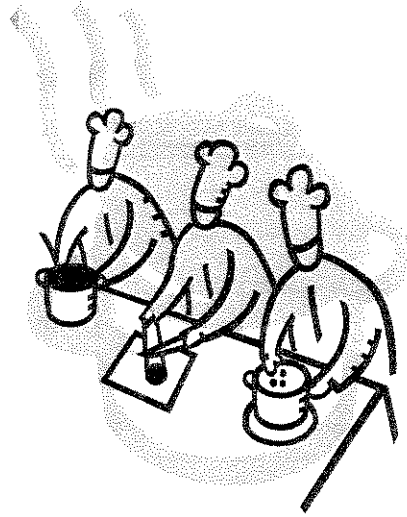


7th Grade Family and Consumer Sciences

FOOD MANAGEMENT UNIT



Goals:

Safety, Sanitation, Tools

Measurements, Teamwork

Vocabulary

NAME: _____

Period: ____

Find the Dangers!

Activity A

Name _____

Lesson 9-2

Date _____ Period _____

Study the picture of the kitchen below. List eight unsafe conditions you see. Then give four suggestions that would improve the safety in this kitchen.



Unsafe conditions:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Suggestions for improvement:

1. _____
2. _____
3. _____
4. _____

KITCHEN SAFETY RULES

Following safety rules in the kitchen is essential. Below is a list of rules you should learn and follow. Some of these rules are to prevent you from being hurt from cuts, burns, or shocks. Other rules are to prevent the spreading of germs that could make you or others ill.

1. Do not wear bulky or flowing clothing while cooking. Pull long hair back.
2. Wash your hands before you start to cook. Wash them frequently as you handle raw foods.
3. When cooking on the range, turn pan handles to the back or side to prevent them from being knocked off the range.
4. Use thick dry pot holders when handling hot objects. Don not use aprons or kitchen towels to hold hot objects.
5. When lifting lid from a pan, tip the lid away from you to allow steam to escape.
6. Never leave the kitchen when items are cooking on the stove.
7. Use a wooden spoon to stir hot mixtures. A metal spoon may get too hot and may burn your hand.
8. To take a hot dish out of the oven, pull out the oven rack instead of reaching into the oven to lift out the dish.
9. Use a cutting board when chopping and slicing food. Cut away from yourself when you are paring food.
10. Knives should be washed separately, **Never** mixed with other utensils in the sink. In the dishwasher place the blade side down.
11. When passing a knife to someone, pass it with the handle pointed out.
12. If you have a grease fire, smother it with a pan lid or baking soda. Never place water on a grease fire.
13. Dry your hands before touching an electrical appliance.
14. When unplugging an electrical appliance, pull on the plug. You should never pull or yank on the cord.
15. When using an electric mixer, insert the beaters before putting the plug in the outlet.
16. Do not let an appliance cord hang off the counter because the appliance may be pulled off. Also, it may cause an electrical shock if you lay the appliance cord in water.

17. Do not plug in too many electrical appliances into one wall outlet. It may overload and cause a fire.
18. Keep a fire extinguisher in the kitchen and know how to use it if there is a fire.
19. Stand on a sturdy stool to reach higher items. Do not try to stretch or jump to an item.
20. Keep the cabinet doors and drawers shut when not in use.
21. If you spill something on the counter or floor, wipe it up immediately.
22. If you break a glass; sweep up the pieces with a broom. Tiny slivers of glass with a damp folded paper towel. Wrap up the broken pieces in a paper bag before throwing out.
23. Keep foods refrigerated to prevent the growth of bacteria. Foods should not be left at room temperature over 2 hours. Heat left over foods thoroughly to destroy bacteria.
24. Wash your hands in hot soapy water immediately after handling raw meat or eggs.
25. Never use any can that is bulging or leaking. This indicates the growth of bacteria.
26. Wash cutting boards after each use to prevent the spread of bacteria.
27. Wear gloves if you have an open cut or sore on your hand.
28. Keep the kitchen area as clean as possible to prevent attracting pests.

