

The background is a light pink color with a repeating pattern of small, thin-line icons in a reddish-pink color. The icons include various food items like fruits (apple, banana, grapes, pineapple, kiwi, orange), vegetables (broccoli, carrot, leafy greens), kitchen tools (fork, knife, spoon, whisk), and other symbols like a chef's hat, a globe, and a heart.

# KITCHEN MICRO-GOOD PRACTICES

BioCanteens



## MICRO-GOOD PRACTICES AS ENTRY POINTS

- In the BIOCANTEENS general Good practice we noticed a lot of tiny practical steps. We call them 'Micro-Good Practices': *"Some of these tips are easy to implement and give immediate benefits to canteens staff, reports Elena Valcheva from Troyan after her first visit in Mouans-Sartoux, these are **"entry points" into the Good practice**"*.
- The Kitchen Micro-Good Practices are **small actions that can be easily and independently implemented** in order to increase the quality of the meals served and to facilitate the kitchen management. They are implemented **during the kitchen process** (i.e. preparing part of the food in advance and part on demand; playing with portion size to reduce food waste; etc.) **and during the eating process** (i.e. self-service to adjust different hunger and different eating rhythms of children; coaching children during meals; etc.).
- This catalogue of Kitchen Micro-Good Practices has been prepared through the exchange, the discussion and the selection of **a top-list of the most inspiring and easy to reach practices witnessed from the 7 BioCanteens city partners**: Mouans-Sartoux, Pays des Conduses, Rosignano Marittimo, Torres Vedras, Trikala, Troyan and Vaslui.
- Each of practice is presented through pictures and tagline for quick browsing and detailed description to support implementation.
- They are organized in a chronological order: first "Elaborating the menus", then "during the kitchen process", "for serving food" and "after the meal".

## FOR CITY ELECTED REPRESENTATIVES AND DECISION MAKERS

As city elected representatives or decision makers what can you expect from this collection of Kitchen Micro-Good Practices?

An **overview of this selection** of practices will contribute to:

- Build **a vision of the territory's food sovereignty** and translate this vision into everyday practice
- Enlighten **the role of the collective catering in the development of the local food project** and justify budgetary choices
- Give **meaning to expected changes in the practices** of canteen staff and identify ways to help them (training, organization, equipment ...)
- Establish **a dimension of exchange and inspiration** from the experiences of other territories

Focusing together with canteens' staff on each of the particular Kitchen Micro-Good Practices and pushing for the progressive implementation of the selection of the most pertinent this is also:

- To understand that **many small actions can lead to significant change**
- To drive a work methodology **from an ambitious goal to revisit practices** and facilitate the success of the overall project
- Define **a systemic approach of governance-education-good practice.**

This document is not exhaustive, it is the beginning of the writing for each city of the operational choices which must be decided so that the manufacture of the meals meets the ambition of the project of sustainable food. Each city with its teams must continue to decide on the evolution of its practices and formalize them in this **tool of inspiration and capitalization.**

## FOR KITCHEN RESPONSIBLE AND COOKING STAFF

As kitchen responsible and cooking staff what can you expect from this collection of Kitchen Micro-Good Practices?

- Micro-Good Practices are habits, often simple, implemented in cooking to **make practices more sustainable**
- They are the **gateway for those who want to rethink their approach to cook work** and bring it to something more sustainable
- They are not a universal answer, they **must be adapted according to each field reality**. It's a way of thinking.
- The work in the kitchen affects our diet, it goes beyond the simple meal, influences our health, our living environment
- If we look at it from a sustainable point of view, **the benefits will be reflected on the whole of our society**,
- Micro-Good Practices by their simple and concrete character are a good way to put the teams in motion, **stimulate motivations and tastes**, raise awareness about the issue of sustainable food,

For a cook, a trainee setting up Kitchen Micro-Good Practices is:

- **Time saving**, less arduous work (eg. in organic vegetable cleaning)
- Better **cost control**, and therefore **quality food at the same price** as conventional ingredients
- Allowing children a diet that tastes, brings pleasure, ....
- Highlighting the **expertise of canteens' cooks**, affirming their own identity and guarantying that "anyone" can not work in a community kitchen,
- Being an **actor of education** to the taste of children and hoping that he will communicate this to their family
- Helping families by finding solutions (in recipes) to have a **sustainable diet at a reasonable cost**.





## THE BASICS...

What are the prerequisites for a good and efficient kitchen ? What should you check before thinking of turning your kitchen into a BioCanteen kitchen ?

Some practices are common to everyone in every country and are part of the **basic infrastructure and system required in order to have functioning kitchen, delivering good and safe food** and respecting legal obligations.

