**FOOD STUDIES 9/10**  NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Thomas Haney Secondary TA\_\_\_\_ My Set Block is: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Do not remove staple; submit entire package during interview when complete.

# Learning Guide 1

Safety, Sanitation and the Foods Lab

Welcome to Food Studies 9/10! In this course you will learn how to keep yourself healthy and fit, and how to prepare foods for yourself and your family that are economical, quick and delicious!

Big Ideas:

* Identify and locate basic equipment in the laboratory.
* Demonstrate, in the lab, proper use and care of the kitchen equipment.
* Demonstrate, in the lab, correct and safe laboratory techniques.
* Identify preparation methods that will prevent accidents.

Resources:

1. Work Package Notes
2. Text: **Food for Life** pages 60-75, 116-118 – available in class only!
3. Online: Good Eats on Sanitation <https://www.youtube.com/watch?v=QlB2s1WtJYY&t=296s>

What you need to do for this learning guide:

1. Orientation Seminar Notes- record notes during your first class
2. Food Allergies & Dietary Restrictions- Complete for a class record
3. Self-Evaluation of Lab signed by yourself and teacher- who supervised your cooking experience.
4. Kitchen Search and Equipment Review- Do not use equipment. Do this activity during your lab or during a Great Hall block.
5. Pass the LG 1 Interview on Safety and Equipment, in-class by \_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. Parent contact information so I can report on attendance

Food Allergies and Dietary Restrictions Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Section:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What other cooking courses have you ever taken?
2. Do you cook at home? If so, how many are in your family and what are their ages?
3. What would you like to learn this year?
4. If you have any allergies, please list
   1. To what:
   2. Life-threatening or not?:
   3. What should I do in the Foods lab to keep you safe?
5. Do you have any dietary restrictions that will help me plan for substitutions?
   1. Explain:
   2. What can I do to facilitate your learning needs?
6. Anything else you’d like to tell me about yourself that will help me further your learning?

Thanks for the information; it is strictly confidential.

Mrs. Samouilhan

**Orientation Seminar Notes Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Set:\_\_\_\_\_TA\_\_**

* + 1. a) Where is the First Aid kit located? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/1

b) Where are elastics and band aides kept? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/1

c) Why is it mandatory to tie up long hair during cooking classes?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/1

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/1

* + 1. Where are clean tea towels and wash cloths stored? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/1
    2. Large bins of flour and sugar are stored at the front of the room to replenish the canisters found in each unit. Do not put the bin lids on the floor, ever. What colour is the flour bin? \_\_\_\_\_\_\_\_\_\_\_\_\_\_/1
    3. Am I allowed to help myself to things from the front fridge? Why or why not?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2

* + 1. Are my friends allowed to come in the lab to help me eat what I have prepared? Why or why not? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/2
    2. I must have all cooking and cleanup done within 1 hour, and have the teacher check my unit before leaving the lab. Do you think it would make your lab time more efficient if I read the lab over before coming to the class?\_\_\_\_\_\_so what will you do for homework?\_\_\_\_\_\_\_\_\_\_\_\_/2

* + 1. I must wash my hands before beginning each lab. What do I do if the hand soap dispenser in my unit is empty? Where do I get more dish soap?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/1

* + 1. a) What is food-borne disease? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/1

b) How is it spread?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/1

c) What is botulism?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/1

* + 1. List 3 things you can do to be safe in the foods lab?\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/3
    2. Why should each person using the equipment in this lab, clean the equipment with **hot** soapy water after **every** use? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_/1

Key Vocabulary

1. **Bacteria** very tiny organism that may be present in soil, air and water
2. **Botulism** a deadly form of bacteria

1. **Equipment** the supplies or tools
2. **Food-borne disease** illness caused by bacterial growth in improperly handled food
3. **Hazards** a risk or danger
4. **Organization** the act of organizing

1. **Safety** free from harm

1. **Sanitation** the measures taken to promote health and to prevent disease
2. **Salmonella** a type of food poisoning caused by a bacteria carried by some insects and animals
3. **Staphylococcal** **poisoning** illness caused by the staphylococcus bacteria which is transmitted by unclean food handlers and food stored at

Improper temperatures

1. **Management** to control or cope with being in charge

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.

1. DISHWASHER No Garborator here!!! NO FOOD DOWN DRAINS!
2. Empty any dishes that are soaking.
3. Set up dishwashing area: clean counters, pile dirty dishes at one side of sink, wash in HOT, soapy water, rinse and stack in dish rack, upside down.
4. Wash and rinse in order – glasses, cutlery, dishes, cooking utensils, pots and pans – place in draining rack.
5. Wipe off counter and bake boards if used – wash sink and tap.
6. Check supplies in cupboards below sink.
7. DISHDRYER
8. Clear table and help stack dishes. Help dishwasher .
9. Dry and put away dishes and equipment.
10. Check drawers and cupboards to be sure equipment is complete.
11. Put dish cloths and towels in washing machine, AT END OF CLASS!
12. When cupboards are complete, ask instructor for a unit check.
13. UNIT HOUSEKEEPER
14. Clear table, scrape and stack dishes.
15. Dispose of garbage in proper containers.
16. Clean stove – check oven for spills.
17. Sweep floor of unit.
18. SPECIAL HOUSEKEEPER

**Check with instructor for assignment – may include one or more of the following:**

1. Clear supply table and make sure that all foods are stored properly.
2. Tidy refrigerator and wipe exterior of refrigerator and freezer.
3. Collect supply trays, wash and dry them at the demonstration or laundry sink.
4. Tidy storage area and sweep floor.
5. Fold and store towels and dish cloths. Tidy laundry area.
6. Teacher assistant – see teacher for duties.

