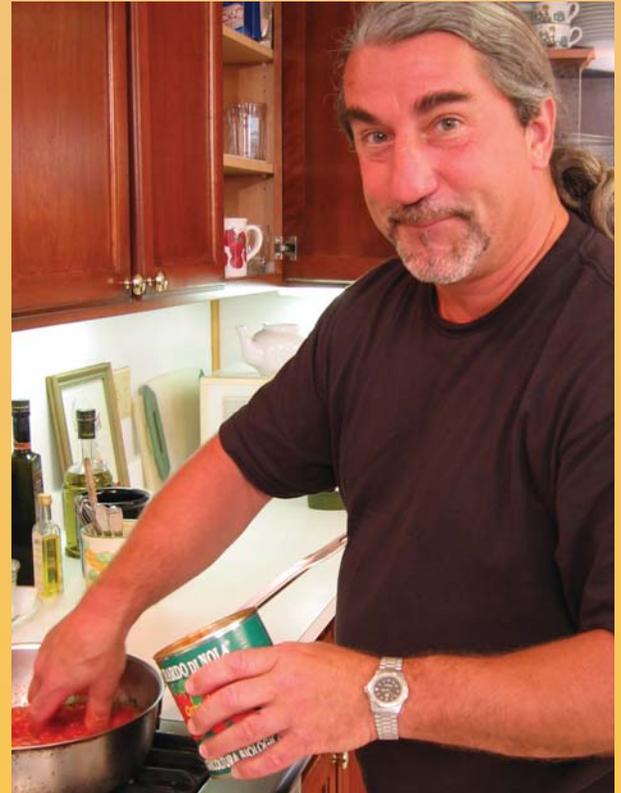


Colameco's Kitchen Survival Guide



Welcome to the Kitchen

Teacher's Guide

INTRODUCTION

This Teacher's Guide provides information to help you get the most out of *Colameco's Kitchen Survival Guide: Welcome to the Kitchen*. 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 series *Colameco's Kitchen Survival Guide* 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 II of this series, *Welcome to the Kitchen*, introduces viewers to basic kitchen equipment, tools, and safety. Chef Colameco guides the audience in appropriate and safe use of kitchen appliances, instructs them in the basic utilization of kitchen tools, and helps them begin to make the most of their time in the kitchen. Safety and practicality are paramount to this second film in the series, with Chef Colameco discussing how to help viewers maximize the food items they buy, storage space and function, and available tools. After viewing this film, the audience will feel more comfortable in the kitchen and prepared to make use of their cooking resources and associated components in a safe, effective, and successful manner.

LEARNING OBJECTIVES

After viewing the program, students will be able to:

- Describe proper food storage.
- Demonstrate the proper functions of basic kitchen tools and appliances.
- Explain the importance of cleanliness and safety in the kitchen.
- Explain basic food and preparation safety procedures.

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).

Standards for the English Language Arts, by the International Reading Association and the National Council of Teachers of English, Copyright 1996 by the International Reading Association and the National Council of Teachers of English. Reprinted with permission.

Technology Standards

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

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

The National Education Technology Standards reprinted with permission from the International Society for Technology Education.

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 II of this series, *Welcome to the Kitchen*, viewers get a chef’s-eye view of the kitchen and all of its components—including appliances, various tools, and storage options—as well as safety-conscious techniques to make the best use of them. This film raises viewers’ comfort and familiarity levels with the kitchen as they explore topics such as how to properly and effectively use a kitchen knife, the correct temperature for refrigeration, and pantry organization tips. Chef Colameco makes this information interesting and accessible to the audience, drawing them in with interesting facts and useful suggestions.

MAIN TOPICS

Topic 1: Kitchen Appliances

In this section, Chef Colameco introduces viewers to the topics addressed by this film. He reviews in detail the functions of the refrigerator, freezer, and stove/oven in a typical kitchen. Viewers learn how these appliances actually work and how to put them to the most efficient and effective use.

Topic 2: Knives & Cutting Boards

Here, Chef Colameco reviews with viewers how to appropriately and successfully use knives and cutting boards, including how to utilize them as safely as possible. The audience is able to closely observe proper knife technique and handling, and also learn which basic knives will allow them to prepare most recipes.