Here are some of them :

- Have the right equipment : functioning and adapted to the number of meals to be prepared
- Designate a kitchen coordinator : if your municipality manages more than one kitchen (central or on-site), make sure to have somebody who's job will be to coordinate meal production on every site (menus, ingredients, equipment, food commands...)
- Define a food plan for each day : every morning insure that you have the real number of people that will eat that day, in order to adapt quantities of food that has to be prepared. This is the basis to avoid food waste
- Fill in food data sheets, a document that sums up the quantities of ingredients needed to make the dish, the type of material, the time and temperature if cooking is needed, nutritional aspects... It helps to know the approximative quantity that has to be ordered. It is to be noted that for some dishes, the document can't be that precise (for example dishes using vegetables shouldn't specify what kind of vegetables have to be used, or another solution would be to specify during what season the recipe should (or shouldn't) be done.
- Ensure a maximum of home made food for which quality of ingredients and cooking process is under your control
- Serve tap water, ban disposable or plastic plates or cups, don't put salt on table, offer bread only in self-service and not on table, ban sodas, etc.



# ELABORATING THE MENU



# 'ALTERNATIVE MEALS' : FOR A GREATER AND BETTER USE OF PLANT PROTEINS

A greater consumption of leguminous plants and cereals is excellent for our health and the environment. Combined with reduced amounts of meat, and of a better quality, protein plants respect children's nutritional standards and can help enhancing their food education.





## **'ALTERNATIVE MEALS' in a nutshell:**

- Plant proteins are composed of leguminous plants (e.g. lentils, chickpeas, peas, beans, soja...) and cereals, wholegrains preferably (e.g. corn, wheat, rice, buckwheat, spelt, millet, quinoa, oat etc.)
- Need to adapt menus with recipes including plant proteins (e.g. red lentils lasagne, kidney beans chocolate cake etc.) while paying attention to respect children's nutritional needs.
- Crucial to use organic ingredients as the concentration of pesticides is very high in conventionally grown plant proteins.
- A greater use of plant proteins does not mean giving up on animal proteins, but consuming less meat, and of a better quality, and finding the right balance between plant & animal proteins that is most adapted to children's diet.
- Progressive implementation : from testing recipes every now and then (e.g. starters prior to main dish) to get feedback from staff and children ; up to -if successful- one or more plant protein-based meal(s) every week.

## **Context, goals and benefits:**

- Alternative meals protect the environment, with a reduction of our carbon footprint due to a reduced meat consumption and impact of agricultural pollution
- Organic plant proteins are excellent for our health, being great sources of fibres, proteins, iron, omega-3 fatty acids, dietary minerals, vitamins...
- Significant food cost reduction as meat often represents around half of the cost of one meal. These savings compensate the purchase of smaller quantities of higher-quality meat.
- Useful for children's food education with the discovery of new dishes and tastes.

## **Tips, advice and warnings :**

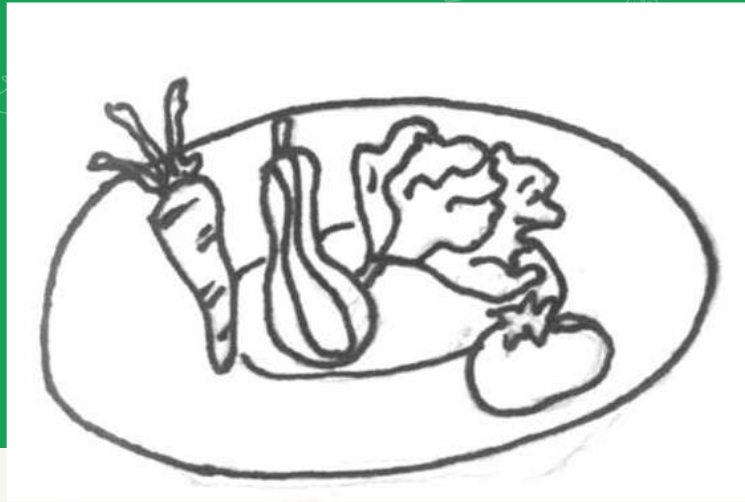
- Adequate training of the canteen staff (e.g. to master new recipes, better organisation) as well of the facilitators (e.g. to convey an informed message)
- Practice to be combined with educational activities to support children in exploring new tastes, as well as information towards parents.
- Need to consider nutritional regulations/recommendations before opting for a weekly meatless meal.
- In case of a meatless lunch, always combine both leguminous plants and cereals for a better intake of proteins.

