

Mrs. Miguel
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Website:

Learning Guide #1:
Introduction to the Foods Lab

Name:
Course:
TA #

Important information:

*Keep the learning guide packages stapled together and hand the entire package in once completed on or before the due date provided: _____.

If you have any concerns about completing the work, please discuss with the teacher **before the learning guide due date.

Check off the following assignments as they are read/completed:

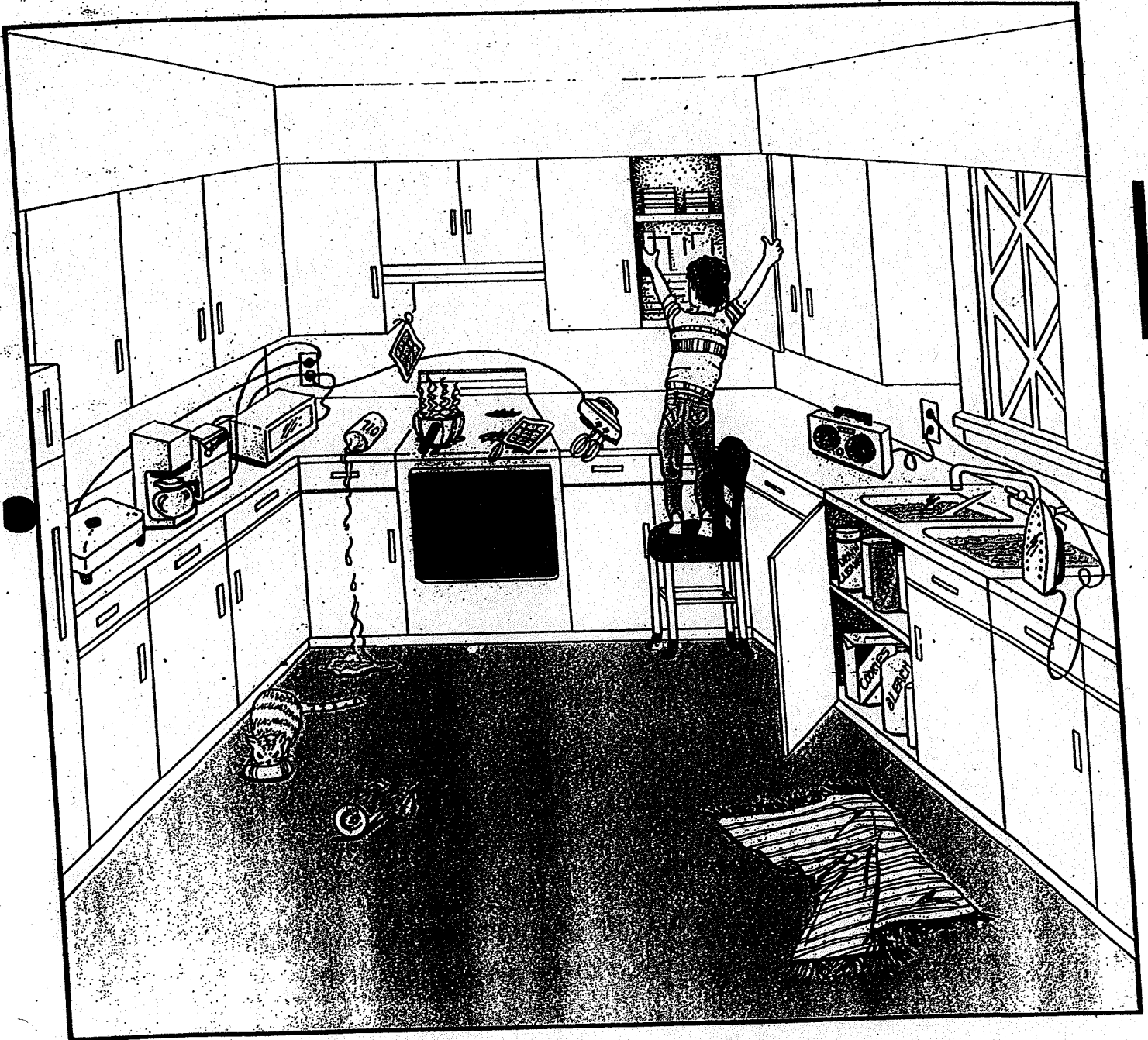
Safety and Sanitation LG#1 Package

- Allergies and Dietary restrictions (complete & submit same day received)
- Questions or concerns on LG 1
- How Would You Make this Kitchen Safe?
- Safety in the Lab & Safety Agreement
- Know your Kitchen Equipment
- Unit Orientation
- How to Measure
- Lab Jobs
- Key Vocabulary
- Apple Crisp Recipe
- Let's Get Fooducated
- Vitamin/Mineral Matchup
- Reflection on Learning Guide#1

In the space below, write any questions, concerns or provide feedback/suggestions on anything regarding Learning Guide #1:

How Would You Make This Kitchen Safe?

The kitchen is the most hazardous room in the house. There are 18 safety and sanitation hazards in the kitchen pictured here. How many can you identify? What would you do to correct each hazardous situation?



Safety in the Food Laboratory

The food lab can be an enjoyable and safe place to work if you are careful. Before beginning any lab project, review and practice the food lab safety rules below.

General Rules

1. Follow all instructions, written or oral, carefully. Never do anything in the food lab that is not called for in your project or by your teacher.
2. Bring only what you need to work areas; leave books, purses, or knapsacks in designated storage areas.
3. Wear appropriate clothing. Do not wear loose garments or dangling jewelry; roll up long sleeves; tie back long hair; wear an apron or smock.
4. Know the location of emergency equipment (first aid kit, fire extinguisher) and how to use it. Post key telephone numbers.
5. Report all accidents to your teacher immediately.

Cleanliness and Sanitation

1. Wash your hands thoroughly with hot, soapy water before beginning. If you have an open cut or sore on your hands, handle food with plastic gloves.
2. Always use a separate spoon for tasting. Once you have tasted from a spoon, do not use it again until it has been washed.
3. Wash work surfaces before you begin. Keep them and utensils clean and neat as you work. Clean up spills immediately.