Kitchen Tools and Equipment Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TA: \_\_\_\_

This is a scavenger hunt exercise to help you learn where things are in your kitchen. Please do not remove items as you complete this exercise and do not contaminate surfaces by touching them.

Once you have located it, write the cupboard or drawer code, draw a picture of the item and explain the items’ use.

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM** | **What cupboard (C) or** | **Drawing or image of** | **What would you use** |
|  | Drawer (D) is it found in? | the item. | this item for during your cooking class? |
| 1. Measuring spoons |  |  |  |
| 1. Cutting board |  |  |  |
| 1. Mixing bowls |  |  |  |
| 1. 250ml glass measuring cup |  |  |  |
| 1. Small pot |  |  |  |
| 1. Rubber spatula |  |  |  |
| 1. Dish soap |  |  |  |
| 1. Large mixing spoon |  |  |  |
| 1. Vegetable Peeler |  |  | Cont. over…. |
| 1. Towels |  |  |  |
| 1. Pastry blender |  |  |  |
| 1. Dish rack and drain board |  |  |  |
| 1. Take-away containers and plastic spoons |  |  |  |
| 1. Funnel |  |  |  |
| 1. aprons |  |  | End. |

Self Evaluation Marksheet for Lab LG #\_\_\_\_ Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_TA\_\_\_

Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Recipe:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Set Block:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Partner was:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Kitchen #\_\_\_\_\_\_\_\_\_\_\_If made at home, name of supervisor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |
|  | Barely a Pass! | Satisfactory Work | Great Job! | Outstanding Work |
| Lab Preparation | No recipe brought to class. | Recipe, but not followed or referred to during lab. | Ready to go at the bell: recipe, apron, hair tied, hands washed, jobs decided upon | Collect ingredients calmly and all at once. Evidence of pre-reading of recipe. |
| Time Management  & Cleanup | Cleaning up during next class. | Cleanup not started til 5min before end of class | Rushed cleanup; not done during lab | Done by end of class, throughout lab |
| Food Prep Skills | Tasks not equally shared | Used unsafe practices or tools | Unsure about tools and techniques | Skills practiced as demonstrated |
| Safety, Sanitation | Horseplay during lab; towels placed on head or face | Hands not washed after touching face/hair; dishes washed in cold water. | Hair not tied up, dangerous behavior with knives and with hot equipment | Apron worn, hair tied; elbow used when sneezing |
| Product | Not edible, uneaten or thrown into garbage. | Acceptable looking, no waste, leftovers given away to classmate or taken home. | Could be better in presentation; evidence of technique inconsistencies. | Like a magazine photo! No waste! If not consumed, taken home in own container! |
| TOTAL |  |  |  | /20 |

COMMENTS ABOUT THIS LAB EXPERIENCE:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Foods 9  **Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**TA\_\_\_\_\_\_\_\_\_\_\_Set:\_\_\_\_\_\_\_\_\_\_\_\_**

# Scones\*

\* With design extras that you have chosen in the “scone Design Challenge” that is included behind this sheet in the LG

This method of mixing is also called “the biscuit method” and it’s the simplest type of flour mixture in the quickbreads category. There are four classifications of quickbreads: stiff dough, soft dough, drop batter (or thick) and pour batter. Scones are an example of a soft dough because the ratio of dry to wet ingredients is 3:1.

|  |  |  |
| --- | --- | --- |
| Scones  250ml flour (up to ½ whole wheat is more nutritious)  15ml sugar  10 ml baking powder  30ml cold margarine  ½ egg  75ml milk  75ml *Designed extras* | Gluten Free  250ml Blended Flour  15ml sugar  10 ml baking powder  30ml cold margarine  ½ egg  75ml milk  75ml *Designed extras* | Vegan Option  250ml whole wheat flour  15ml sugar  10 ml baking powder  30 ml cold margarine  ½ cup applesauce / egg replacer / 1 mashed banana  75ml almond milk or water  75ml *Designed extras* |

1. Preheat the oven to 425’F.
2. Combine dry ingredients in a medium size bowl.
3. Combine liquid ingredients in a small glass measuring cup. (Measure milk first!!)
4. Using a pastry blender, or two knives, cut in 30ml cold margarine or butter.
5. Slowly pour the liquids into the dry ingredients tossing with a fork to make a crumbly dough.
6. Gather into a ball and knead gently until the ball sticks together. Add water or milk to just moisten the dry bits.
7. Cut with biscuit cutter or a drinking glass and place on an ungreased cookie sheet. Or, if they are very wet, drop onto sheet like cookies. Or, press into a 8” cake pan.

Bake 10-12minutes or until bread is golden brown.

Marks

Fill in the self-evaluation sheet