Topic 3: Pots & Pans

In this section, viewers learn which basic pots and pans will allow them to maximize their cooking repertoire, including a large 10-inch pan with straight sides, a smaller sauté pan, and a nonstick frying pan. Chef Colameco considers the features that make a pot or pan durable, long-lasting, and effective, helping the audience to select quality cookware of their own.

Topic 4: Kitchen Utensils

Finally, Chef Colameco reviews the basic kitchen tools all chefs can use to great effect, including spatulas, regular and slotted spoons, and different thermometers. Food processors and blenders are also reviewed, both how to use them appropriately and clean them effectively. In conclusion, Chef Colameco reviews pantry storage, telling viewers that storing pantry items in clear plastic containers not only allows one to realize when an item is running low, but also deters bugs and other pests.

FAST FACTS

- Foodborne illnesses affect millions of people every year. Sufferers may not even make the connection between their illness and its source in food. Foodborne illness is usually preventable by following safe food-handling practices.
- The refrigerator should be kept at a steady temperature of between 38° and 42° F.
- Rotating your food purchases—placing more recent purchases behind older ones and using older purchases first—helps keep food fresh and safe.
- When cutting foods such as fruit, vegetables, and meat, the knife should be sharp enough to cut smoothly and without much effort. A sharp knife is safer than a dull knife, as it is much less likely to slip while being used.
- When washing cutting boards, be sure to let them drain to avoid breeding bacteria.
- Many chefs prefer the taste of kosher salt to iodized salt. Iodine was originally added to salt almost one hundred years ago because people lacked it in their diets and thus suffered from swollen thyroids.
- Although much canned food can last for up to two years, it won't last forever. Don't eat food from cans that have been in the pantry for longer than about two years.
- Don't wash lettuce before storing it in the refrigerator. The wet leaves will rot, so wait until just prior to use to wash it.
- Sponges should be changed every few weeks to prevent breeding bacteria.
- Heavy pots and pans hold heat better and cook more evenly than do flimsier ones.

VOCABULARY TERMS

bleach solution: A mixture of 10% bleach and 90% water, used for cleaning to eliminate kitchen bacteria.

blender: Small kitchen appliance useful for making blended soups and smoothies, among other dishes. Take care to fully clean all the parts of a blender after each use.

crisper drawers: Refrigerator drawers that are less humid than the rest of the refrigerator and thus good for storing vegetables.

cutting board: Plastic or wooden board on which to cut fruits, vegetables, meat, fish, etc. Be sure to carefully clean cutting boards after each use.

first in, first out (FIFO): Process of placing newer food items behind older food items and using the older items first.

food processor: Small kitchen appliance useful for preparing a variety of pureed and chopped foods. Not recommended for simply chopping vegetables.

freezer temperature: The temperature at which a freezer should be kept, between 0° and 10° Fahrenheit.

nonstick pan: Pot or pan with a surface that generally prevents food from sticking to it and is usually easy to clean. Useful for cooking foods such as eggs and grilled cheese, among many others.

refrigerator temperature: The temperature at which a refrigerator should be kept, between 38° and 42° Fahrenheit.

sauté pan: Cookware with angled sides that allow the chef to toss cooking food and have it return to the pan.

serrated knife: Knife with a jagged edge that never needs to be sharpened. Great for cutting through foods such as zucchini or bread, though not used for chopping.

PRE-PROGRAM DISCUSSION QUESTIONS

1. Name some kitchen appliances, and some kitchen tools.
2. Think about your kitchen at home and the people who cook in it. Which appliances and tools are used all of the time? Which are hardly ever used?
3. Have you learned or read anything about food safety before? What was it?
4. Have you (or someone you know) ever had food poisoning before? What was it like? How do you think you might have contracted it?
5. Have you ever seen food that's gone bad or food with mold on it? Why does food go bad? Is it safe to eat food that is spoiled?

6. Imagine your favorite meal. Which tools and appliances would you need to prepare this meal? Do you know how to use the tools and appliances you mentioned?
7. What kinds of food items are in your kitchen cabinets at home right now?
8. If you could design your perfect kitchen, what would it look like? What appliances and tools would it include?

POST-PROGRAM DISCUSSION QUESTIONS

1. What was the most interesting or most surprising piece of information you learned from this film?
2. Name three food safety tips.
3. Using a pen or pencil, demonstrate safe and effective kitchen knife technique.
4. How do refrigerators work?
5. Why is the way you store food important?
6. Describe the type of pots and pans that are useful and effective in the kitchen.
7. What can you use a food processor for? In addition to what Chef Colameco described in the film, what are some other uses you can think of?
8. If you were teaching other students about kitchen tools and food safety, what would you include in your presentation?

GROUP ACTIVITIES

Take a Tour

Take some time to discuss the components of a kitchen in a typical home. What are some of the appliances? What are some common tools? What food safety issues come up and how are they addressed? Next, compare and contrast a private home kitchen with a commercial kitchen. What additional appliances and tools might be involved? What larger food safety issues might come into play, and how do professional chefs deal with them?

Arrange to tour a local restaurant or cafeteria kitchen (this might even be your school's cafeteria). Before the tour, ask the guide to address kitchen appliances and tools, as well as food safety particulars; and work with students to prepare appropriate questions for the tour guide. Focus the majority of the questions on commercial kitchen appliances, tools, storage, and safety. If possible, have the tour guide demonstrate cooking a dish and utilizing the kitchen components discussed.

After the tour, ask students to write a brief summary of what they learned. The summaries should include a comparison of the kitchens in private homes with commercial kitchens. How does kitchen use change when shopping for, storing, and preparing meals on the larger scale of a commercial kitchen?

Kitchen Safety Poster

Together as a class, review the kitchen safety tips shared by Chef Colameco in *Welcome to the Kitchen*. As students share suggestions, record them on the board. Begin a discussion about other potential food and kitchen tool safety information, prompting students with ideas and questions.

Divide students into small groups and distribute posterboard, markers, and other art materials. Also provide groups with a manner in which to research additional food and kitchen equipment safety information, perhaps on the Internet or in reference materials.

Instruct groups to research additional food and equipment safety information that they deem important. Incorporating the ideas from the film on the board and this new research, groups should plan out, design, and produce a colorful food and culinary tool safety poster that could potentially hang in a kitchen. Students will need to determine which facts to utilize, how to creatively and effectively depict this information through pictures and symbols, and how to organize the posters so that they are clear and informative.

When groups have finished creating their posters, invite all to present their final results. Groups should explain where they researched additional information, how they selected the facts and tips to include on the poster, and why they designed and created their poster as they did.

Taking it to the Students

Ask your students to imagine that they have been asked to make presentations to a class four years younger than themselves about kitchen safety and how to effectively use kitchen tools and appliances. What is appropriate and useful information for younger students? How might they demonstrate the skills, techniques, and tips they are describing? What are the basics of kitchen use and safety that all students, regardless of age, should know? And how might students share this information in a way that is accessible to a younger class?

Divide your students into small groups. Each group is responsible for researching, writing, and making a presentation on kitchen use and safety that is appropriate and useful for younger students. Depending on the time and resources you have, these groups might actually make a presentation to a younger grade at your school, videotape a film of themselves making the presentation (a la Chef Colameco), or simply make the presentation to their peers in your classroom.

Provide groups with resources to research additional kitchen use information. Groups should determine what information (from both the film and their additional research) is useful for younger students, how they can present and demonstrate it in an age-appropriate way, and how to organize their presentations. Remind students to use the organization and layout of *Welcome to the Kitchen* as a guide.

Have groups make their presentations in the setting/style you've determined. Invite the other groups to provide feedback and constructive criticism. If groups have presented for a younger audience, invite these students to ask questions.

INDIVIDUAL STUDENT PROJECTS

Kitchen Planning

Discuss with students some of their favorite meals and foods. What tools and appliances are needed to create these dishes? What food storage or safety tips should preparers of these foods keep in mind? Refer to the film when possible.

Assign students a project in which they consider their favorite meal and dessert. Ask students to select three dishes (such as a main course, side dish, and dessert) and research the preparation that goes into making these foods. Students should answer the following questions: What ingredients need to be purchased? How should these foods be stored, and for how long? What tools and appliances are needed to prepare the foods? What food and kitchen equipment safety information comes into play when making this meal? Students should consult with parents/guardians, Internet resources, cookbooks, and other reference material when preparing their report.

Ask students to present their findings to the class. Student reports should include the three dishes they consider their favorites and answers to the questions above for each. If possible, you may want to actually prepare one of the dishes shared by a student in your classroom, being careful to be safe and use proper equipment techniques.