# PROMOTION OF ALTERNATIVE MENUS

To give the chance to children try once a week a new kind of lunch without fish or meat, promoting healthy habits related to food sustainable alternatives







Healthy food/Alternative meals

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### **PROMOTION OF ALTERNATIVES MENUS in a nutshell:**

- Alternative menu once a week for all the children without meat or fish, to increase the consuming of vegetable protein, according to the Mediterranean Diet
- Take account on the seasonality of the products for the menus

### **Context, goals and benefits:**

- Promotion of knowledge to the children about the seasonality of the products
- Reduction of the environmental footprint
- Promotion of the Mediterranean Diet

### **Tips, advice and warnings:**

- Information to the parents about the benefits of an alternative meal once a week
  - Important education role on the promotion of healthy habits
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### **VALUATION OF ALL PARTS OF MEAT in a nutshell:**

- The recipes are devised to use different pieces of meat from the same animal
- Examples :
  - Phave only the chicken as well as thighs.
  - lamb shoulder slices are grilled along the coast

### **Context, Goals and benefits:**

- Allows producers to more easily manage their meat stock.
- Limit the number of animals to be slaughtered to supply the quantities needed
- Decreased prices of meat

### **Tips, advice and warnings:**

- Educate eaters to consume the various pieces of meat in the same recipe
-



# BANNING CERTAIN DISHES FROM THE MENUS

Dishes that are unhealthy or too difficult to prepare in a proper qualitative way could also be (temporary) banned.



Make a simple scheme by hand or with computer describing technical aspects of the MGP as you find in instruction for use. Don't worry for the style, we can uniformize it afterward...

*Insert a short words caption*

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### **BANNING CERTAINS DISHES FROM THE MENUS in a nutshell:**

Explanation of the case of the "Ice cream" banned in Mouans-Sartoux (to be developed)

Reasons for banning some specific dishes :

- Unhealthy for the children
- Too difficult to prepare in a proper qualitative way in the kitchen
- To be completed...

### **Context, goals and benefits:**

- Insert text...































### **Tips, advice and warnings :**

- Insert text...
-

# TITLE GENERAL DISHES

Eg vegetable stew, parmentier vegetables. Allows to adapt recipes according to seasonal produce available

## Menu Février 2019

 <b>Lundi 7 Janvier</b>		<b>LÉGUMES D'HIVER EN POTÉE ET CHORIZO DOUX</b> <small>ALLERGENE(S) : aucun</small>
 <b>Mardi 5 Février</b>		<b>WATERZOOI DE PLEUROTES ET POULET</b> <small>ALLERGENE(S) : Fruits à coque</small>
 <b>Jeudi 7 Février</b>		<b>CURRY LÉGER DE LÉGUMES ET LAMELLE DE PORC</b> <small>ALLERGENE(S) : Fruits à coque</small>
 <b>Vendredi 8 Février</b>		<b>QUICHE AUX LÉGUMES ET SAUMON</b> <small>ALLERGENE(S) : Gluten</small>
 <b>Lundi 11 Février</b>		<b>PATATE DOUCE EN PARMENTIER</b> <small>ALLERGENE(S) : Aucun</small>
 <b>Mardi 12 Février</b>		<b>PENNE À LA BOLOGNAISE DE LÉGUMES</b> <small>ALLERGENE(S) : Gluten</small>
 <b>Jeudi 14 Février</b>		<b>PARMENTIER DE LÉGUMES FEUILLES ET THON</b> <small>ALLERGENE(S) : Oeufs</small>
 <b>Vendredi 15 Février</b>		<b>BROCHETTES DE POMMES ET POULET TANDOORI</b> <small>ALLERGENE(S) : Fruits à coque</small>
 <b>Lundi 18 Février</b>		<b>BOULETTE DE POIVRONS ET BŒUF - PÂTES À LA GRECQUES</b> <small>ALLERGENE(S) : Gluten</small>
 <b>Mardi 19 Février</b>		<b>LÉGUMES D'HIVER EN POTÉE - CHORIZO DOUX</b> <small>ALLERGENE(S) : Aucun</small>
 <b>Jeudi 21 Février</b>		<b>TARTIFLETTE - CRUDITÉS DE SAISON</b> <small>ALLERGENE(S) : Lait</small>
 <b>Vendredi 22 Février</b>		<b>GRATIN DE LÉGUMES ET CHIPOLATA DE VEAU</b> <small>ALLERGENE(S) : Gluten</small>
 <b>Lundi 25 Février</b>		<b>NOUILLES SAUTÉES AUX LÉGUMES ET POULET</b> <small>ALLERGENE(S) : Gluten</small>
 <b>Mardi 26 Février</b>		<b>COUSCOUS DE LÉGUMES D'HIVER ET AGNEAU</b> <small>ALLERGENE(S) : Gluten</small>
 <b>Jeudi 28 Février</b>		<b>CANNELLONI DE LÉGUMES ET BŒUF</b> <small>ALLERGENE(S) : Gluten</small>

hotpot

vegetables  
couscous

seasonal  
vegetables

chicken or  
grilled  
lamb

winter  
vegetables

season  
salad

pie

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### **TITLE GENERAL DISHES in a nutshell:**

- When writing menus, general terms are used such as stew of vegetables, vegetable gratin (and not the names of vegetables that can be used), chicken soup ...