4. Wash all tools that have been used for raw foods thoroughly in hot soapy water before using them again. Be particularly careful handling raw chicken: wear plastic gloves and use an acrylic rather than wooden cutting board.
5. Clean up well before leaving the lab.

Specific Precautions

1. Keep flammable materials, including your clothing, away from direct heat.
2. Never leave fat cooking unattended. Always use a utensil to lower food slowly and carefully into hot fat.
3. Turn pot handles so that they will not extend over neighboring burners or the edge of the stove.
4. When lifting lids of pots and pans, tilt them away from you. Use tongs to remove foods from hot water or hot grease.
5. Do not put utensils or your hands into appliances while they are plugged in. Make sure cords, counter tops, and your hands are dry when using electrical appliances. Always unplug them before washing.
6. When cutting, slant the blade away from you.
7. Keep hot foods hot and cold foods cold. Do not leave perishable foods at room temperature longer than necessary.

Emergency Procedures

Fires: Call for help right away. Meanwhile:

- For fires in pots and pans, turn off heat and cover with pan lid or smother with salt or baking soda.
- Use a fire extinguisher for small fires. If fire is spreading, evacuate lab.
- If clothing or hair ignites, wrap victim in fire blanket or other heavy fabric and roll him or her around on floor to smother flames.

Injuries: Send for medical help quickly. Meanwhile:

- For cuts, apply pressure with sterile gauze. Raise bleeding part of body.
- For minor burns, cool affected area under cold water.
- For electrical shock, do not touch victim but break electrical connection with a nonconductor such as a broom handle or by removing the fuse.

Name _____

TA: _____

Date: _____

Food Laboratory Safety Agreement

I have read carefully the article titled "Safety in the Food Laboratory."

Date: _____

1. The medical room is located: _____

2. The fire alarm is located: _____

3. The fire extinguisher in the food laboratory is located: _____

4. The first aid in the food laboratory is located: _____

5. The telephone in the food laboratory is located: _____

6. Emergency telephone numbers are: _____

I have read and understand the article titled "Safety in the Food Laboratory" and agree to abide by the rules and procedures described in the article. I will also abide by any other rules and regulations provided by my home economics teacher.