Demo in the Kitchen

Spend some time discussing what goes into creating a cooking show or other filmed demonstration of food preparation. Not only does the chef need to plan out the script and order of the show, he or she also has to determine the foods being cooked, decide on the ingredients to purchase and store, know what tools and other kitchen equipment are needed to prepare the recipes, and carefully, safely, and effectively explain and demonstrate at the same time. Refer to *Welcome to the Kitchen* and perhaps additional cooking programs as well.

Ask students to write out scripts for their own cooking demonstration programs, with an emphasis on food safety and use of kitchen tools. Students will most likely need to research some of the information they will utilize, as well as view other cooking programs for tips on how to incorporate this information into an interesting and accessible program.

Depending on resources and time, you might ask students to film their demonstrations and screen them for the class, or you might have some students conduct their demonstration live in front of the class. Alternately, you might have students demonstrate small sections of their films for the class (such as selecting a pan to use or arranging a pantry) and turn in their full scripts to you.

Questions and Answers

As a class, begin brainstorming questions about kitchen safety and use. What do students want to know? What are you interested in learning? Record inquiries on the board. See if you can answer any of the questions using the information from the film, or perhaps from presentations and demonstrations already completed by members of your class.

Once you have a long list of questions and possible answers, cross off the questions on the board that you have already answered. Next, see if any students in your class might be able to answer any of the other questions. Once you have an answer, cross off these questions as

well. Eventually, determine a list of ten to twelve questions in which students are interested and for which you do not have an answer yet. Ask all students to carefully copy down this final list of questions.

Students should work independently using a variety of resources to answer each of the questions on the list. You should also prepare a correct answer key. After recording answers for all of the questions, students should present their findings and also where they found the information. Compare and contrast student answers. Determine a question that every student answered correctly, and also acknowledge if there are questions that might have multiple answers. When you have discussed a correct answer for each question, you might want to have students create a poster or guide that lists both the questions and their answers.

INTERNET ACTIVITIES

Comparison Shopping

Using the information presented in the film, work with students to create a basic list of kitchen tools they would want to have as they prepared meals. This list might include pots and pans, different knives, a food processor, a blender, etc.

After you have finalized the list together, ask students to use the Internet to research different options they have for purchasing items in each category. Ask students to review at least three different options for each item on the list, record where each option was found as well as its price and features, and determine which option they would actually purchase and why. You may want to provide students with a budget ahead of time.

Ask students to present their findings and final selections. Compare and contrast their choices. Ask students if, after seeing some of their classmates' selections, they would change any of their own. What led students to make their final determinations on selections? Were they influenced by fun colors or added features? If they had unlimited budgets, what would they choose? Why?

Do the Research

Continue to discuss some of the safety information presented in the film. Do students have any questions? Find any of the information surprising? Want to know more about particular topics? Remind students why food safety is so important, incorporating information from the film as well as outside research/information.

Assign students different food safety topics on which to conduct Internet research and write reports. For example, one student might write about properly refrigerating and freezing food, while another might cover temperatures to which meat should be cooked. Encourage students to include as much information as possible and to be creative in their writing. Also, remind them to carefully choose and cite their online sources, and also to include any Web sites they think readers might want to check out for themselves.

Invite students to present their reports. Consider compiling all of the reports into a larger guide to kitchen safety, and listing all of the Internet sources utilized at the front of the book.

What's Out There on Kitchen Use and Safety?

Brainstorm with students the type of resources that might exist on kitchen use and safety. For instance, there might be Web sites that list tips, books that describe kitchen basics, magazine articles on stocking a pantry or properly storing food, scientific research on the impact of food safety, textbooks or resources for students in culinary programs, etc. Record student ideas on the board.

Utilizing a wide range of Internet resources, such as search engines, online bookstores, library databases, journal searches, Web sites on culinary topics, online encyclopedias, etc., students should compile a "Kitchen Use and Safety" bibliography. This should incorporate as many resources (and as many types of resources) as possible that could help educate people about safely and effectively using the kitchen. Remind students that they are not looking for recipes or even food preparation techniques. Rather, students want to include information on how and why to keep food safe, basic kitchen tools to purchase, how to utilize kitchen tools and appliances, suggestions for stocking a pantry, ideas for food storage, techniques for using kitchen tools, etc. Next to each included resource, students should record a brief description of what that resource includes and provides.