### **Context, Goals and benefits:**

- Allows to adapt the recipes according to seasonal produce available
- Flexibility for gardeners
- Adds value more easily available vegetables (no loss of production)

### **Tips, advice and warnings:**

- We need the parents agree to order meals without knowing all of the ingredients
  - Respect allergens (chicken ok, but beware of chicken sausages)
  - Respect diets (people who do not eat pork)
-



# FAMILIES GETTING INVOLVED

Visits to municipal kitchens, canteen commission





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### **FAMILIES GETTING INVOLVED in a nutshell:**

- Visits of the families to the kitchens of the canteen and the refectories during the production of the meal, during the visit they can taste the meals .
- "Canteen committee" is made up of: families, municipal employees and teachers. It works on menus, service changes, service monitoring and programs.
- Workshops for families with preparation of recipes from the canteen.
- Customer satisfaction surveys

### **Context, goals and benefits:**

- Transparency of the canteen service.
- Educating families to healthy eating through cooking workshops and food education projects
- Preventing and solving any problems related to canteens such as: appreciation of the menu and service

### **Tips, advice and warnings:**

- Continuous contact with families through the Municipality's website, social networks and meetings.
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# DURING THE KITCHEN PROCESS

# 100% ORGANIC AND NO FOOD WASTE

Not peeling the organic vegetables in order to keep the vitamins in its whole quantity



Make a simple scheme by hand or with computer describing technical aspects of the MGP as you find in instruction for use. Don't worry for the style, we can uniformize it afterward...

*Insert à short wors caption*

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### **100% ORGANIC AND NO FOOD WASTE in a nutshell:**

- Not peeling the outer layer of the veggies.
- Preserving their whole quantity.
- Visibility of its organic origin.

### **Context, goals and benefits:**

- Keeping the vitamins and the healthy properties of the vegetables.
- No extra trash and waste being produced.
- Time-saving

### **Tips, advice and warnings :**

- Do not utilise chemical bleach when washing the organic vegetables, but use water and vinegar/ sodium bicarbonate.
  - Take time to check the condition of the vegetables.
-



# WATER-ONLY FOR DECONTAMINATION

Not peeling the organic vegetables in order to keep the vitamins in its whole quantity



Make a simple scheme by hand or with computer describing technical aspects of the MGP as you find in instruction for use. Don't worry for the style, we can uniformize it afterward...

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### **WATER-ONLY FOR DECONTAMINATION in a nutshell:**

- Wash fresh vegetables before introducing them into the production cycle of meals.
- The washing is carried out in a dedicated area of the kitchen with only water without the use of disinfectants.
- The process consists of 6 washing cycles stirring the vegetables in the water.
- At each washing it is necessary to change the water.

### **Context, goals and benefits:**

- Do not use disinfectants
- Washing without the use of disinfectants allows to keep the flavors unaltered
- Facilitate the work of kitchen staff.

### **Tips, advice and warnings :**

- Change the water for each wash.
  - Analyze the product continuously to check for any bacterial charges
  - Training of kitchen staff.
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# 'ON-DEMANDE' COOKING

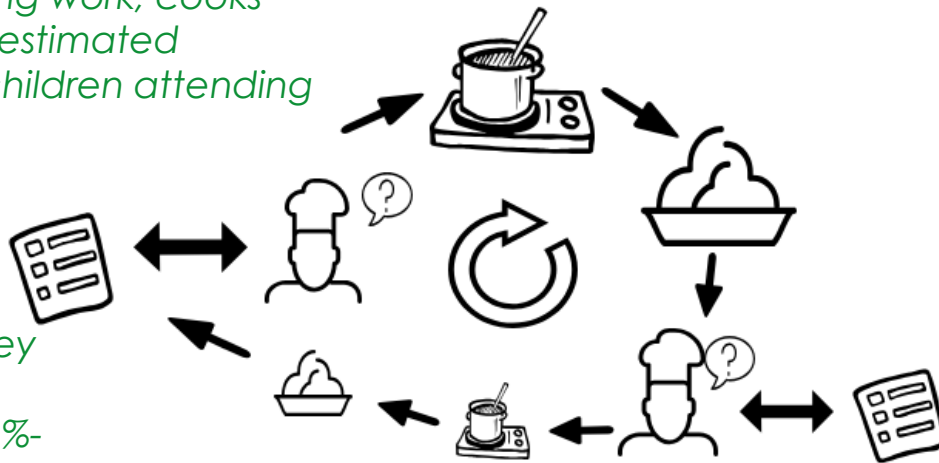
'On-demand cooking' is about adjusting the amount of food cooked to the right number of children by cooking smaller quantities and throughout lunch time.