Activity 115

Practice Safety Skills

Directions: Imagine yourself in the situations described below. Read each one and, in the space provided, explain the safety practice that would prevent an accident.

1. You smell smoke and rush into the kitchen. The oil you were heating for french fries is on fire. How would you put out the fire?

Safety Practice: _____

2. While you are putting away glasses, one drops on the floor and breaks. How would you clean up the glass?

Safety Practice: _____

3. You come into the kitchen and find that someone has left the handle on the pan of beans turned toward the outside of the stove. What would you do?

Safety Practice: _____

4. It is your turn to do the dishes, and you find several knives among them. How would you wash and dry the knives?

Safety Practice: _____

5. Your sister, who has just washed her hands, reaches with a wet hand to plug in the electric mixer. What would you tell her?

Safety Practice: _____

6. While you are frying chicken for dinner, the doorbell rings. The chicken is almost done. What should you do?

Safety Practice: _____

7. You come into the kitchen and find a stack of paper bags next to the pan of rice your brother has left cooking on the stove. What would you do?

Safety Practice: _____

8. You need a container from a high cabinet in the kitchen. It is in a hard-to-reach location. How would you get it?

Safety Practice: _____

Activity 116

Accidents in the Kitchen

Directions for Part I: Described in the chart below are two common kitchen accidents. In the spaces at the right, explain what actions the family might have taken to prevent each accident. In the third section of the chart, summarize an accident or near-accident that has happened to someone you know. Explain what actions might have been taken to prevent this accident.

Accidents	How to Prevent
1. A curious toddler wanted to see what was cooking in a pot on the stove. He grasped the pot handle, which was pointed outward from the front of the stove, and pulled. His arm was badly burned by the hot soup that had been in the pot.	
2. While she was hurrying to finish dinner preparations, Jenna spilled chicken broth on the kitchen floor. Later, as she was working at the sink, the telephone rang. As she hurried to answer it, she slipped and fell.	
3. _____ _____ _____ _____	

Directions for Part II: Select one of the three incidents listed above. On a separate sheet of paper, write a short script for a television or radio public safety message in which the accident occurs. Characters in your script should include a narrator who introduces the scene and then ends the broadcast with advice on how to prevent such accidents from happening.

CLEANLINESS **

- A. CLEAN HANDS AND NAILS:
1. Learn to properly wash hands and nails.
 2. Do not touch face, hair, nose or skin irritations with hands.
 3. After handling items such as newspapers, Kleenex, cans, sacks and packages, be sure to wash hands.
 4. Use a tasting spoon only once, then wash it.
- B. HAIR:
1. Keep hair well back from face. Secure it so it does not have to be touched.
 2. Be careful at the stove (especially gas stoves) with long hair or loose clothing. Leave coats in locker or on backs of chairs.
- C. CLOTHES:
1. Wear clean aprons. Soiled clothes give an unwholesome appearance and may be carriers of bacteria.
 2. If necessary check fabric labels for "Flame Proof".
- D. WORK AREAS:
1. Wash thoroughly with soap and water. Occasionally wash with cleanser, ammonia **OR** bleach.
 2. Cracks or crevices around counter tops, stoves, bread boards and sinks may harbor unseen germs and/or bacteria.
 3. **NOT FOR SITTING OR STANDING ON**
 4. **DO NOT** stand on chairs.
- E. EQUIPMENT:
1. Wash or discard sponges, greasy brushes, and scouring pads that may contain food particles and harbor bacteria.
- F. CLEANING PRODUCTS:
1. Chlorine: good for disinfecting and cleaning cracks and crevices. Ammonia is **not** approved for use around food.
 2. Lime Away: hard water spots.
 3. Tilex: mold and mildew.
 4. Cleanders: stains, black scuff marks and general cleaning.
 5. Pine Sol or Spic and Span: good general cleaning.
 6. Oven cleaner: baked on "scunge" on top of stove and inside oven.
- G. Wash, rinse, and sanitize all dishes.