Compare student findings, and eliminate any duplicates. You might want to compile student findings into a master resource, and invite students to illustrate it.

ASSESSMENT QUESTIONS

Q1: At what temperature should you keep your refrigerator?

Q2: Is freezer burn on food dangerous?

Q3: True or False: Freezers keep food moist.

Q4: Which shelves in the refrigerator stay the coldest? Which are most likely to get warmer?

Q5: True or False: When cutting vegetables, potatoes, and meats, you should hold only the handle of the knife.

Q6: Is it better to select a plastic cutting board instead of a wooden one?

Q7: Why are heavier pots and pans often better choices than lighter-weight ones?
a) They hold heat better
b) They distribute heat better
c) They have fewer hot spots that can burn cooking food
d) All of the above

Q8: For about how long should you use one kitchen sponge before sterilizing or discarding it?

Q9: When working with knives and food processor blades, how can you ensure that you are using them carefully?

Q10: What are some ways to better organize your pantry/cabinets?

ASSESSMENT QUESTIONS ANSWER KEY

Q1: At what temperature should you keep your refrigerator?

A1: Between 38° and 42°F.

Feedback: You can make sure that your refrigerator is at the correct temperature by purchasing an inexpensive thermometer, placing it in the fridge, and periodically checking it.

Q2: Is freezer burn on food dangerous?

A2: No, but it will affect the flavor and texture of the food.

Feedback: Avoid freezer burn by properly storing items in your freezer, making use of them in a timely manner, and generally trying to purchase and cook fresh foods.

Q3: True or False: Freezers keep food moist.

A3: False.

Feedback: Freezers actually act as dehydrators. Instead of freezing fresh foods, cook with fresh foods and then freeze small amounts of the food you prepare.

Q4: Which shelves in the refrigerator stay the coldest? Which are most likely to get warmer?

A4: The closer it is to the bottom, the colder the shelf will be. Shelves on the door of the refrigerator—whether close to the bottom or not—get the warmest.

Feedback: Warm air rises, thus making the bottom shelf the coolest in the refrigerator. Shelves on the door are most likely to be affected by the opening and shutting of the refrigerator, thus they are prone to getting warmer.

Q5: True or False: When cutting vegetables, potatoes, and meats, you should hold only the handle of the knife.

A5: False

Feedback: When cutting foods, you should bring your hand up over the start of the blade for better control. Remember to keep your knife sharp for safe, effective cutting.

Q6: Is it better to select a plastic cutting board instead of a wooden one?

A6: Wooden cutting boards are often harder to clean, cannot go into the dishwasher, and may be more likely to contain bacteria.

Feedback: While there is some debate over the relative safety of both types of boards (bacteria does not thrive in wood as it does on plastic surfaces), wooden cutting boards are prone to warping if washed in a dishwasher; plastic boards may dull your knives over time. No matter which type of board you choose, always be sure to wash and then dry it thoroughly after each use.

Q7: Why are heavier pots and pans often better choices than lighter-weight ones?

- a) They hold heat better
- b) They distribute heat better
- c) They have fewer hot spots that can burn cooking food
- d) All of the above

A7: d) All of the above

Feedback: Although it's possible to spend a great deal of money on pots and pans, you can get practical, useful versions at reasonable prices.

Q8: For about how long should you use one kitchen sponge before sterilizing or discarding it?

A8: A few weeks at the most.

Feedback: Sponges are a perfect breeding ground for bacteria. Using bleach when cleaning the kitchen may help eliminate some of these bacteria.

Q9: When working with knives and food processor blades, how can you ensure that you are using them carefully?

A9: Possible answers include keeping knives sharp, not leaving knives and blades underneath other items in the sink, following directions for use, using extreme care when placing blades in the dishwasher, etc.

Feedback: Knives and food processors are useful kitchen tools. Careful handling will increase their use and keep you safe.

Q10: What are some ways to better organize your pantry/cabinets?

A10: Possible answers include storing items in sealed plastic containers, placing newer items behind older items and using the older items first, buying small quantities of items like spices and then replacing as needed, not stockpiling canned goods that you will not use in a reasonable amount of time, arranging items so that you can clearly see what you have, etc.

Feedback: One benefit to properly stored pantry items? Less of a chance of bugs and other pests!

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.nal.usda.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.

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 multicultural 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.

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