Before starting work, cooks receive the estimated number of children attending lunch

They cook up to 80 %-90 % of the needed food quantities



If needed, they cook the remaining 20 %-10 %, and report on food waste

During lunchtime, they monitor food availability and number of children yet to come

### **'ON-DEMANDE' COOKING** in a nutshell:

- Canteen staff receives the estimated number of children foreseen for lunch
- They identify the needed ingredients according to menu and cook only 80-90 % of the estimated needed quantities.
- The remaining 10-20 % are cooked 'on-demand' : during lunch, canteen staff regularly monitors if there is full attendance, how many children are still to come and if more food is needed.
- Some ingredients are more appropriate than others for 'on-demand' cooking such as : e.g. meat, vegetables, pasta...

### **Context, goals and benefits:**

- Cooking on demand is a way to avoid cooking more food than needed for one canteen service (e.g. there are often cases of no-shows in schools, absences...)
- Better management of food quantities leading to dramatic reduction of food waste right at the source of the 'canteen chain' , prior to food being served.
- Key source of food waste reduction leading to substantial economic savings that can offset the purchase of organic products, usually slightly more expensive than conventional products..
- Providing fresh food to children that is also tastier.

### **Tips, advice and warnings :**

- Need for adapted and performant equipment that can cook fast, in particular in case there is need to provide food during lunch's peak time- see MGP n°XXX.
- Training of canteen staff so that it is prepared and adapted to specific kitchen organisation (i.e. on-demand cooking leads to an increase in workload);
- Need to constantly monitor food waste at the end of the 'canteen chain' (i.e. what remains in children's plates, and food cooked but unserved) in order to better adapt quantities of ingredients needed (see MGP n°XXX).
- A system based on children's advance registration to access school canteens is a pre-requisite to implement this practice.

# RECOVERY JUICES VAPORS VEGETABLES

To add to the preparation and or in sauces and soups





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### **RECOVERY JUICES VAPORS VEGETABLES in a nutshell:**

- A non-perforated tray placed in the bottom of the oven allows the recovery of the juices of vegetables during steaming.
- The juices will be reused in different preparations (sauces, soups, etc.)

#### **Context, Goals and benefits:**

- juices Valuation vegetables
- Providing additional flavors
- Reduced water consumption

#### **Tips, advice and warnings:**

- Beware of vegetables with a marked taste like cabbage
-



# SLICING THE BREAD THIN

Using a bread slicing machine that make slices of baguette half centime thick to better fit children taste and to reduce waste.



Make a simple scheme by hand or with computer describing technical aspects of the MGP as you find in instruction for use. Don't worry for the style, we can uniformize it afterward...

*Insert a short words caption*

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### **SLICING THE BREAD THIN in a nutshell**

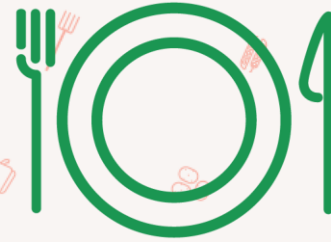
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#### **Context, goals and benefits:**

- Insert text...

#### **Tips, advice and warnings :**

- Insert text...
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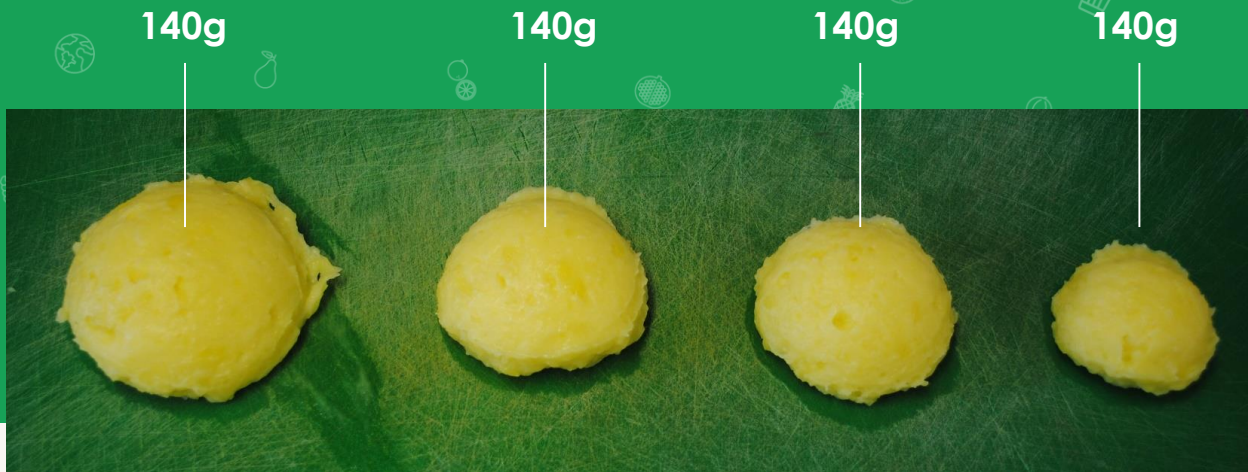
**FOR SERVING**  
**FOOD**