(Name—Please print clearly)

(Date)

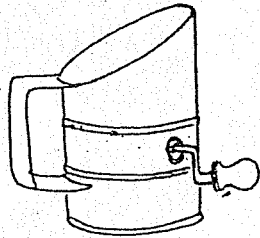
(Signature)

Preparing Food

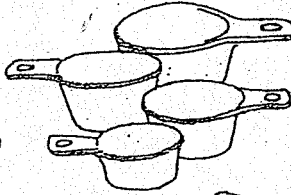
Know Your Kitchen Equipment

DIRECTIONS: Using the terms listed below, identify the pictures of small kitchen equipment by writing the correct letter in the blank.

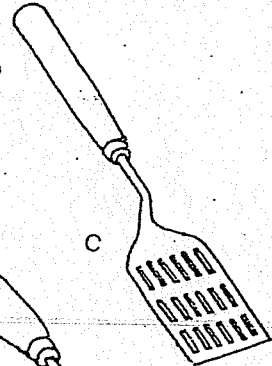
- _____ 1. Liquid measuring cup
- _____ 2. Dry measuring cup
- _____ 3. Narrow metal spatula
- _____ 4. Mixing bowls
- _____ 5. Sifter
- _____ 6. Wooden spoon
- _____ 7. Pastry blender
- _____ 8. Rolling pin
- _____ 9. Plastic spatula
- _____ 10. Kitchen scissors
- _____ 11. Peeler
- _____ 12. Tongs
- _____ 13. Wide metal spatula
- _____ 14. Colander
- _____ 15. Slotted spoon
- _____ 16. Cooling rack
- _____ 17. Measuring spoon



