

Unit 5

Foods & Nutrition



Kitchen Lab Rules

REMEMBER: BEING IN THE LAB IS A PRIVILEGE WHICH CAN BE TAKEN AWAY

1. Always wear a clean apron. If your apron gets dirty in the lab, put it in the washer.
2. Always tie your hair back or wear a hair net. Any loose hair must be pinned back or under a hair net until the class is over.
3. Always wash your hands before touching food or equipment:
 - a. Use soap and hot water.
 - b. Wash for at least 20 seconds.
 - c. Use nail brush to clean under fingernails.
4. Keep electrical appliances away from the water. This also includes the microwave.
5. Remove hot items from the oven or microwave with hot pads or oven mitts, NOT hand towels or dish rags.
6. Wash with the washing towels and dry with the drying towels. Do not use either to wash or dry your hands. Use paper towels to dry your hands after washing them.
7. Never shove food down the sink drain. Always place it in the trash. There are no garbage disposals so food will rot in the drains.
8. Turn pan handles toward the middle or back of the stovetop.
9. DO NOT SIT ON THE COUNTERS!!! It is extremely unsanitary!
10. The kitchen lab is a "Cell Phone Free" zone. Phones are not to be used in the kitchen at any time without permission to prevent cross-contamination.
11. Unless you have a food allergy/restriction, it is expected that you taste/sample the food prepared in class.
12. Do NOT taste food repeatedly with the same utensil while you are preparing it.
13. Stay in your OWN kitchen unit. Your group needs your help!
14. Put all equipment and supplies back in the correct drawer. (All drawers and cupboards will be checked-off after each lab.)
15. Clean-up your work area:
 - a. Wipe off counters with wet soapy dish rag and sanitizer.
 - b. Follow the *Dishwashing Procedure* listed on the board.
 - c. No food is to be pushed down the drain. Throw it in the garbage.
 - d. Wash AND dry all dishes.
 - e. Wash AND dry out sink completely.
 - f. Put dirty towels and aprons in washer. Do NOT throw them in.
 - g. Empty unit garbage cans at the end of class.
16. NO water fights with the kitchen faucets, or "messing around" of any kind:
 - a. Lab privileges will be taken away for 2 weeks.
 - b. All labs will be made up at home.
16. If you are absent on a cooking day, you must make the recipe at home and bring back a small sample (if appropriate) or a picture of the finished product.

Kitchen Lab Procedures & Jobs

Lab Jobs:

1. You will be assigned to a lab group and given a number in that group. This number represents the “job” you will be assigned to for that cooking day. Your jobs will rotate each time you cook.
2. To find your job assignment, look on the whiteboard at the front of the kitchen lab.
3. If a member of the group is absent, their job must be divided among all members of the group present on that day.

Procedure for Getting Supplies:

1. Any supplies needed that are not already in your kitchen unit will be collected by the group member who is assigned to that job for the day. ONLY that person should be at the supply table.
2. The “Supply Person” will place all measuring equipment needed on the pink supply tray and bring it up to the supply table to measure all remaining ingredients. Other group members will measure staple ingredients and gather equipment in the kitchen unit.
3. After getting all supplies, take tray and all equipment back to your kitchen. Do not leave any measuring equipment at the supply table.
4. Everyone should get a chance to help prepare part of the recipe. There should not be one person in charge. Share the duties and be respectful of everyone in the group.

Checkout Procedure: (Before ANYONE in your group can be excused)

1. All counters must be cleaned and sanitized.
2. All cupboards and drawers must be shut and closed.
3. Dish soap and sanitizer must be under the sink.
4. If the oven was used, all heating elements and timers should be turned off.
5. If the microwave or blender was used, the inside and outside must be clean.
6. All equipment must be back in the correct cupboards and drawers.
7. The sink must be COMPLETELY dried out, (especially around the spout and handles.)

Student Signature: _____











Name






Printed Name

Date

Period

Cooking Terms

1.		To cook by dry heat, usually in an oven.	
2.		To make a mixture smooth by lifting it over and over quickly with a big beating stroke or to incorporate air through the mixture. (Usually with an electric mixer or wire whisk.)	 
3.		To mix two or more ingredients together until well combined.	
4.		To cook in water or other liquid in which bubbles rise continually and break on the surface.	
5.		To work sugar and fat together until the mixture is soft and fluffy.	
6.		To cut fat into flour with two knives or a pastry blender.	
7.		To rub food on a surface with sharp projections.	
8.		To work dough by pressing and folding until it becomes elastic and smooth.	
9.		To combine ingredients together, usually by stirring.	

