with the raw animal food requiring the highest cooking temperature, such as chicken, on the lowest shelf.
8. Separate unwashed fruits and vegetables from washed fruits and vegetables and other ready-to-eat foods.
9. Use only dry, cleaned, and sanitized equipment and utensils. Refer to Cleaning and Sanitizing Food Contact Surfaces SOP for proper cleaning and sanitizing procedure.
10. Touch only those surfaces of equipment and utensils that will not come in direct contact with food.
11. Place food in covered containers or packages, except during cooling, and store in the walk-in refrigerator or cooler.
12. Designate an upper shelf of a refrigerator or walk-in cooler as the “cooling” shelf. Uncover containers of food during the initial quick cool-down phase to facilitate cooling.
HACCP-Based SOPs

Preventing Cross-Contamination During Storage and Preparation, continued
(Sample SOP)

INSTRUCTIONS, continued:
13. Clean the exterior surfaces of food containers, such as cans and jars, of visible soil before opening.
14. Store damaged goods in a separate location. Refer to Segregating Damaged Goods SOP.

MONITORING:
A designated foodservice employee will continually monitor food storage and preparation to ensure that food is not cross-contaminated.

CORRECTIVE ACTION:
1. Retrain any foodservice employee found not following the procedures in this SOP.
2. Separate foods found improperly stored.
3. Discard ready-to-eat foods that are contaminated by raw eggs, raw fish, raw meat, or raw poultry.

VERIFICATION AND RECORD KEEPING:
The foodservice manager will visually observe that employees are following these procedures and taking all necessary corrective actions during all hours of operation. The foodservice manager will periodically check the storage of foods during hours of operation and complete the Food Safety Checklist daily. The Food Safety Checklist will be kept on file for a minimum of 1 year. Foodservice employees will document any discarded food on the Damaged and Discarded Product Log. The foodservice manager will verify that appropriate corrective actions are being taken by reviewing, initialing, and dating the Damaged and Discarded Product Log each day. The Damaged and Discarded Product Log is to be kept on file for a minimum of 1 year.

DATE IMPLEMENTED: __________________ BY: __________________

DATE REVIEWED: ___________________ BY: ___________________

DATE REVISED: ____________________ BY: ___________________
## Refrigeration Log

**Instructions:** A designated foodservice employee will record the location or description of holding unit, date, time, air temperature, corrective action, and initials on this log. The foodservice manager will verify that foodservice employees have taken the required temperatures by visually monitoring food employees during the shift and reviewing, initialing, and dating this log daily. Maintain this log for a minimum of 1 year.

<table>
<thead>
<tr>
<th>Location/Unit Description</th>
<th>Date</th>
<th>Time</th>
<th>Temperature</th>
<th>Corrective Action</th>
<th>Food Worker Initials</th>
<th>Manager Initials/Date</th>
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Instructions: Circle the correct response to the statements below.

1. Once food is delivered and received, it must be moved to the proper storage area
   A. before the end of the work day.
   B. immediately.
   C. as soon as it is convenient.
   D. when employees have adequate time.

2. Proper storage information may be found on the USDA Commodity Food Fact Sheets under several category titles.
   A. True
   B. False

3. If the food service assistant has questions about the proper storage of a food item, they should ask the following person for assistance in locating this information.
   A. Sales person
   B. Delivery person
   C. Food service manager or director
   D. Another food service assistant

4. Storing foods correctly is important to maintain the quality and safety of the food items.
   A. True
   B. False

5. Food storage areas include dry storage, refrigerated storage, and freezer storage.
   A. True
   B. False
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