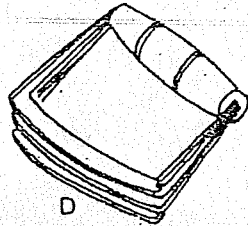
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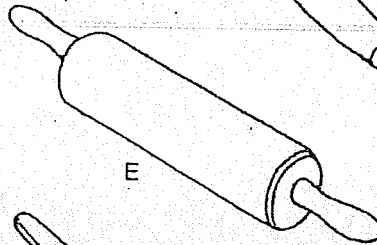
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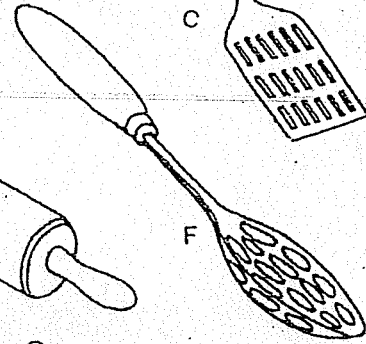
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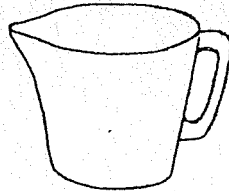
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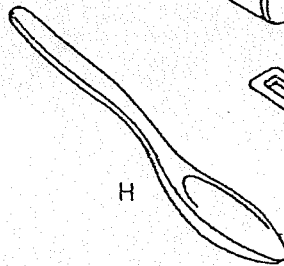
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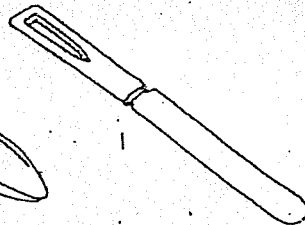
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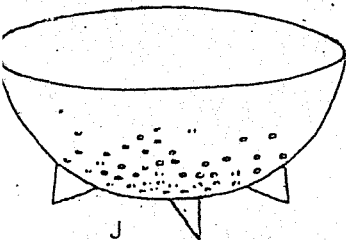
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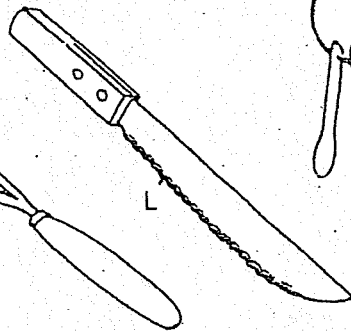
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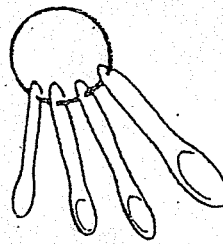
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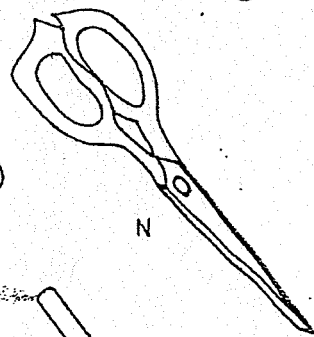
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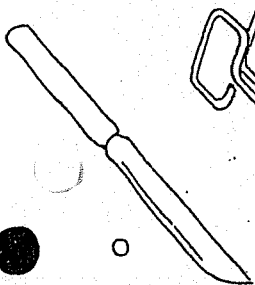
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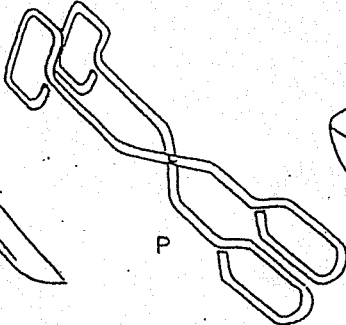
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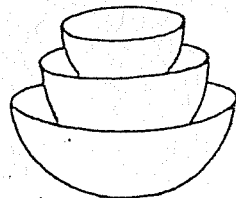
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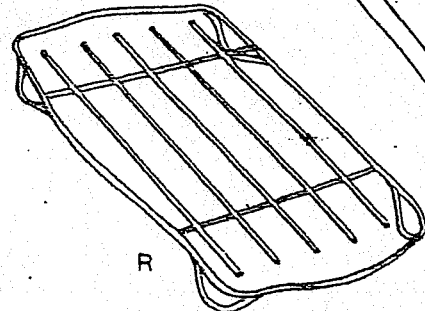
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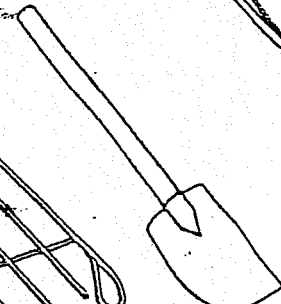
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Q



R



S

DIRECTIONS: Use the terms listed in the previous exercise and match each to its major use. Place the letter of each term in the blank to the left of each description.

- _____ 18. Used to cool cakes and cookies
- _____ 19. Used to measure liquid ingredients
- _____ 20. Used to hold and mix ingredients
- _____ 21. Used to scrape bowls and pans
- _____ 22. Used to drain foods
- _____ 23. Used to lift foods from liquids
- _____ 24. Used to measure dry ingredients
- _____ 25. Used to stir and cream mixtures
- _____ 26. Used to cut and dice food
- _____ 27. Used to measure small amounts of dry and liquid ingredients
- _____ 28. Used to level off dry ingredients
- _____ 29. Used to lift solid foods from water or fat
- _____ 30. Used to sift and combine dry ingredients
- _____ 31. Used to mix flour and shortening for pie crusts
- _____ 32. Used as a pancake turner
- _____ 33. Used to pare thin-skinned fruits
- _____ 34. Used to roll pastry and cookie dough

Name _____ TA _____

Topic: Unit Orientation

TABLE #: _____

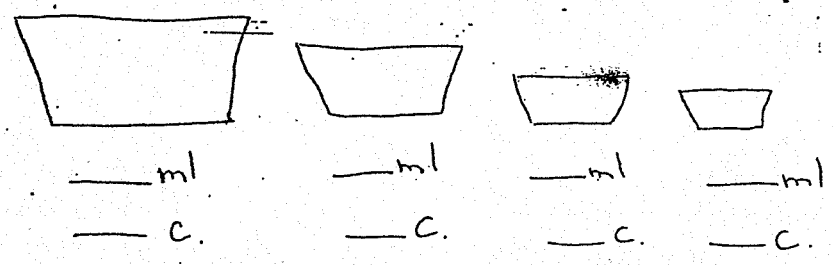
I have been assigned to work in Unit _____.

