



Cooking 101

Teacher's Guide

INTRODUCTION

This Teacher's Guide provides information to help you get the most out of *Colameco's Kitchen Survival Guide: Cooking 101*. The content of this guide will allow you to prepare your students before using the program and to present follow-up activities to reinforce the program's key learning points.

The three-part *Colameco's Kitchen Survival Guide* series introduces viewers to basic information about shopping for, storing, preparing, and cooking food, and also provides some accessible recipes for students to try. The series brings the knowledge and enthusiasm of chef Mike Colameco to audiences, and imparts his culinary expertise in a relevant, entertaining manner. Students learn how to select healthy and fresh food items, the appropriate ways to store these, and how to begin to use kitchen tools and appliances effectively. They'll also be able to create some great meals using ingredients and techniques discussed.

Part III of this series, *Cooking 101*, effectively ties all three films together, with Chef Colameco utilizing the food shopped for in Part I and the kitchen techniques and tools reviewed in Part II to create two delicious, healthy, and inexpensive meals. Viewers observe the creation of both of these meals from start to finish, learning about ingredients, preparation techniques, and timing along the way. At the conclusion of this film, the audience has a good grasp on how to actually prepare simple but satisfying dishes as well as a solid understanding of the practicality of doing so, from the health benefits to the economic effect. After viewing *Cooking 101*, students (and maybe their teachers!) will want to get in the kitchen and start cooking.

LEARNING OBJECTIVES

After viewing the program, students will be able to:

- Observe and demonstrate the use of ingredients, kitchen tools, appliances, and techniques in cooking.
- Describe the ingredients and preparation of two simple recipes.
- Understand and utilize the basic principles behind fundamental cooking techniques.
- Create simple menu items that are tasty, easy to make, nutritious, and inexpensive.

EDUCATIONAL STANDARDS

This program correlates with the National Health Education Standards. The content has been aligned with the following educational standards and benchmarks from this organization:

- Students predict how health behaviors can impact health status.
- Students analyze how environment and personal health are interrelated.
- Students analyze how culture supports and challenges health beliefs, practices, and behaviors.
- Students evaluate how the school and community can impact personal health practice and behaviors.
- Students develop a plan to attain a personal health goal that addresses strengths, needs, and risks.
- Students implement strategies and monitor progress in achieving a personal health goal.

- Students demonstrate a variety of healthy practices and behaviors that will maintain or improve the health of self and others.

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English Language Arts Standards

The activities in this Teacher's Guide were created in compliance with the following National Standards for the English Language Arts from the National Council of Teachers of English.

- Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- Students use a variety of technological and informational resources (e.g. libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- Students use spoken, written, and visual language to accomplish their own purposes (e.g. for learning, enjoyment, persuasion, and the exchange of information).

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Technology Standards

The activities in this Teacher's Guide were created in compliance with the following National Education Technology Standards from the National Education Technology Standards Project.

- Students use technology tools to enhance learning, increase productivity, and promote creativity.

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PROGRAM OVERVIEW

This three-part series provides students with the basics they need to successfully shop for, store, prepare, and cook inexpensive, healthy, delicious dishes comprised of fresh ingredients. After viewing this series, students will be prepared to approach both the supermarket and the kitchen with confidence and basic skills.

In Part III of this series, *Cooking 101*, the audience connects the knowledge from Parts I and II of the *Kitchen Survival* series by observing Chef Colameco utilize food items and kitchen tools and skills to create two appealing meals. With Chef Colameco's guidance, students form a solid understanding of how to build a complete meal, from choosing ingredients to tasting the end result. Timing, technique, and tools are all reviewed here, with students actually viewing how to conceive, assemble, and prepare an entire delicious meal in a relatively short amount of time. This film provides viewers with the knowledge to cook for themselves and others, a valuable skill (especially for those who are nutrition-aware and budget-conscious). Most of all, *Cooking 101* brings alive the joy of cooking, highlighting the enjoyment of crafting the dishes and emphasizing the satisfaction of eating a self-prepared meal.

MAIN TOPICS

Topic 1: Fast Food Nation

In this section, Chef Colameco introduces viewers to the topic of cooking at home by pointing out the money (and calories) Americans spend on fast food every day. Back in his kitchen, Chef Colameco describes the two meals he will demonstrate in the film, and encourages the audience to understand just how easy, economical, and healthy cooking at home can be.