# USING « ROUNDER »

Measure amount by the use of « rounders »





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### **USING « ROUNDER » in a nutshell:**

- For each category of food, the nutritional needs of children are defined according to their age. They are centralized on a table,
- When serving, the kitchen team, which defines rounders match the amounts to be used and gives the information to the service teams have the same rounders,

### **Context, Goals and benefits:**

- Using rounders ensures the right amount to serve
- Limiting waste
- Cost control

### **Tips, advice and warnings:**

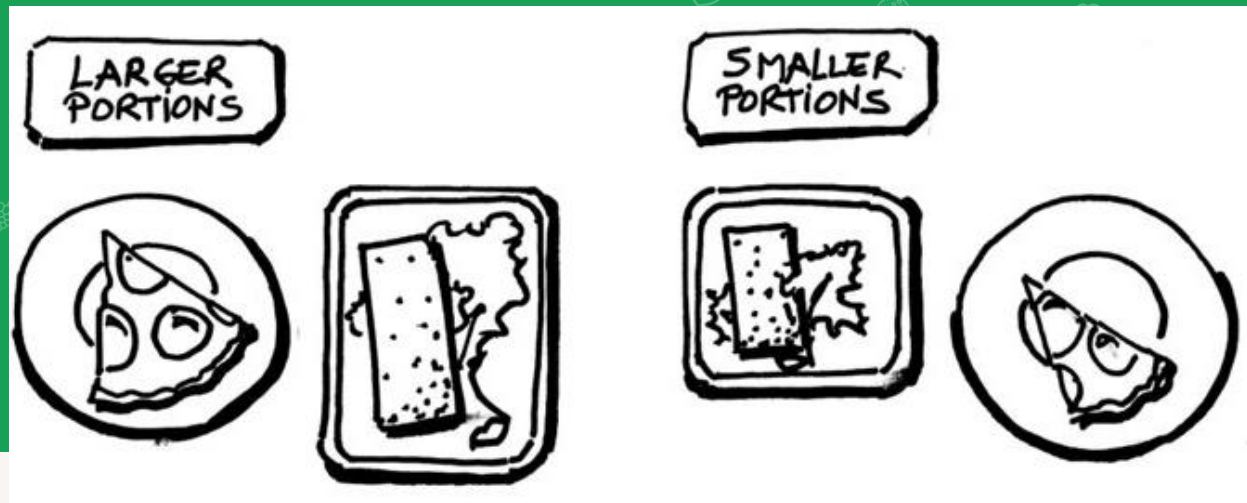
- he requires that people who fulfill the service rounders correctly, sufficiently filled without overflowing.
  - Investing in quality rounders for intensive use of the mechanism
  - Check the diameter of the rounder rather than rely on the categorization of the manufacturer, (possible variations from one manufacturer to another).
  - Provide an additional amount to allow children who wish to have another.
-



# ADAPTING PORTION SIZES TO CHILDREN'S APPETITE

Portions of different sizes are served to children according to their appetite so as to ensure everything is eaten with minimised food waste.





2 portions sizes

Different container sizes

### ADAPTING PORTIONS SIZES in a nutshell:

- On the self-service shelf, children can choose between 2 types of portions : a larger and a smaller one;
- When serving food, canteen staff ask children : 'How hungry are you ? How much food do you want ?' and adapt the portion served accordingly.
- Fruits can be cut down in smaller portions: e.g. apples can be served in quarters instead of serving a whole one per children.

### Context, goals and benefits:

- Dramatic reduction of food waste;
- Enhancing children's responsibility and self-awareness towards food and food waste;
- Starting dialogue with canteen staff and managers on portion standards

### Tips, advice and warnings :

- Refill should be always available to prevent any critics from parents or supporting authorities
- Making a clear difference of size possibly using plates of various sizes, cutting portions in a comparable way or putting larger/smaller portions signs;
- Important educational role of the facilitator/supervising staff : if children choose the larger portion, they commit to finish their plate. If unsure, they take the smaller one and get a refill if needed.