10.		To heat an oven prior to using in order to obtain the correct cooking temperature.	
11.		To brown or cook food in a small amount of fat.	
12.		To cook food just below the boiling point.	
13.		To mix by using a circular motion, going around and around, until the food is blended together.	
14.		To beat rapidly to incorporate air and to increase volume.	

Measuring Ingredients and Reading Recipes

Measuring Ingredients

1. Two types of measurements are:

a. _____

b. _____

How do you measure the following?

2.		Spoon into dry measuring cup then level off. (Don't tap or pack the cup.)
3.		Scoop into dry measuring cup, then level off.
4.		Spoon into a dry measuring cup, pack down, then level off. (It should hold its shape when released.)
5.		1. Spoon into a dry measuring cup, pack down, then level off. 2. Water Displacement Method.
6.		Pour into a liquid measuring cup and view at eye level.
7.		Cut on the wrapper markings.
8.		Crack one at a time into a separate container, then add to the recipe.

Reading a Recipe

1. Always read the _____ recipe before beginning. This is the MOST important step!
2. Never skip _____ or make up any of your own.
3. Make sure to _____ the oven early if needed.
4. If a recipe has a _____ of cooking times (ex: bake for 18-20 minutes), always set the time for the lowest time and check it. You can always cook it longer, but you can't "un-cook".
5. Never change the oven _____. It will not cook your food faster. It will burn it or it will be undercooked. Always bake at the temperature the recipe calls for.
6. Do not measure ingredients directly over the mixing bowl. If you _____, you may not be able to fix it.

Equivalent Cartoons



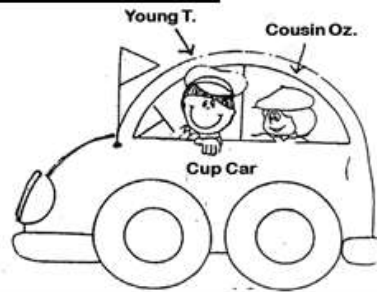
Mrs. T. and Her Babies

Helpful Hints:

- T. = Tablespoon
- t. = teaspoon
- Mrs. T. has 3 baby t.'s
- There are 3 little t.'s with 1 big T.

Equivalents To Remember:

- 1 Tablespoon = 3 teaspoons
- 1/2 Tablespoon = 1 1/2 teaspoons
- 9 teaspoons = 3 Tablespoons



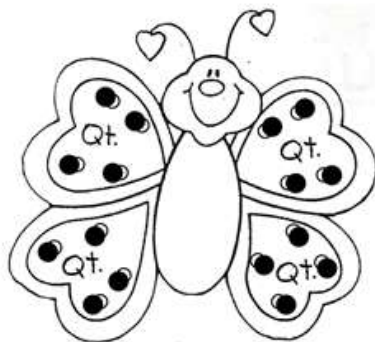
Young T. and Cousin Oz.

Helpful Hints:

- Young T. just got his drivers license-He is 16 (16 Tablespoons)
- He now gets to drive the "Cup Car" (1 Cup)
- Cousin Oz. is half as old as Young T.-He is only 8 (8 Ounces)
- It takes 8 ounces to fill up the "Cup Car" (8 oz. = 1 c.)

Equivalents To Remember:

- 8 Ounces = 1 Cup
- 1/2 Cup = 8 Tablespoons
- 1 Cup = 16 Tablespoons
- 1/4 Cup = 4 Tablespoons
- 3/4 Cup = 12 Tablespoons
- 1/8 Cup = 2 Tablespoons



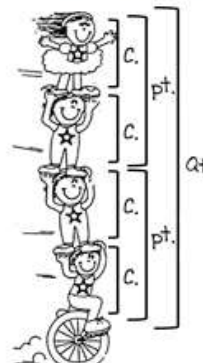
GAL the Butterfly

Helpful Hints:

- GAL stands for Gallon
- GAL's wings are so QT! (Quart)
- 4 Wings = 4 Quarts
- Small Circles Represent 1 C.

Equivalents To Remember:

- 4 Cups = 1 Quart
- 4 Quarts = 1 Gallon
- 16 Cups = 1 Gallon



The Cup Kids

Helpful Hints:

- Each Kid represents 1 cup
- Two Kids Equal a Pint
- Four Kids Equal 2 Pints
- Two Pints Equal 1 Quart

Equivalents To Remember:

- 2 Cups = 1 Pint
- 2 Pints = 1 Quart
- 4 Cups = 1 Quart

The Six Basic Nutrients

1. What is a Nutrient?

Substances found in food that are essential for _____ and _____.

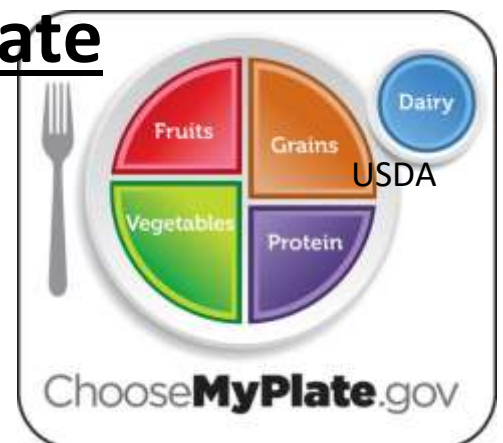
2. The SIX Basic Essential Nutrients Are:

Nutrient	Main Function	Healthy Food Sources
	To provide our bodies with energy	Whole grains, cereals, beans, rice, pasta
	To build and repair body tissue	Meat, poultry, eggs, seafood, milk/milk products, cheese, nuts/seeds
	Provides “back up energy, protects internal organs, promotes healthy skin, carries vitamins through the body	Olive oil, canola oil, avocados, olives, flaxseed, nuts, tofu, fatty fish (salmon, tuna, trout)
	To regulate body functions (nerves, muscles and skin functions)	Fruits and vegetables (especially red, orange and dark green), enriched grains, dairy products
	To regulate body functions (strong bones and teeth, maintaining fluid balance in the body)	Fruits and vegetables (especially red, orange and dark green), dairy products, animal products
	Prevents dehydration, carries vitamins through the body, carries waste products out of the body, regulates body temperature	Water

Intro to MyPlate

3. What is MyPlate?

MyPlate is the current nutrition guide from the _____ that is meant to help people develop a _____.



4. MyPlate is broken into FIVE food groups.

Food Group	Key Consumer Message	Major Nutrients
Fruits		
Vegetables		
Protein		
Grains		
Dairy		

Important Healthy Eating Tips

5. _____
 - Nutrient Dense: Foods that have a lot of important nutrients, but few calories.
6. _____
 - Empty Calories: Foods that have a lot of solid fats, sugar and calories, but few important nutrients.
7. _____
 - Control total calorie intake to manage body weight.
8. _____
 - Teens should be active at least 60 minutes or more each day.
9. _____
 - Spend less time in front of the TV, video games and phones and more time being physically active.
10. _____
 - Avoid oversized portions.

Manners and Etiquette

Code of Polite Behavior

1. What is Etiquette?

- Codes of polite _____ used in our society.
- There are different codes of etiquette all around the _____.
- _____ involves much more than using the correct fork when dining out.
- Using good manners/etiquette shows _____ for the people and places around you.

2. Basic Social Etiquette

- Be polite
- Say “Please” and “Thank You”
- Remove hats when indoors
- Do not groom yourself in public
- Keep gum chewing to a minimum
- Turn your phone ringer OFF when appropriate
- Keep conversations polite and appropriate
- Be punctual
- Do not pick (nose, ears, etc.)
- Do not swear
- Do not stare

Basic Dining Etiquette

- Don't talk with your mouth _____. Chew with your mouth _____.
- Don't _____ in front of others. Ask for food to be _____ to you.
- Don't forget to use your _____. Place it on your lap during the meal. Don't tuck it into the neck of your shirt.
- Avoid _____ or smacking your food, blowing your nose or other gross noises at the table.
- Don't use your utensils like a _____. Take your time and enjoy your meal.
- Don't use your _____ when dining, especially with company. Turn it off completely or at least put it on _____.
- If your dinner party is small, _____ until everyone has been served their meal before beginning to _____.
- Cut large food items into _____ pieces. Don't try to put the whole thing in your mouth at once. Cut only _____ piece at a time.
- Don't prop your _____ on the table WHILE eating.
- Say “_____” if you need to leave the table.

Dining Styles

1. There are two basic dining styles:

a. _____

b. _____

2. **American Dining Style:**

a. Food is cut with the _____ in the _____ hand and the _____ in the _____ hand.

b. After the food is cut, the knife is placed down and the fork _____ to the right hand. Food is placed in the mouth with the tines facing _____.

3. **European / Continental Dining Style:**

a. Food is cut with the _____ in the _____ hand and the _____ in the _____ hand.

b. After the food is cut, the fork _____ in the left hand and food is placed in the mouth with the tines facing _____.

Table Settings

4. **Basic things to remember about table settings:**

a. _____ are placed in the order of use.

b. Use utensils from the _____ in toward the plate.

c. _____ on to the _____ of the plate.

d. _____ and then _____ go to the _____ of the plate.

Label the Table Settings below:

5. _____ Table Setting	6. _____ Table Setting	7. _____ Table Setting