Topic 2: Pork Loin with Spinach and Potatoes

Here, Chef Colameco prepares an easy, delicious, and complete meal of pork loin, fork-mashed potatoes, and spinach prepared with garlic. Viewers observe each step of the process, including details such as how to dice garlic, how often to turn the pork loins when they are cooking, and what simmering water for the potatoes looks like. When Chef Colameco plates the completed meal, viewers get a great sense of the impressive meal they can create in a very short amount of time.

Topic 3: Spaghetti & Meatballs

In this section, Chef Colameco shares with viewers his delicious family recipe for meatballs and tomato sauce. He also explains how young chefs can freeze a meal such as spaghetti and meatballs for fast heating at a later point, an efficient way to have a great home-cooked meal on even the busiest nights. Quality ingredients, preparation techniques, cost-effectiveness, and delicious results are all covered here. Finally, Chef Colameco prepares a quick side dish of green beans to accompany the spaghetti and meatballs, reviewing with the audience how to prepare and successfully cook the beans.

FAST FACTS

- Restaurant meals (and take-out) usually contain more fat, salt, and calories than would a similar meal prepared at home—as much as 50% more, according to the American Dietetic Association. And, restaurant serving sizes are often much larger than necessary, making it easy to go over your recommended caloric intake and start gaining weight.
- One drawback of many commercially prepared meals is that they do not include vegetables (unless smothered in butter sauce!), whole grains, or fruit.
- Turning meat cooking on the stove too much is a common mistake people make when preparing food at home. Turning meat too often prevents it from getting good color and cooking most effectively.
- A technique for dicing both onions and garlic is to cut them in half, make a number of narrow cuts vertically from the cut end, then make horizontal cuts across, and then simply slice parallel to the cut.
- The combination of beef, pork, and veal contributes to great meatballs because of the different flavors and good moisture provided.
- When cooking potatoes or hard-boiled eggs, start by placing them in a pot of cold water and then turning on the heat, rather than adding them to already-boiling water.
- Use corn, canola, or a low-grade olive oil for sauteing and frying; save the tastier and higher-priced extra virgin olive oil for dressings or in lieu of butter on bread. Remember to store olive oil away from direct sunlight.

- Many natural-food stores and larger supermarkets sell rice, pasta, flour, and sugar in bulk; these items can then be purchased more economically than prepackaged items.
- It's worth the price to invest in a stainless steel cooking pot (or pan) with a thick bottom to ensure even cooking temperatures and no scorching.

VOCABULARY TERMS

boneless center cut pork loins: Healthy cut of pork used by Chef Colameco in his first meal. Pork loins typically only take a few minutes of cooking time on each side, and are ready when there is a faint pink color left in the center of the meat.

colander: Practical kitchen tool used for straining food from the water in which it has been cooking. In the film, Chef Colameco uses a colander to strain the potatoes.

cost per portion: The total cost of the ingredients utilized to make a meal, divided by the number of servings the meal makes. For instance, if the ingredients for Chef Colameco's spaghetti and meatballs cost \$10 total, and the meal serves four people, the cost per serving is \$2.50.

fresh leaf spinach: Spinach greens packaged as fresh, whole leaves. The spinach that Chef Colameco uses in the film has already been cleaned and dried before being bagged and sold.

garlic purée: Technique of combining fresh garlic and salt by adding salt to garlic cloves, finely chopping them together, and using the flat side of the knife to press them into a smooth paste. Garlic purée allows home cooks to add the flavor of garlic to dishes without also having hard pieces of garlic in the meal.

kosher salt: Large, flake-like salt favored by home cooks for both its taste and its cooking properties. It is easy to see kosher salt when it is added to meals, allowing home cooks to know when they have fully flavored their ingredients.

meatloaf mix: A combination of beef, pork, veal, and other ingredients. Traditionally used in meatloaf recipes, this combination is utilized by Chef Colameco for his meatballs as well.

preheat: Fully heating a cooking pan before adding the food to it. Preheating prevents food from sticking to the pan.

pecorino cheese: A hard Italian cheese made from sheep's milk that Chef Colameco adds to his meatballs and uses for garnish on his finished spaghetti and meatballs.

sheeting: Water-like appearance and texture of cooking oil when it is heated.

PRE-PROGRAM DISCUSSION QUESTIONS

1. What are some of your favorite meals? Do you know how to prepare them?
2. Do you ever cook or help family members with cooking? Why or why not?
3. Do you think there is anything challenging about cooking and preparing meals? If yes, what? If no, why not?
4. If you could learn to make any meal or dish, what would it be? Why would you want to prepare this particular meal?
5. What ingredients or food products are always in the cabinets/refrigerator at your house? Why?
6. What do you like (or think you would like) about cooking? What do you dislike (or think you would dislike) about cooking?
7. Why do you think that cooking knowledge would be a good skill to have when you go away to college and/or live on your own?
8. What might make you want to cook, or do more cooking?

POST-PROGRAM DISCUSSION QUESTIONS

1. Would you want to eat one or both of the recipes prepared in the film? Why or why not? Have you ever made and/or eaten either of these meals before? When?
2. Generally describe how Chef Colameco made the pork loin meal.
3. Generally describe how Chef Colameco made the spaghetti and meatball meal.
4. Were there any techniques or steps involved in making Chef Colameco's meals about which you had questions?
5. Why is it a good idea to freeze food that you can defrost and reheat at a later date?
6. What ingredients did Chef Colameco use? What kitchen tools did he use? What were some of the techniques (chopping, etc.) he used?
7. Is cooking a meal worth the time and money that you spend on it? Why or why not? Does it depend on the meal?
8. After watching this film, do you think you would want to do more cooking? Why or why not?

GROUP ACTIVITIES

Our Own Show

Cooking shows (such as those on the Food Network) have always been popular. Have students in your class watched one? What did they think? Critique *Cooking 101* as a cooking show. How did Chef Colameco instruct the viewers? What techniques were highlighted or shown up close? How did the film compare to having someone teach you how to cook in person?

To the most authentic degree possible, have your class design, script, practice, and present its own cooking show. This will involve selecting recipes, practicing their preparation, deciding on the tools and appliances needed, trying different camera angles and close-ups, and presenting food and ingredients in appealing ways, among many other details. You may want to break your class into different teams handling different responsibilities. You can also review other skills that connect to this project: public speaking, math in recipes, script writing, etc.

Have your students either screen a final copy of their show or present the show to a live audience (such as parents or another class at school). Invite audience members to ask questions to clarify anything that was unclear to them.

Class Cookbook

Start a conversation about the family recipes that students know and love. What are their favorite home-prepared meals? Do other family members (grandparents, aunts and uncles) have special recipes that they love? Do students' families have particular dishes that are prepared for special occasions? Encourage students to elaborate on the foods that connect them to their families.

Ask students to collaborate with family members to bring in at least one recipe that is a family favorite. They should try to also provide an illustration to accompany the recipe—this could be a depiction of their family, one of the ingredients that goes into the dish, a representation of the country that inspired the dish, etc. Have students briefly present their recipes and illustrations to the rest of the class, explaining why the recipe they are sharing is such a favorite. If possible, you may want to have some/all students bring in a prepared version of the dish so that classmates might taste it (this could also be done in conjunction with a classroom celebration or event involving families).

Collect student recipes and illustrations together in one volume. Make copies and provide each student with the Class Cookbook (you might also hold a contest to design the cover of the cookbook). If possible, you might want to prepare one of the dishes together as a class.

Make a Meal Together

If you have created the cookbook in the previous activity, you may want to draw on the recipes included for this activity.

Drawing on the film, discuss what goes into preparing a full meal: purchasing the ingredients, having the tools and appliances ready and knowing how to use them, knowing the amount of the ingredients to use, timing of preparation, making side dishes that are finished at the same time as the main course, etc. Ask students to comment on what they think would be the most challenging and most interesting aspects of cooking.

Choose two recipes to prepare as a class. You might take these from the class cookbook, from favorite family recipes of students, from a cookbook, or from online—or you may want to create a dish yourselves. Discuss what needs to go into the preparation of these foods, and divide up the responsibilities. Some students might purchase the ingredients, some students might bring in the tools/appliances, some students might plan out the timing of the preparation, etc.

As a class, work together to make the dishes selected. Take time during the preparation to notice and comment on the challenges, the unexpected moments, the creative and interesting aspects, and how the recipes turn out. Ask each student to write a brief report on the process and on the final result, which you should all enjoy together!

INDIVIDUAL STUDENT PROJECTS

Interview Someone with Experience

Have a conversation with your students about experienced cooks—not necessarily restaurant chefs or professional caterers, but people they know personally (such as family members) who have years of cooking experience and practice. How do students think one's cooking ability improves over time? How does practice affect results? When someone is very familiar and comfortable with a recipe, how might he or she approach making it? How are experienced chefs and new chefs different? How are they alike?

Assign your students an interview in which they select an experienced cook that they know and ask him or her questions about recipes and food preparation. Students should also inquire about what the person likes and dislikes about cooking, how his or her approach to cooking has changed over time, and how experience affects how someone prepares food. You may want to develop an interview outline ahead of time, or you may ask students to be creative and develop all questions on their own. If possible, students should record their interviews.

Ask students to summarize their findings in a report, and also to make an oral presentation to the class. After all students have presented, compare and contrast the interview results. What wisdom do experienced chefs have to pass on to those new to the cooking process?

Creating a Cooking Journal

Encourage students to try at least some basic cooking in the next few weeks. They might try one of Chef Colameco's recipes (even one of the simple sides), find a recipe online that looks interesting, or even assist a parent as he or she makes dinner. Remind students that hands-on practice is a great way to improve their skills and heighten their comfort level with cooking. Invite students to give feedback on their experiences, both positive and negative.

As a class, develop an outline of a cooking journal for students to keep over a period of time. The journal might include dates and times, type of meal prepared, ingredients used, where the recipe came from, unexpected aspects of the cooking experience, any assistance received, unusual outcomes, and final taste. Invite students to provide input into what they think a thorough cooking journal might include.

Once the outline has been created, instruct students to keep the journal for a set amount of time, perhaps two weeks. In addition to answering the questions in the outline, students

should also include any personal notes they feel are important. Students should record all cooking experiences in the journal, even if they are assisting someone rather than cooking independently.

Decide if you want to have students summarize their journals in written or oral reports. You might want to compare and contrast student experiences and results.

Personal Review

As students become more comfortable with recipes and cooking, they will start to have a better understanding of what makes a good chef or a good recipe. Even after only a few cooking efforts, students will start to have an idea of the type of recipe they prefer (very detailed? more open to interpretation?) and the style of cooking instruction that works for them (flexible and open? very specific?) Talk about the style and technique preferences that make all chefs unique. You may even want to contrast a different cooking show with *Cooking 101* to highlight different approaches taken by chefs.

Ask students to choose a cooking program or cookbook to watch/read, review, and analyze. Students should consider approach, techniques, styles, instructions, visuals, and results. Students should review their chosen cookbook/cooking show from their personal perspective; that is, is this book or show a good match for their own cooking style and preferences? Encourage students to watch or read more than once, and also to actually try some of the techniques and/or recipes.

Next, have students give an oral presentation of their personal reviews. Encourage students to provide as many examples as possible, such as highlighting a kitchen technique shown that proved very useful, or a description in a cookbook that was difficult to understand. Students should personalize their reviews as much as possible, connecting what they saw/read with their own personal cooking experiences. After students have heard all of their classmates' presentations, invite them to recommend their show/book to a classmate to whom it might be well matched.

INTERNET ACTIVITIES

Recipe Comparison

Ask for two volunteers whose families prepare the same meal or dish. Ask these volunteers to describe the ingredients and the process of preparation—chances are they will be different, even if the end dish is the same. Remind students that all cooks add their own personal touches to meals—that's what makes cooking creative and adventurous (and why you can love meatloaf at your house and dislike it at a friend's!).

Have students search the Internet for two different recipes for the same dish (two Web sites that might help start the search are www.foodnetwork.com and www.allrecipes.com). After finding these two recipes, students should compare and contrast them for ingredients, cooking times, preparation techniques, and serving sizes. If possible, students should prepare both dishes and compare the end results.

Invite students to present their findings, including which recipe they prefer (or think they would prefer after completing their analysis). Have classmates ask questions and explain why they might disagree with the conclusions (which are based on personal taste and experience).

Students should also explain why they chose the particular recipe they did and how they found the two recipes they compared.

The World of Cookbooks

Just a quick look at any online bookstore or library database will reveal that there are many, many cookbooks available focused on every cuisine on the planet and directed at cooks of all different levels. Why do students think that so many cookbooks exist? What types of cookbooks are good for beginners?

Develop five different cookbooks categories for your students to explore. Examples include: cookbooks for a particular ethnic cuisine, cookbooks for beginners, cookbooks for making quick meals, cookbooks for baking, cookbooks for vegetarians, grilling cookbooks, etc. Agree with your class on five categories for everyone to research, or assign different categories to different students.

Using online bookstores, search engines, food and recipe Web sites, library databases, and other online resources, students should research and list at least five different cookbooks in each of the categories you select. Students should also write a short description of the different cookbooks they record. Have students share their findings, and perhaps compile the class results into a cookbook directory.

Fast Food Data

Cooking 101 made a strong point about the amount of fast food that Americans consume. Get a sense of how much fast food your students eat and how often they eat it. Talk about how eating fast food can affect health and wallets, and compare eating fast food to eating the type of food prepared by Chef Colameco in the film.

Ask students to conduct online research on general nutritional information and fast food nutritional information specifically. First, students should get a basic idea of what a healthy approach to nutrition might be for a person their age. The www.mypyramid.gov Web site is a great resource to begin this research. After compiling information on, for instance, how many calories and how much fat they should typically consume in a day, students should next explore nutritional information about the fast food they enjoy and consume. Ensure that students review and record this information accurately.

Have students present their findings in a visual approach they think best depicts the information. This could mean contrasted graphs, pie charts, bold numbers and illustrations, etc. Invite students to present their visuals, and hold a frank class discussion about fast food and how it affects health. Use students' own visuals as strong data to support arguments about limiting intake of fast food.

ASSESSMENT QUESTIONS

- Q1: What ingredients did Chef Colameco utilize in his pork loin meal?**
- Q2: What might happen if you don't preheat the pan before adding meat?**
- Q3: True or False: You can salt the water in which you are going to cook pasta or vegetables.**
- Q4: If you spend a total of \$14 on ingredients for a meal, and the meal serves four people, what is the cost per serving?**
- Q5: True or False: You shouldn't freeze prepared food to eat at a later date.**
- Q6: When do you know that the meatball ingredients are fully mixed?**
- Q7: What is Chef Colameco's technique for finely chopping basil?**
- Q8: True or False: When you cook onions and garlic for tomato sauce, you should saute them until they brown.**
- Q9: When forming meatballs by hand, how do you keep the meat from sticking to your hands?**
- Q10: Write a short essay on why cooking at home can be a better choice than purchasing fast food.**

ASSESSMENT QUESTIONS ANSWER KEY

Q1: What ingredients did Chef Colameco utilize in his pork loin meal?

A1: Pork loins, small potatoes, fresh leaf spinach, garlic, olive oil, parsley, and salt and pepper.

Feedback: Herbs are a great healthy way to add flavor to potatoes. Chef Colameco used parsley in his fork-mashed potatoes, but feel free to use an herb that you love instead.

Q2: What might happen if you don't preheat the pan before adding meat?

A2: The meat will stick to the pan.

Feedback: Common cooking mistakes include not preheating the pan, and turning the meat too much once it is in the pan.

Q3: True or False: You can salt the water in which you are going to cook pasta or vegetables.

A3: True.

Feedback: Salting the water in which you are cooking food allows you to add flavor to the meal you are making.

Q4: If you spend a total of \$14 on ingredients for a meal, and the meal serves four people, what is the cost per serving?

A4: \$3.50 per serving.

Feedback: Even though fast food can seem inexpensive, when you figure out the cost per serving for a lot of meals, cooking at home proves more economical.

Q5: True or False: You shouldn't freeze prepared food to eat at a later date.

A5: False.

Feedback: Spaghetti and meatballs is a great example of a meal to prepare in a large batch, eat some right away, and then freeze portions for quick dinners later in the week.

Q6: When do you know that the meatball ingredients are fully mixed?

A6: When all of the ingredients are blended and you can no longer tell the three different meats apart from one another.

Feedback: If you do not want to eat pork and/or veal, you can make Chef Colameco's meatballs with beef as the only meat.

Q7: What is Chef Colameco's technique for finely chopping basil?

A7: Taking leaves of basil, rolling them together into a small cylinder that looks like a cigar, and finely chopping the entire roll.

Feedback: Remember to keep your knives sharp! Sharp knives are safe knives, especially on small jobs such as this.

Q8: True or False: When you cook onions and garlic for tomato sauce, you should saute them until they brown.

A8: False. You want the onions and garlic to become soft and translucent, but not to brown, as this can make them taste bitter.

Feedback: Keep a close eye on the food you are cooking, and be prepared to adjust the flame/temperature as needed.

Q9: When forming meatballs by hand, how do you keep the meat from sticking to your hands?

A9: Keep your hands moist. Keep a small bowl of water next to the stove when you are forming your meatballs, and dampen your hands as needed.

Feedback: Another trick for forming meatballs is to use an ice-cream scoop!

Q10: Write a short essay on why cooking at home can be a better choice than purchasing fast food.

A10: Possible answers include: you control the ingredients (meaning you can include healthy items), purchase food on sale to cut costs, use items that you already have in your pantry, make exactly the kind of food you want to eat, enjoy the smells and sounds of cooking, and freeze leftovers for a fast and tasty meal when you are pressed for time.

Feedback: You can make your own fast food! Remember how quickly Chef Colameco made a delicious meal of pork, potatoes, and spinach.