# ADAPTING SERVICE TO KIDS TEASTE



Insert here a one liner describing the Kitchen Micro-Good Practice (not more than 200 characters)



Make a simple scheme by hand or with computer describing technical aspects of the MGP as you find in instruction for use. Don't worry for the style, we can uniformize it afterward...

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### **ADAPTING SERVICE TO KIDS TEASTE in a nutshell:**

- Children can choose not to eat animal proteins.
- As an alternative to meat \ fish there is a type of alternative meal or the child can supplement with an adjunctive portion of the chosen meal.

### **Context, goals and benefits:**

- Lower meat consumption in a sustainable canteen vision  
Guaranteeing the meal to all children according to their tastes
- May consumption of vegetable proteins

### **Tips, advice and warnings :**

- Pay attention to the quantities in case the child asked for the addition to the portion already had.
  - Ensure the same quality of protein in the meal based on the nutritional needs of each child.
-



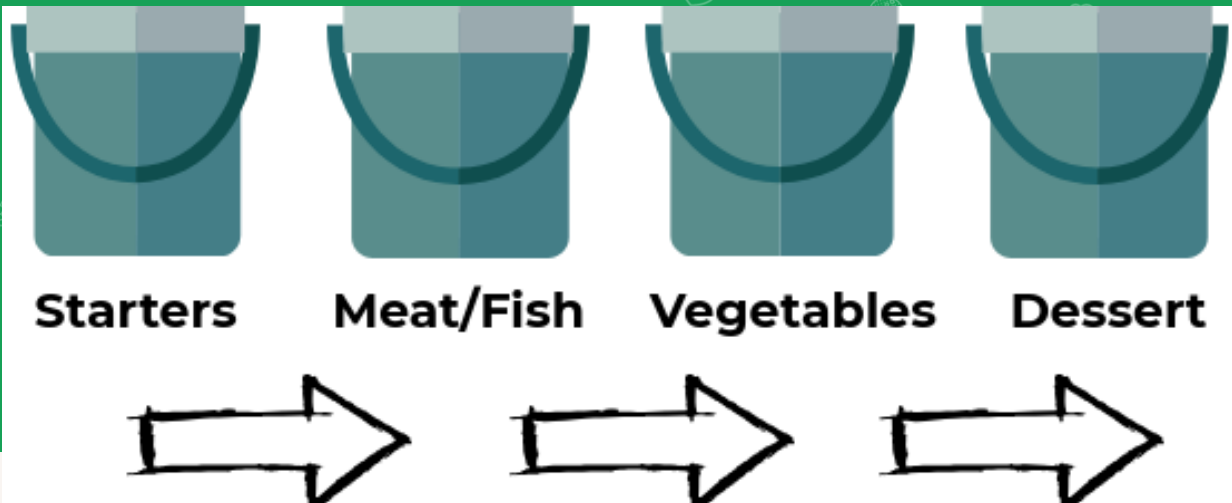
**AFTER THE  
MEAL**

# SORTING OUT AND WEIGHING FOOD WASTE

Children play an active part in sorting out food leftovers, which are then monitored and weighed on a daily basis in order to adapt menus and ensure significant food waste reduction







Buckets with different signs forming a 'sorting line' easily identified by children, and weighed every day

### **SORTING OUT & WEIGHING FOOD WASTE in a nutshell:**

- A 'sorting line' composed of different buckets is placed in the refectory, where children are asked to sort out their leftovers by course (starters, meat/fish, vegetables/starches, dessert).
- Buckets must be easily identified by children with clear signs indicating what type of food should be thrown away (e.g. with drawings or pictures.)
- Food leftovers are then weighed on a daily basis to keep track of food waste reduction, to determine if some dishes have or have not been appreciated by children, and adapt recipes or menus accordingly.

### **Context, goals and benefits:**

- Dramatic reduction of food waste : up to 80 % in Mouans-Sartoux school canteens (i.e. from 147 g to c.a. 30 g per plate on average).
- It improves children's responsibility as they become aware of what they throw away and of food waste quantities.
- Food waste reduction leads to substantial economic savings (i.e. around 0,2€ per meal in Mouans-Sartoux) that can offset the purchase of organic products, usually slightly more expensive.