The cupboards containing the measurement equipment is C.
I will be working on the counter above C. At the end of every lab, I will ensure that all the equipment in my assigned cupboard will be clean, dry, and put in the correct location.

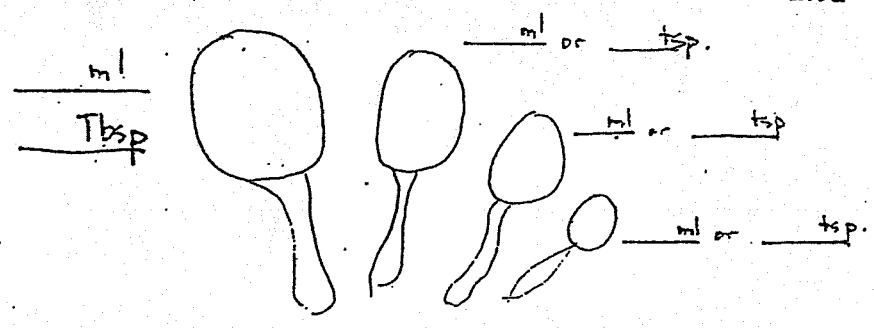
Find the equipment listed below and indicate in which cupboard or drawer it is found.

- | | |
|------------------------------|--------------------------|
| 1. square cake pan _____ | 2. 4 dinner plates _____ |
| 3. 250mL glass measure _____ | 4. wire whisk _____ |
| 5. white mixing spoons _____ | 6. pastry blender _____ |
| 7. mixer and beaters _____ | 8. cooling racks _____ |
| 9. 4 small glasses _____ | 10. rubber spatula _____ |

Draw the 4 dry measures below and write the amount that each one measures. Indicate the metric and imperial amounts.



Draw the 4 measuring spoons found in your unit. Indicate the sizes of each one, in both metric and imperial equivalents.

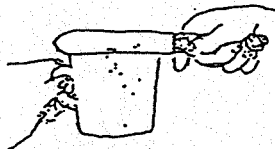
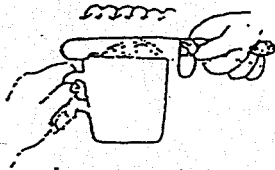


MEASUREMENTS AND MEASURING

Using proper measuring equipment and correct methods to accurately measure ingredients will help ensure success in your cook adventures!

Dry Ingredients - Use standard dry measures, 50 ml, 125 ml, 250 ml

FLOUR:



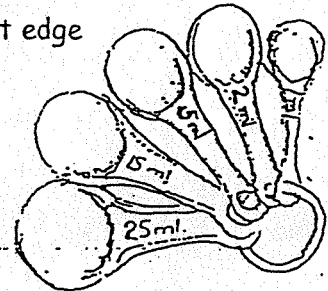
MEASURE amount of flour needed
SIFT over wax paper \times into bowl
SPOON sifted flour into measure until overflowing
- do not shake or tap the cup -
LEVEL off with a metal spatula until flour is level with the top of the measure
2 reasons to sift flour are: _____

SUGAR (and most dry powders):

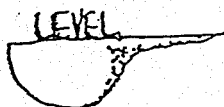
fill to overflowing, level off with a straight edge

BROWN SUGAR:

lightly pack before leveling off



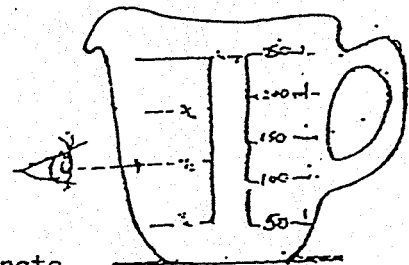
BAKING POWER, SODA, SALT, SPICES: use measuring spoons



STIR to loosen particles, SCOOP or POUR to overflowing, level off over the contained (not the counter or your work bowl)

LIQUIDS: use a liquid measure that has a handle a spout and an extra rim above the measurement line to prevent spillage. For small amounts use measuring spoons.