ADDITIONAL RESOURCES

Supermarket Guru—Smarter Shopping, Healthier Eating, Better Living

www.supermarketguru.com

The Frugal Shopper: Grocery Shopping Tips

www.thefrugalshopper.com/tips/grshopping.shtml

Smart Supermarket Shopping

www.kidshealth.org/teen/food_fitness/nutrition/grocery_shopping.html

mysupermarket.com: Your Shopping Resource

www.mysupermarket.com

US FDA/CFSAN: How to Understand and Use the Nutrition Facts Label

<http://vm.cfsan.fda.gov/~dms/foodlab.html>

Organic Trade Association

www.ota.com

Basics of Cooking

<http://library.spike-jamie.com/basics.html>

Cook it Quick!

<http://lancaster.unl.edu/food/ciq.shtml>

Proper Placement of a Food Thermometer

<http://www.fsis.usda.gov/OA/thermy/placement.htm>

Nutrition Connection: Hot Topics A - Z

http://warp.nalusda.gov/foodstamp/Topics/food_prep.html

Additional Resources at www.filmsmediagroup.com

Available from Films Media Group • www.filmsmediagroup.com • 1-800-257-5126

Supermarket Bits: Shopping Skills for Real-World Success

- Windows/Macintosh hybrid CD-ROM
- Preview clip online at www.filmsmediagroup.com (search on 31903)
- Includes teacher's guide
- Correlates to National Economics Standards, National Standards for Health and Nutrition, and National Standards for Family and Consumer Sciences
- Order #31903

Supermarket Bits is a fun-filled, discovery-based simulation game loaded with life-skills lessons and plenty of good advice. "Before You Shop" shows students how to make a list with actual menu ideas in mind, check circulars for coupons, and even pick the best time of day to shop. "Off to the Store" teaches how to decipher labels and price signs, save money using coupons and shopper value cards, and spot common marketing tricks. "After You Shop" gives feedback on whether they got everything on their lists, kept from blowing their budgets, remembered to use their coupons, and resisted the temptation to buy unneeded stuff. Tips ranging from how to bag their groceries, to what to do if they're unhappy with a purchase after they get home, to making use of leftovers are also provided. Includes printable tip sheets, Did You Know? pop-ups, a shopper's quiz, a hyperlinked index, and a glossary. A printable PDF Teacher's Guide is included. A Meridian Production. © 2004.

Surviving the Checkout: Wise Food Buying

- VHS/DVD-R
- Closed captioned
- Includes manual
- Item # 14576

Today's food buyer must be knowledgeable—not only to save money while shopping, but also to be aware of techniques used by stores and manufacturers to tempt consumers into purchasing their products. This entertaining video shows how to make wise food-buying decisions by pre-planning meals for the week using newspaper food ads and the food groups as guides. In a trip to the supermarket, new roommates Richard and Larry learn firsthand how to select fresh foods as well as how to read and compare labels, brands, and unit prices. They learn about open dating on products, USDA grading of meats, and the use of meat substitutes and extenders to save money. Throughout the store they become aware of the various display techniques used by retailers to encourage impulse buying. A summary of alternatives to supermarket shopping is also presented. A Cambridge Educational Production. (30 minutes) © 1990.

Kitchen and Food Safety

- VHS/DVD-R
- 3-part series
- Preview clip online
- Closed captioned
- Includes viewable/printable teacher's guides
- Correlates to National Standards for Family and Consumer Sciences Education, National Health Education Standards, National Science Education Standards, and National Educational Technology Standards
- Item # 35137

Protect your students from eating-related injuries and illnesses with *Kitchen and Food Safety*. This three-part series is filled with easy-to-remember guidelines and tips, simple but powerful

reminders, lots of onscreen graphics, and sensible explanations by authorities on food handling, food-related illness, and kitchen safety. The series includes *Food Safety; Food-Borne Illness; Kitchen Safety*. A Meridian Production. (17 to 24 minutes each) © 2006.

Food Safety: From Market to Plate

- VHS/DVD-R
- Closed captioned
- Viewable/printable teacher's guide online
- Item # 32554

What's the best way to avoid *Salmonella*, *E. coli*, and other dangerous food-borne bugs? Information! Use this fact-filled video to show your students how to buy, store, and prepare delicious food with their health—and the health of anyone who eats with them—firmly in mind. At the supermarket, in the kitchen, and at the dinner table, knowledge is the key to safety. A Meridian Production. (17 minutes) © 2000.

Kitchen Fundamentals: Common Tools and Terms

- VHS/DVD-R
- Includes teaching materials
- Order # 33940

Do your students know the difference between the cooking terms beating and whipping? With the help of a professional chef, students learn basic food preparation techniques—everything they need to know in the kitchen before the cooking begins. Video worksheet and teacher's key included. (20 minutes) © 2005.

Small Appliances A-Z: Technology to the Rescue

- VHS
- Includes teaching materials
- Order # 33941

As with most things in life, technology has improved common tasks in the kitchen. Small, mechanical appliances now make the job of cooking easier and more fun. Take a look as a professional chef demonstrates a variety of appliances, from bread machines and food processors to waffle irons. Video worksheet and teacher's key included. (26 minutes) © 2005.

The Carb Controversy: What Are the Facts?

- VHS/DVD-R
- Includes teaching materials
- Order # 33942

Are low-carb diets healthy? In this topical nutrition video, two friends have lunch together—but have entirely different meals. One is on a low-carbohydrate diet. In fact, for the first two weeks, she didn't eat any carbs. She thinks bread is the enemy. The other is on the track team. The whole team has a big pasta party to carb-load the night before every meet. Both hold fast to their ideas about nutrition and search for information to back up their position. This video cuts through the hype and looks at the facts about carbohydrates and how they work in our bodies. Video worksheet and teacher's key included. (18 minutes) © 2005.

Nutrition and Menu Planner

- Windows/Macintosh CD-ROM
- Order # 11055

This fun, interactive program allows the user to plan a day's menu including breakfast, lunch, and dinner by choosing foods from the nutrition pyramid groupings. Nutritional values of food items appear alongside each food selection as meals are planned for the day. Personal

information is stored in a database to be accessed later to compare these personal nutrition requirements with the food values selected from over 4,000 items. Live-action video clips on the nutrition pyramid as well as useful information about food labels provide a fun, hands-on activity for individuals interested in practicing good nutrition. A Meridian Production. © 1997

Recipe for Success: The Culinary Arts in High Schools

- VHS/DVD-R/Digital On-Demand
- Preview clip online (search on 35196)
- Closed captioned
- Correlates to National Standards
- Order # 35196

Never underestimate the educational value of chocolate ganache! This ABC News report profiles the Careers in the Culinary Arts Program, a groundbreaking curriculum that teaches students the craft of fine cuisine—and important life skills along the way. The documentary visits the Queens high school where this nationwide teaching trend began, interviewing one of its graduates—now a successful Manhattan chef who says cooking classes made school worth finishing. Also featured is Richard Grausman, the man who founded C-CAP. Use this inspiring video to show students the wide variety of academic and vocational possibilities open to them. (22 minutes) © 2005.

Why We Eat What We Eat: Understanding Food Choices

- VHS/DVD-R
- Includes teaching materials
- Order #33938

This is a cultural diversity video that helps students understand how society and culture influence our choices and decisions of what we eat. "Tastes great!" "Grandma's best recipe!" "This is health food!" These are all comments we've heard about food. Family, culture, friends, religion, emotions, lifestyles, and advertising all influence what we eat. Follow along as multi-cultural students and a food expert present and discuss "understanding food choices." Video worksheet and teacher's key included. (20 minutes) © 2005.

Ever Wondered About Food?

- VHS/DVD-R
- 6-part series
- VHS/DVD-R #35573

Superb cooking techniques, fun food facts, and exciting culinary history all come together in this six-part series. Each program focuses on a basic, time-honored element of the human diet, exploring how that particular food source has been collected and prepared over the centuries. The untold stories of cheese, seafood, eggs, potatoes, chicken, and mushrooms are all revealed—along with dazzling, hands-on demonstrations of cooking methods for each ingredient, from master chef Paul Merrett! Series includes *Ever Wondered About Cheese?*; *Ever Wondered About Seafood?*; *Ever Wondered About Eggs?*; *Ever Wondered About Potatoes?*; *Ever Wondered About Chicken?*; *Ever Wondered About Mushrooms?* (30 minutes each) © 2005.

Sautéed Boneless Pork Loin with Fork-Mashed Potatoes and Sautéed Spinach

Serves 2

4 boneless pork loin cutlets, approximately 2 oz. each
8 oz. potatoes (8 small Yukon Gold or red bliss, or 16 fingerlings)
8 oz. pre-washed spinach leaves, cleaned
4 T extra virgin olive oil
2 T kosher or sea salt
2 T chopped fresh parsley, cleaned
1 clove of garlic, cut very small or diced
1 T cooking oil
Black pepper for seasoning

Potatoes: Thoroughly wash potatoes. Leaving skins on, place in a small pot and add enough cold water to cover them by several inches. Season the water well with kosher or sea salt, bring to a boil, then reduce back to simmer, and allow to simmer for approximately 18 minutes or until a paring knife passes through them with little or no resistance. Turn off the stove when potatoes are tender, and leave them in the warm water.

Pork cutlets: Add 1 T cooking oil to a preheated sauté pan. Season the pork cutlets with salt and pepper and add them one at a time to the pan, keeping the heat at medium setting (place the cutlets in the pan so that they fall away from you to prevent being scalded with hot oil). Once the pork cutlets are in the pan, do not disturb them for at least one minute, allowing them to brown on one side. After a minute or two check to see if they have a good, even, golden brown color, and turn them over if they do. Once turned, allow that side as well to become golden, then turn one last time. Total cooking time should be about 5 to 7 minutes.

Spinach: Once the pork and potatoes are ready, preheat a pan for the spinach. To this pan add 1 T olive oil, then the diced garlic (be careful not to burn the garlic), then quickly add the spinach leaves in small batches, allowing them to wilt before adding more (keep the heat at medium setting). Season with salt and pepper at the very end. Total cooking time should not exceed 2 minutes. Once cooked, remove the spinach from the pan and plate the final dish.

Drain the potatoes and allow them briefly to steam off. Mash them lightly with a fork, drizzle with 2 T extra virgin olive oil, then season lightly with salt and pepper. Finish them with 2 T chopped parsley.

Spaghetti and Meatballs

Serves 2, plus leftovers

Tomato sauce:

- 2 T extra virgin olive oil
- 2 T chopped garlic
- 1 small onion, diced
- 2 T chopped fresh basil, cleaned
- 1 28 oz. can of imported Italian whole tomatoes
- 1 T tomato paste

Meatballs:

- 1 lb. ground meat loaf mix (1/3 pork, 1/3 beef, 1/3 veal) or 1 lb. pure ground beef
- 1 T garlic purée
- 2 T chopped fresh basil, cleaned
- 1 whole egg
- 1/2 cup dried breadcrumbs
- 1/4 cup grated pecorino cheese
- 1/3 cup whole or reduced fat milk
- 1/4 T fresh ground black pepper

Pasta:


- 1 lb. box of imported Italian spaghetti (allow 4 oz. per person)

String beans:

- 6 oz. fresh string beans, cleaned
- 1 T extra virgin olive oil
- 1/2 T balsamic vinegar
- Salt and pepper to taste

Sauce: In a medium-size pan preheated to moderately hot, add 2 T olive oil, the diced garlic, onion, and 2 T basil and sauté until the onions become translucent (be careful not to burn the garlic). Add the tomato paste, using a spoon to disperse it evenly in the pan, and then add the can of tomatoes, breaking them up with a fork, or by hand. Bring the contents to a simmer. Do not boil, and do not cover with a lid.

Meatballs: Combine the ground meat with the garlic purée, 2 T fresh chopped basil, and one whole egg (break the egg into a small cup first and check for any broken shell remaining). Add the breadcrumbs, cheese, milk, and black pepper. Mix well until all the ingredients are incorporated (do not over-mix). Place a small bowl of cold water next to the meat mix, moisten your hands with the cold water, and form small meatballs in your palms by rolling your two hands together. Place the meatballs directly into the simmering tomato sauce, and repeat until all the meat mix is formed into balls. Allow this sauce with meatballs to simmer gently for 1½ hours, stirring occasionally; or bake them in a 300° oven for the same length of time. Do not use a lid in either case.

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String beans: Cut the ends off the beans. Add the beans to a small pot of salted, boiling water, and cook until tender (approximately 4 – 5 minutes). Strain, then allow the beans to steam off and dry slightly. Serve them drizzled with extra virgin olive oil, a dash of balsamic vinegar, and salt and pepper to taste. Can be served warm, at room temperature, or chilled.

Pasta: Have ready a large pot of salted, boiling water, and when the meatballs and beans are ready, add 4 ounces of pasta per person to the boiling water. Stir gently at first, and cook for approximately 12 minutes until tender but al dente, strain, and serve immediately. Allow approximately 4 ounces of sauce and 2 to 3 meatballs per person. Top the pasta with sauce, grated pecorino cheese, and a little chopped parsley as well.

Leftover meatballs and sauce: Allow the meatball and sauce mix to cool to room temperature, then portion it out in plastic containers with lids and refrigerate for several days, or freeze for future use if it will not be used within 48 hours. *To re-use frozen sauce:* Remove from freezer and place in refrigerator, allowing 24 hours to defrost; or, defrost as needed in a microwave oven, then heat to a simmer for 5 minutes.

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