1 Straight edge spatula

2 Pastry blender

3 Measuring spoons

4 Peeler

5 Dry measuring cups

6 Grater

7 Turner or metal/plastic spatula

8 Wisk

9 Wooden spoons

10 Rolling pin

11 Rubber scraper / spatula

12 Small strainer

13 Pizza cutter

14 Tongs

15 Oven mitts

16 Pot holders

17 Dish towels

18 Sifter

19 Cutting board

20 mixing bowls

21 Liquid measuring cups

22 Colander

23 Cooling rack



To prepare foods correctly, you must recognize common abbreviations and equivalent measures used in recipes. In addition, you must understand how to use various measuring utensils to correctly measure different ingredients.

Common Abbreviations

T or Tbsp - tablespoons

t or tsp - teaspoons

c - cup

oz - ounces

pt - pint

qt - quart

gal - gallon

lb – pound

Equivalent Measuring

3 teaspoons = 1 Tablespoon

4 tablespoons = $\frac{1}{4}$ cup

16 tablespoons = 1 cup

2 cups = 1 pint

2 pints = 1 quart

4 quarts = 1 gallon

1 pound = 16 ounces

Using Measuring Utensils

Liquid measuring cups are used to measure any liquid such as water, syrup, milk, oil, juice, and sauces. They are made of glass or clear plastic with marks on the side showing specific amounts.

On a liquid measuring cup, the amounts are usually marked off in both $\frac{1}{4}$ cup measurements and $\frac{1}{3}$ cup measurements.

The $\frac{1}{4}$ cup measurements are usually marked on one side, and the $\frac{1}{3}$ cup measurements are marked on the other side.

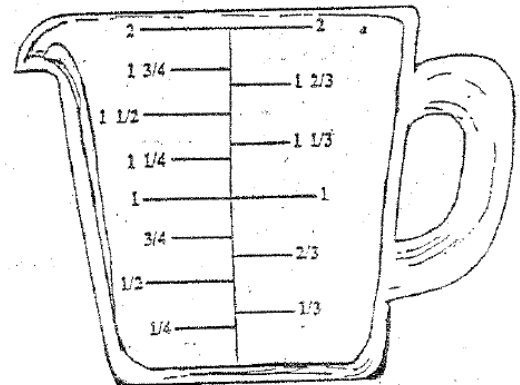
To determine the needed measurement count up from the bottom until you locate the correct amount.

Examples: $\frac{2}{3}$ cup = $\frac{1}{3} + \frac{1}{3}$

$\frac{3}{4}$ cup = $\frac{1}{4} + \frac{1}{4} + \frac{1}{4}$

$1 \frac{1}{3}$ cup = $\frac{1}{3} + \frac{1}{3} + \frac{1}{3} + \frac{1}{3}$

$\frac{2}{4}$ cup = $\frac{1}{2}$ cup



Dry measuring cups are needed to measure dry ingredients such as flour, granulated sugar, cereal, and meal. They are also used to measure solid and moist ingredients such as shortening, butter, peanut butter, and brown sugar.

Dry measuring cups usually come in four sizes:

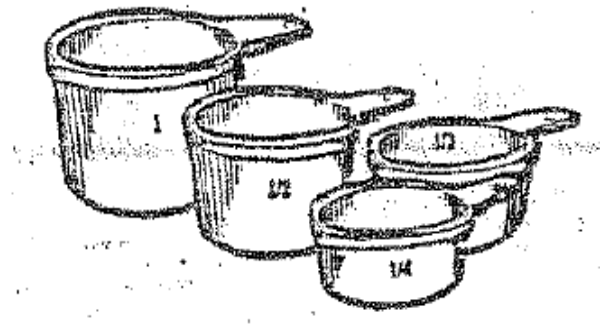
$\frac{1}{4}$ cup, $\frac{1}{3}$ cup, $\frac{1}{2}$ cup, 1 cup

To measure a dry, solid, or moist ingredient, pick the correct size of cup for the needed amount. If necessary, use two or more cups for the measurement.

Measuring spoons are used to measure liquid, dry, solid, and moist ingredients.

Measuring spoons usually come in four sizes:

1 tablespoon, 1 teaspoon, $\frac{1}{2}$ teaspoon, $\frac{1}{4}$ teaspoon



Abbreviations

Write the correct measurement for the following abbreviations.

1. T or tbsp. _____
2. t or tsp. _____
3. lb _____
4. qt _____
5. c _____
6. oz _____
7. pt _____
8. gal _____

Equivalents

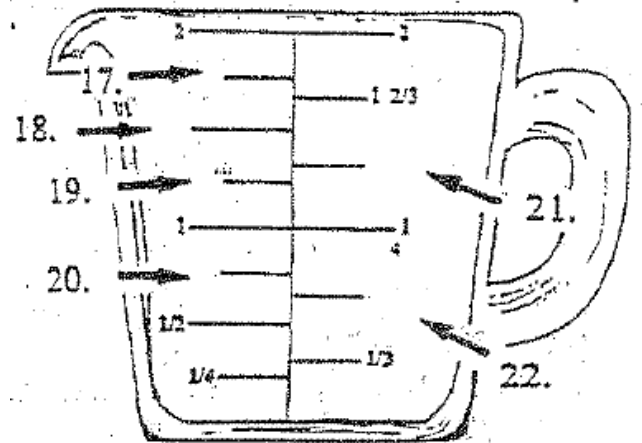
Write the correct equivalent for the given amounts

9. 3 teaspoons = _____ tablespoon
10. 8 tablespoons = _____ cup
11. 2 cups = _____ pint
12. 2 quarts = _____ gallons
13. 4 tablespoons = _____ cup
14. 16 tablespoons = _____ cup
15. 1 pint = _____ quart
16. 16 ounces = _____ pound

Liquid Measuring cup

Fill in the correct amount missing on the liquid measuring cup.

17. _____
18. _____
19. _____
20. _____
21. _____
22. _____



Dry Measuring Cups

23. List the 4 sizes of dry measuring cups _____

Measuring Spoons

24. List the 4 sizes of measuring spoons _____

Measuring Ingredients

25. Flour and granulated sugar would be measured in what type of measuring cup?

26. What types of ingredients are packed into the measuring cup? _____

27. To view ingredients in a liquid measuring cup, do you hold the cup in your hand or place it on the table? _____

28. Should you use a dry or liquid measuring cup when measuring sifted ingredients?

29. True or False. Measuring spoons are used to measure both dry and liquid ingredients.

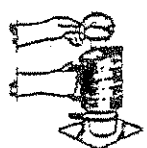
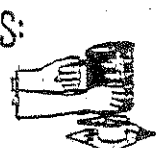
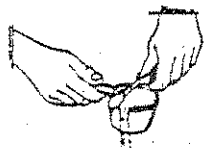
Measuring Utensils

Identify the type of size of measuring utensil you would use to measure each of the following ingredients. Remember your equivalents and list the simplest measurement when there is a choice. (for instance, $\frac{1}{2}$ is more simple than $\frac{1}{4} + \frac{1}{4}$) the first is given as an example.

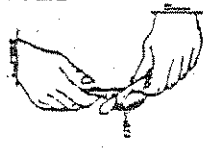
<u>Ingredient</u>	<u>Type of Utensil</u>	<u>Size</u>
<u>1 $\frac{1}{3}$ cup flour</u>	<u>Dry measuring cup</u>	<u>1 cup + $\frac{1}{3}$ cup</u>
30. $\frac{3}{4}$ cup oatmeal	_____	_____
31. $\frac{2}{3}$ cup water	_____	_____
32. 1 $\frac{3}{4}$ teaspoon salt	_____	_____
33. 3 teaspoons oil	_____	_____
34. $\frac{1}{4}$ cup shortening	_____	_____

Below are the steps to follow in using measuring utensils and in measuring different types of ingredients.

SIFTING INGREDIENTS

STEPS:			
			
1. SELECT CUPS NEEDED	2. POUR INTO SIFTER (OVER WAXED PAPER)	3. SIFT INGREDIENT (OVER WAXED PAPER)	4. LEVEL WITH SPATULA

USING MEASURING SPOONS

LIQUID		STEPS:		DRY OR SOLID	
					
1. FILL SPOON	2. LEVEL WITH RIM	1. FILL SPOON	2. LEVEL WITH SPATULA		

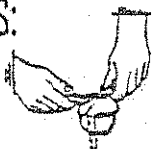
MEASURING LIQUID INGREDIENTS

STEPS:			
			
1. DETERMINE AMOUNT NEEDED	2. POUR INTO LIQUID MEASURING CUP	3. VIEW AT EYE LEVEL (ADD OR TAKE AWAY IF NEEDED)	4. EXACTLY ONE CUP

MEASURING SOLID AND MOIST INGREDIENTS

STEPS:			
			
1. SELECT CUPS NEEDED	2. PACK INGREDIENTS INTO CUPS	3. LEVEL WITH SPATULA	4. SCRAPE INGREDIENTS OUT OF CUPS

MEASURING DRY INGREDIENTS

STEPS:			
			
1. SELECT CUPS NEEDED	2. FILL CUPS (NO PACKING OR TAPPING)	3. LEVEL WITH SPATULA	4. FINISH WITH THE EXACT AMOUNT

RECIPE TERMS AND DEFINITIONS

Below is a list of common recipe terms and definitions. It is necessary to know the meaning of these terms in order to properly prepare foods following the recipe.

COOKING TERMS:

- Bake-** to cook with dry heat, usually in an oven
- Boil-** to heat a liquid until bubbles rise constantly to the surface
- Broil-** to cook by direct heat, as in a broiler
- Fry-** to cook in hot fat such as grease
- Melt-** to heat a solid food, such as butter, until it becomes a liquid
- Roast-** to cook meat or poultry in the oven by dry heat
- Sauté-** to cook in a small amount of fat
- Simmer-** to cook in a liquid that is just below the boiling point
- Steam-** to cook over boiling water

CUTTING TERMS:

- Chop-** to cut into small pieces
- Grate-** to break food into small pieces by rubbing it against a grater
- Julienne-** to cut into long, thin strips
- Mince-** to cut into very small pieces
- Pare-** to remove a thin layer of skin or peeling from fruits and vegetables

MIXING TERMS:

- Beat-** to mix ingredients with an over and over motion
- Blend-** to mix two or more ingredients together
- Cream-** to blend ingredients until soft and smooth, such as butter with sugar
- Cut in-** to combine shortening and dry ingredients, with a pastry blender or two knives
- Knead-** to press and fold dough with the hands until it is smooth
- Mix-** to combine two or more ingredients by beating or stirring
- Sift-** to put dry ingredients in a sifter to break up particles and mix thoroughly
- Toss-** to mix ingredients lightly
- Whip-** to beat rapidly until the mixture is fluffy

PREPARATION TERMS:

- Bread-** to place a coating over a food such as bread crumbs
- Chill-** to refrigerate a food until it is completely cold
- Cool-** to lower the temperature of a food, usually to room temperature
- Grease-** to rub a surface with fat, such as shortening, oil, or butter
- Marinate-** to soak food in a sauce before cooking to make it more tender or more flavorful
- Preheat-** to bring a heating unit such as an oven to a certain temperature before using it
- Season-** to add salt, pepper, herbs, or other seasoning to a food

RECIPE TERM PUZZLE

DIRECTIONS: Complete the puzzle on the following page by filling in the correct recipe terms.

Down

1. _____ To cut into long, thin strips.
2. _____ To beat rapidly until the mixture is fluffy.
3. _____ To heat a solid food until it becomes a liquid.
5. _____ To blend in ingredients until they are soft and smooth.
7. _____ To combine two or more ingredients by beating or stirring.
8. _____ To cook meat or poultry in the oven by dry heat.
9. _____ To cook by direct heat, as in a broiler.
10. _____ To cook in a small amount of fat.
12. _____ To rub a surface with fat such as shortening or butter.
14. _____ To add salt, pepper, herbs or other seasoning to food.
16. _____ To cook with dry heat, usually in an oven.
17. _____ To cook over boiling water.

Across

4. _____ To combine shortening and dry ingredients with utensils.
5. _____ To refrigerate a food until it is completely cold.
6. _____ To cook in a liquid just below the boiling point.
11. _____ To soak food in sauce before cooking for flavor.
13. _____ To mix ingredients lightly.
15. _____ To cook in hot fat such as grease.
16. _____ To heat a liquid until bubbles rise constantly to the surface.
18. _____ To mix ingredients with an over-and-over motion.
19. _____ To put dry ingredients through a sifter to break up particles and mix thoroughly.
20. _____ To break food into small pieces by rubbing it against a grater
21. _____ To press and fold dough with the hands until it is smooth

Activity 122

Recipe for Success

Directions: Use the clues to fill in the blanks at the right. Then transfer the numbered letters to the corresponding blanks in the box to find the answer to the question.

CLUES

- A.** The number of servings a recipe will make is known as its _____.
- B.** To cook food in hot fat is to _____ it.
- C.** Many recipes tell you to _____ the oven so that it is the right temperature when you put the food in.
- D.** All recipes should _____ the cooking time and temperatures.
- E.** To cook food slowly in liquid is to _____ it.
- F.** To cook a food under direct heat is to _____ it.
- G.** The recipe abbreviation *L* stands for _____.

ITEMS

14 10 7 3 _____

1 8 14

11 8 7 6 7 _____ 5

12 11 7 9 10 1 14

12 5 7 4

13 8 2 10 3

3 10 5 7 8

QUESTION: When preparing a fancy or complicated dish, how can you achieve the same successful results as a master chef?

1 2 3 3 2 4 _____ 5 6 7 _____ 8 7 9 10 11 7

12 5 7 11 _____ 13 14 _____ 12 5 7 11

Activity 123

Recipe Review

Directions: Recipes are the key to successful cooking. Read the recipe below carefully and then answer the questions that follow.

Oatmeal Treats

1 cup (250 mL) shortening
 2 cups (500 mL) brown sugar
 2 eggs
 1 tsp. (5 mL) vanilla
 1 tsp. (5 mL) baking soda

1½ cups (350 mL) whole wheat flour
 1 tsp. (5 mL) salt
 3 cups (750 mL) uncooked oats
 ½ cup (125 mL) walnuts, chopped
 1 cup (250 mL) dried apricots, chopped

Preheat oven to 350°F (177°C). In large mixing bowl, cream shortening and sugar. Add eggs and vanilla, beating until light and fluffy. Sift dry ingredients together; add to creamed mixture. Beat ingredients until well mixed, scraping bowl occasionally. Stir in oats, walnuts, and apricots. Drop by teaspoonfuls, 1 in. (2.5 cm) apart, onto greased baking sheet. Bake 10-minutes or until lightly browned. With spatula, immediately remove cookies to wire racks to cool. Makes 4 dozen cookies.

1. In the recipe, underline the ingredients you need to make the cookies. Circle the amount of each ingredient you will use.
2. List the measuring utensils you will use. _____

3. List the preparation terms found in the recipe. _____

4. List the cooking utensils and tools you will use. _____

5. What is the yield of the recipe? _____
6. What preparation is needed before you start mixing ingredients? _____

MEASUREMENTS, EQUIVALENTS AND ADJUSTMENTS **

Name _____ Period _____

A. What is wrong with the following recipe?

INGREDIENTS:

shortening	butter
sugar	brown sugar
eggs	flour
baking soda	chocolate chips
nuts (optional)	

DIRECTIONS:

Mix enough shortening, butter, sugar, eggs and vanilla to make a nice, sweet, creamy mixture. Add enough flour to make it a dough. Add some soda and salt. Then add plenty of nuts and chocolate chips. Mix well. Drop onto cookie sheet. Bake.

B. **NOTES:**

1. The two types of measurements are?
2. How do you measure?
 - a. flour -
 - b. sugar/salt -
 - c. brown sugar -
 - d. shortening, butter, peanut butter, etc.-
 - 1)
 - 2)
 - e. oil -
 - f. tsp./tbsp.-

Measurements, Equivalents and Adjustments - p.2

3. What do the following abbreviations mean?

- | | |
|----------------|---------------|
| a. tbsp. _____ | b. hr. _____ |
| c. min. _____ | d. doz. _____ |
| e. oz. _____ | f. T. _____ |
| g. qt. _____ | h. tsp. _____ |
| i. pt. _____ | j. c. _____ |
| k. gal. _____ | l. lb. _____ |
| m. t. _____ | |

4. Give the equivalents for the following:

_____ tsp. = _____ tbsp.
_____ Tbsp. = _____ cup

C. Using the chocolate chip cookie recipe given below, change the measurements so that the recipe is doubled and then change the measurements so the recipe is halved.

<u>DOUBLED</u>	<u>INGREDIENTS</u>	<u>HALVED</u>
_____	2/3 c. shortening	_____
_____	2/3 c. butter	_____
_____	1 c. sugar	_____
_____	1 c. brown sugar	_____
_____	2 eggs	_____
_____	3 c. flour	_____
_____	1 tsp. baking soda	_____
_____	1 tsp. salt	_____
_____	12 oz. chocolate chips	_____
_____	1/2 c. nuts (optional)	_____

INSTRUCTIONS:

Cream shortening, butter, sugar and brown sugar. Add eggs and mix well. Add dry ingredients and mix in. Add chips and nuts; mix. Drop onto cookie sheet. Bake at 350 degrees for 8-10 minutes.

Activity 121

Read the Label

Directions: Use the partial nutrition facts label shown on this page to answer the questions.

1. What kind of food does this package contain?

2. What is the product brand name?

3. What is the size of one serving of the product?

4. How many servings are there in this container?

5. How many calories are there in a single serving, without added calories from milk?

6. About what percentage of the calories in a single serving are calories from fat?

7. What percent daily value of the following nutrients is provided by each serving?

Grover's Crunchy Granola

NUTRITION FACTS

Serving size ½ cup (47 g)

Servings Per Container about 7

Amount Per Serving	Cereal	Cereal with ½ cup Vitamin A and D Fortified Skim MILK
Calories	170	210
Calories from Fat	45	45
% Daily Value		
Total Fat 5 g*	8%	8%
Saturated Fat 1 g	5%	5%
Trans Fat 0 g	0%	0%
Cholesterol 0 mg	0%	0%
Sodium 50 mg	2%	5%
Total Carbohydrate 32 g	11%	13%
Dietary Fiber 5 g	19%	19%
Sugars 5 g		
Protein 5 g		
Vitamin A	0%	4%
Vitamin C	0%	0%
Calcium	2%	15%
Iron	8%	8%

*Amount in cereal. One half cup skim milk contributes an additional 40 calories, 65 mg sodium, 6 g total carbohydrate (6 g sugars), and 4 g protein.

Nutrient	% Daily Value	Nutrient	% Daily Value
Dietary Fiber	_____	Calcium	_____
Vitamin C	_____	Iron	_____