- measure on a flat surface
- read at eye level
- read at the bottom of the meniscus



FATS: are measured easiest a room temperature

- use the measurement on the package - not very accurate
- use dry measures or measuring spoons - pack firmly so that no air pockets remain
- level with a straight edge
- use the water displacement method to measure cold fat

LAB JOBS:

KNOW THESE! You will be marked on the following tasks during every lab! Dirty dishes and kitchens will result in loss of 50% of your lab mark and cooking privileges could be revoked if practice continues.

A. DISHWASHER No Garborator here!!! NO FOOD DOWN DRAINS!

1. Empty all food into compost bins.
2. Wash in HOT, soapy water, rinse and stack in dish rack, upside down.
3. Wash cleanest dishes first: eg glasses, cutlery, dishes, cooking utensils, then dirty pots/pans
4. Wipe off all counters, sink and taps before putting towels in wash.

B. DISHDRYER

1. Dry with TOWEL not paper towels.
2. Put away dishes and equipment in the RIGHT place.
3. Check drawers and cupboards for all missing equipment.
4. Put dish cloths and towels in washing machine or big washing sink, AT END OF CLASS!
5. When cupboards are complete, ask instructor for a unit check.

C. GENERAL MANAGER

1. Refill soaps, staple ingredients like flour/salt etc.
2. Sweep floor.
3. Clean stove – check oven for spills.
4. Tidy up demo table, put ingredients back into fridge, covered with Saran wrap if needed.

KEY VOCABULARY

1. **Bacteria** very tiny organism that may be present in soil, air and water
2. **Botulism** a deadly form of bacteria
3. **Equipment** the supplies or tools
4. **Food-borne disease** illness caused by bacterial growth in improperly handled food
5. **Hazards** a risk or danger
6. **Organization** the act of organizing
7. **Safety** free from harm
8. **Sanitation** the measures taken to promote health and to prevent disease
9. **Salmonella** a type of food poisoning caused by a bacteria carried by some insects and animals
10. **Staphylococcal poisoning** illness caused by the staphylococcus bacteria which is transmitted by unclean food handlers and food stored at improper temperatures
11. **Management** to control or cope with being in charge

Apple Crisp

Name: _____ TA: _____

Block: _____

Ingredients: (for 2)

2 apples
30ml brown sugar
30ml flour
30ml rolled oats
Dash cinnamon
30ml margarine, cold

Equipment needed from demo table:

paring knife

In your kitchen:

bowls, cutting board, pastry blender

Method:

1. Peel the apple; most nutrients are right under the peel so **peel thinly!** Remove core and compost the organic matter.
2. Cut the apples into **even sized pieces** and place in microwave safe glass dish.
3. Mix the **dry ingredients in a small bowl**. (flour and oats provide B vitamins and carbohydrates)
4. Using a **pastry blender**, or two knives, **cut** the margarine into the dry ingredients. It's done when the cubes are the size of green peas.
5. Place topping on top of cut apples. Bake in the microwave oven for 2-5 minutes or until apples are soft when pierced with a fork.

Questions:

1. Why do you need to put the flour into the topping recipe? _____
2. What is another name for "rolled oats"? (hint: think breakfast) _____
3. To personalize this recipe, what fruit would you add in with the apples? _____

Self-Evaluation

Procedure: when cooking, were you organized, confident, referred to recipe /5

Final Product: tasty, looks good, presented in **two bowls**, cooked through /5

Safety: all tools, counter, equipment washed in HOTTEST soapy water, dried well /5

Kitchen: floor, sinks, behind taps cleaned, equipment in correct location, teacher check /5

Let's Get Fooducated!

Product:



Ingredient List:

SUGAR, UNBLEACHED ENRICHED FLOUR (WHEAT FLOUR, NIACIN, REDUCED IRON, THIAMINE MONONITRATE {VITAMIN B1}, RIBOFLAVIN {VITAMIN B2}, FOLIC ACID), HIGH OLEIC CANOLA AND/OR PALM OIL, COCOA (PROCESSED WITH ALKALI), HIGH FRUCTOSE CORN SYRUP, CORNSTARCH, LEAVENING (BAKING SODA AND/OR CALCIUM PHOSPHATE), SALT, SOY LECITHIN, VANILLIN-AN ARTIFICIAL FLAVOR, CHOCOLATE. CONTAINS: WHEAT, SOY.