### **Tips, advice and warnings :**

- Such practice aims to tackle sources of food waste coming both from collective kitchens (e.g. purchasing, preparing the right food quantity) and from food distribution (e.g. adapting menus to children's tastes).
- It is important to weigh both waste from children's plates and food that was cooked but unserved (i.e. retours cuisine).
- A sound dialogue, and adequate means of reporting the amount of food leftovers on daily basis (e.g. with dedicated excel tables) between the canteen staff and the city's nutritionist, as well as relevant trainings for them, are essential in order to make the most out of the food waste monitoring;
- A successful food waste reduction can be achieved by combining this practice with the 'adaptation of portion sizes to children's appetite' (see MGP n°XXX)

# FOOD DATASHEETS

Creation of food datasheets to guarantee the correct quantities for each portion of the meal, according to the children metabolic and nutritional needs



Torres Vedras  
Câmara Municipal

## FICHA TÉCNICA

### DESIGNAÇÃO DO PRODUTO

Alho À BRÁS (4ª Gama)

INGREDIENTES	CAPITAÇÕES				Binómio de multiplicação		Preço l/Kg	TOTAL	REQUERIDO
	JI		EB1		gr	Kg			
	Porção Escolar	Porção Prata	Porção Escolar	Porção Prata					
Alho Francês	40	40	50	50	63	0,063			
Cebola	11,05	11,05	14,35	14,35	13	0,013			
Alho seco	0,0002	0,0002	0,0002	0,0002	0,0002	2E-07			
Batata Palha	36,55	36,55	43,45	43,45	43	0,043			
Ovo Pasteurizado	32,3	32,3	43,7	43,7	38	0,038			
Azeite	2,38	2,38	3,22	3,22	2,8	0,0028			
Salsa	0,0014	0,0015	0,0018	0,0021	0,0018	1,8E-06			
Sal	0,8134	0,8134	1,1086	1,1086	0,364	0,00036			
<b>TOTAL</b>									

### MÉTODO DE PREPARAÇÃO

Preparar e refogar o alho francês num tacho.  
Colocar numa panela basculante a cebola, o alho seco, o azeite, o sal, um pouco de água e deixar estufar durante 1 minuto. Juntar a batata palha ao preparado, água (à medida que for necessário) e misturar tudo cerca de 15 minutos. Juntar o ovo pasteurizado e deixar cozer cerca de 20 minutos, até atingir os 65°C.  
No fim adicionar a salsa.

### PARÂMETROS MICROBIOLÓGICOS

Microrganismos	Aceitável
Mesófilos 30°C	$>10^2 \leq 10^3$
Coliformes Totais	$>10 \leq 10^2$
<i>Staphylococcus coagulase positiva</i>	NA
<i>Bacillus cereus</i>	$>10^2 \leq 10^3$
<i>Clostridium perfringens</i>	$\geq 10 \leq 10^2$

INGREDIENTES	CAPITAÇÕES				Binómio de multiplicação		Preço €/Kg	TOTAL	FORNECEDOR
	JI		EB1		gr	Kg			
	Peso Edível	Peso Bruto	Peso Edível	Peso Bruto					
Alho Francês	40	40	50	50	63	0,063			
Cebola	11,05	11,05	14,95	14,95	13	0,013			
Alho seco	0,000153	0,00017	0,000207	0,00023	0,0002	0,0000002			
Batata Palha	36,55	36,55	49,45	49,45	43	0,043			
Ovo Pasteurizado	32,3	32,3	43,7	43,7	38	0,038			
Azeite	2,38	2,38	3,22	3,22	2,8	0,0028			
Salsa	0,001377	0,00153	0,001863	0,00207	0,0018	0,0000018			
Sal	0,8194	0,8194	1,1086	1,1086	0,964	0,000964			
<b>TOTAL</b>									

### MÉTODO DE PREPARAÇÃO

## Food datasheets, metabolic and nutritional needs

### FOOD DATASHEETS in a nutshell:

- Dynamic food datasheets, according to the metabolic and nutritional needs of the children
- An adequate quantity of the daily food preparation, promoting a non-waste at the confection level on the kitchen
- An adequate portion provided on the children meals
- Take account on the seasonality of the products for the menus

### Context, goals and benefits:

- Correct quantities of food for children, avoiding food waste on the plate
- Promotion of the children knowledge about the products seasonality
- Promotion of the Mediterranean Diet by the increase of vegetal products, with the component of less quantitie of meat / fish on the menus
- Monitoring during the lunchtime by the canteen animators to help avoiding wastes on the plates

### Tips, advice and warnings:

- Good network between all team of the canteen (technicals, cooks and meals' animators)
- Promotion of the communication between parents and the school about food issues, as also as nutritional decisions taken from the municipality
- Refill should always be available for the children for their own food needs on lunch time





The background is a repeating pattern of small, light red icons on a white background. The icons include various food items like fruits (apple, banana, grapes, pineapple), vegetables (broccoli, carrot, leafy greens), kitchen tools (fork, knife, spoon, whisk), and other symbols like a chef's hat, a globe, and a heart. The icons are scattered across the entire page.

# KITCHEN MICRO-GOOD PRACTICES

BioCanteens