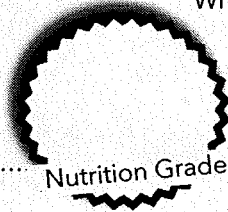
Nutrition Facts:

Serving Size 3 cookies (34g)
Serving Per Container 15

Amount Per Serving		Calories from Fat 60	
Calories 160			
		% Daily Values*	
Total Fat 7g			11%
Saturated Fat 2g			10%
Trans Fat 0g			
Cholesterol 0mg			0%
Sodium 160mg			7%
Total Carbohydrate 25g			8%
Dietary Fiber 1g			4%
Sugars 14g			
Protein 1g			2%
Calcium 2%		Iron	10%

*Percent Daily Values are based on a 2,000 calorie diet. Your Daily Values may be higher or lower depending on your calorie needs.

	Calories	2,000	2,500
Total Fat	Less than	65g	80g
Sat Fat	Less than	20g	25g
Cholesterol	Less than	300mg	300mg
Sodium	Less than	2400mg	2400mg
Total Carbohydrate		300g	375g
Dietary Fiber		25g	30g



- How many cookies are in a serving? _____
- How many servings are in a package? _____
- How many cookies are in a package? _____
- How many cookies do you have for a snack? _____
- What's the first ingredient listed in the ingredient list? _____
- How many grams of sugar per serving? _____
- How many teaspoons of sugar per serving? (HINT: there are 4 grams of sugar per teaspoon) _____
- Approximately how many teaspoons of sugar are in each cookie? _____
- What nutrition grade should this product get? (examples: A, B+, C-) Write the grade in the Nutrition Grade circle above.



Scan this barcode with the Fooducate app to learn more

TOP FOOD

Match the vitamin/mineral with its body helping job!

① Calcium

– helps you grow and repairs cuts and wounds, keeps your teeth and gums healthy, plus it helps absorb iron. _____

② Fibre

– good for strong immunity and healthy skin & eyes. _____

③ Folate

– used to build bones and teeth. _____

④ Iron

– keeps eyes and skin healthy and helps to protect against infections. _____

⑤ Magnesium

– Important for bowel function and makes you feel full. _____

⑥ Phosphorus

– helps you stop bleeding when you are cut, helps build strong bones and helps prevent heart disease. _____

⑦ Potassium

– a mineral used in building bones and releasing energy from muscles. _____

⑧ Vitamin A

– Helps the body make red blood cells. _____

⑨ B Vitamins

– helps the immune system function properly to prevent you from getting sick. _____

⑩ Vitamin C

– helps your body absorb of calcium and phosphorus for your strong bones and teeth. _____

⑪ Vitamin D

– used for growth and repair of cells and tissues and works with calcium to provide structure and strength. _____

⑫ Vitamin E

– help the body release energy from protein, fat, and carbohydrates, and helps the nervous system. _____

⑬ Vitamin K

– is used to carry oxygen in the blood, and helps your brain and body use the energy it gets from food. _____

⑭ Zinc

– May lower blood pressure and help reduce bone loss. _____

Mrs. Miguel
valerie_miguel@sd42.ca

Website:

End of Term Reflection Questions

The following questions are for you to reflect on what you've learned so far in Foods and provide your teacher with some feedback on how the course is going.

Answer the following questions and be as detailed as possible as it will help you when you conference with me.

1. What are some of your strengths?
2. What are some of your weaknesses? How will you improve?
3. How will you continue to challenge yourself in the course?
4. If you were to write a report card comment about your progress and participation in Foods what would it say?
5. What is working for you in the course? What are you enjoying?
6. What is not working for you in the course? What could be improved?
7. Is there anything you would really like to learn how to make or a recipe you want to share with the class?

TEACHER COMMENT/FEEDBACK SECTION:

Teacher Signature:

Student Signature: