



Lost in the Supermarket

Teacher's Guide

INTRODUCTION

This Teacher's Guide provides information to help you get the most out of *Colameco's Kitchen Survival Guide: Lost in the Supermarket*. 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 I of this series, *Lost in the Supermarket*, acquaints viewers with the layout and contents of a typical grocery store, and also provides instruction and observations on how to best select food to purchase. All areas of the grocery store—including produce, meat, seafood, frozen and canned food, and bread—receive a visit from Chef Colameco, and viewers gain knowledge on how to comparison shop and choose the best food products. Healthy eating and shopping is also addressed in a practical, accessible manner. Viewers should have a basic comfort level with navigating a supermarket and selecting a variety of foods after viewing this film.

LEARNING OBJECTIVES

After viewing the program, students will be able to:

- Demonstrate the importance of planning before food shopping.
- Recognize the various areas in a supermarket.
- Define techniques used in shopping for quality and price.
- Discuss how to read the basics of a nutritional label.
- Describe basic techniques for choosing produce, meats, and other foods in the supermarket.

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.

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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 I of this series, *Lost in the Supermarket*, viewers meet host and chef Mike Colameco and explore the supermarket with him, looking for the best fruits and vegetables to purchase, learning about cuts and types of meat, examining food labels, and considering healthy choices. Together with the chef, viewers consider and compare costs, cover the layout of the typical supermarket, and explore organic food options. This film better acquaints viewers with their local supermarket, helping them to feel comfortable with its structure, contents, and specific products. After viewing this film, students have stronger skills in determining the food they need and making smart and healthy choices when purchasing it.

MAIN TOPICS

Topic 1: Preparing to Shop

In this section, viewers meet chef Mike Colameco as he introduces them to the series and briefly describes how he prepares to shop for food. Chef Colameco encourages viewers to make and keep a shopping list, add to the list as they use up food items, and arrange the list based on the general layout of the store. This typical layout is also briefly reviewed.

Topic 2: Fruits & Vegetables

In this section, Chef Colameco demonstrates to viewers how they should use their senses to select good, fresh produce. Viewers learn what to look for and what to avoid in fruits and vegetables, and observe helpful visuals that make this distinction more clear. Chef Colameco shares his tips, such as eating more green leafy vegetables, and purchasing loose rather than bagged produce items.

Topic 3: Meats, Poultry & Seafood

Here, Chef Colameco reviews beef (steak cuts, stewing meats, and chopped meat) as well as pork, poultry, and seafood. Viewers review USDA grades of meat, expiration dates, and how to choose fresh seafood. Chef Colameco encourages viewers to take preparation time, recipes, and budget into consideration when purchasing meat.

Topic 4: Shop Smart

Viewers explore how to be savvy, aware shoppers in this section, as they compare store and name brand food products, compare unit prices, learn about store club member cards, and check out displays at the end of aisles for good deals. Canned and frozen foods as good alternatives to out-of-season produce and beef and poultry bargains are also examined.

Topic 5: Shop Healthy

It's not always easy to shop and eat healthy, but this section helps viewers do so by examining and discussing the nutrition facts label on packaged foods, comparing the nutritional information of various snack foods, and exploring natural and organic options. Viewers also visit the dairy section of the supermarket with Chef Colameco and learn to pay attention to expiration dates, and to consider reduced-fat options. This final section provides encouragement to shoppers trying to make smart and healthy decisions in the supermarket.

FAST FACTS

- The typical supermarket carries between 40,000 and 50,000 products! Make your shopping list ahead of time so that you know what you need.
- The typical supermarket is laid out with produce on one side, bread products on the other, meat and seafood along the back, and the freezer section in the middle.
- Use your senses when selecting produce—examine fruits and vegetables by looking at them closely, touching and handling them, and smelling them for freshness.
- You will likely spend the most money on your meat purchases at the supermarket. Consider the differences (including cost) between steak cuts and stewing meats.
- The two top grades of meat are Prime and Choice. Only about 2% of meat is graded Prime, and it is generally not available at supermarkets.
- When purchasing pork and poultry, try to select items at least a few days from their sell-by date.
- When scouring the supermarket aisles, be sure to compare the unit prices of items. You will usually see that store brands are a better deal than name brands, and often they are the same product as, or very similar to, the name brand.

- Canned fruit and frozen vegetables are great choices when those produce items are out of season in your area.
- Displays at the end of each aisle are called *end caps*. Check carefully, but they usually offer a good sale or great buy.
- When possible, choose snack products and cereals that contain whole grains.
- When considering dairy products, think about the healthier choice of reduced-fat or fat-free. Soy milk products are also available, and can be a good choice if you are lactose-intolerant.

VOCABULARY TERMS

end caps: Displays at the end of supermarket aisles. They often include sale items or other bargains.

marble: Fat content in cuts of beef. Marble gives beef its flavor and is used in determining its USDA grade.

nutrition facts labels: Information included by law on packaged food products. Nutrition labels include serving sizes, calorie and fat content, and other nutritional content, and have been included on food packaging since 1993-1994.

organic food: Food grown using renewable resources, few or no chemicals, and a process that conserves soil and water.

produce: Fruits and vegetables, typically organized together at one end of the supermarket. Examine produce using your eyes, hands, and nose, and try to buy individual fruits and vegetables rather than those that are prepackaged.

seed oil: Oil used for high-temperature cooking. Examples are corn, sunflower, and peanut oils.

store brand: Less expensive option when compared to name brand foods. Store brands are often identical or very similar to name brands in both taste and quality.

supermarket design: Layout and organization of supermarket aisles and products to encourage shoppers to add more to their carts. For instance, large, colorful cereal boxes are placed at the eye level of young children sitting in carts, while smaller boxes are closer to the floor.

unit price: Cost per unit of measurement (e.g., pound, ounce, quart, etc.) of a particular food item. Useful for comparison shopping as it allows shoppers to consider the different prices for the same amount of a certain food.

USDA grade: Designation given to all beef packaged for human consumption. Different grades include Prime, Choice, and Standard.

PRE-PROGRAM DISCUSSION QUESTIONS

1. Do you ever go grocery shopping? Do you go by yourself or with someone else?
2. When at the supermarket, what do you take into consideration when selecting food (price, taste, nutritional value, etc.)?
3. What do you know or have you heard about organic foods? Would you choose to purchase these foods even if they were more expensive? Why or why not?
4. Do you have any nutritional concerns or questions? What are they? Does anyone in your family have certain nutritional needs or wants?
5. Are there any foods you definitely don't or wouldn't eat? Why or why not? If yes, what are the foods, and why don't you eat them?
6. If you had to cook dinner for your family tonight, what would you make? Why?
7. If you had to grocery shop for your family for the week, what would be on your shopping list? Why?
8. How is the supermarket you use/your family uses laid out? Where is the produce? Where are the meats and seafood? Where are the frozen foods? Where is the bakery/bread section?

POST-PROGRAM DISCUSSION QUESTIONS

1. Did you learn anything from this film that surprised you? What was it?
2. What is the best way to select fresh fruits and vegetables? How can you tell if you are getting good produce?
3. What are the USDA grades of meat? What grade might you typically select when shopping at the supermarket?
4. What does *organic* mean? Why might someone purchase organic foods? Would you purchase organic foods?
5. If you had to choose between name brand and store brand cereal, which would you choose? Why? Are there any name brand food products you absolutely have to have? Why? Are there food products which you wouldn't mind buying the store brand version of? What are they?
6. What types of oils might you purchase at the supermarket? What different uses do these oils have?
7. Is it hard to limit the amount of snack food and junk food you buy and consume? Why or why not?
8. If certain fresh fruits or vegetables are not in season, what might you purchase instead?

GROUP ACTIVITIES

Supermarket Layout

Spend some time discussing the layout of a typical supermarket as described in the film. Ask students why they think different types of food (produce, meat, breads, etc.) are grouped and arranged the way that they are. You should also review product displays (such as end caps or the placement of cereal boxes) that contribute to supermarket sales. What types of placements and displays do students think would lead to more sales?

Divide students into small groups. Ask each group to imagine that it is in charge of designing a new supermarket opening in town. The supermarket needs to have a convenient layout for shoppers, and also do great business right away. Ask groups to create a store layout and examples of product placement and displays that will help meet these goals. You may want to distribute art supplies so that groups may illustrate some of their ideas.

Ask groups to present their final designs and ideas to the rest of the class. Encourage them to ask questions and make helpful comments. When all groups have presented, compare and contrast the different ideas shared. What were some creative ideas? Which ideas may not actually work? If appropriate, you may want to have the class vote on the best design to use in the new supermarket.

Start Planning

Explain to students that food items on sale and coupons for food products change every week. When students are shopping on a budget, they should check their supermarket for sales and coupons before making purchases.

Divide students into small groups. Distribute supermarket circulars and coupons to each group (you may want to use circulars from different weeks or from different stores for variety). Ask groups to design five different dinners based around healthy sale items advertised. Groups should think of all of the ingredients they will need, and also how much they will need of each product to actually make the dinners. If possible, groups should calculate the approximate cost of purchasing the food items for each meal, as well as some general nutritional information for each dinner. Encourage groups to be as creative as possible, and also to try to use different ingredients for each of the meals they are planning.

Invite groups to present their results. Compare the different costs, coupons, sale items, nutritional information, and meals shared by each group. You may want to compile a class cookbook or pamphlet of dinner suggestions using the groups' results.

Get Out the Guide

Together with the class, recap some of the facts and information learned in the film. What did some students already know? What were some surprised to learn? What was some of the most useful information in the film? As students respond, record answers on the board.

Divide students into groups and distribute construction paper, markers, coupons and supermarket circulars, scissors, glue, and other art supplies. Using the answers recorded on the board and other information from the film, groups should design and create an illustrated *Guide to Supermarket Shopping* pamphlet that would be of use to shoppers of all ages and experience levels. If possible, you may want to have groups conduct additional research for more information to add to the guide. Then, display the pamphlets so all students have a

chance to see the work of their classmates. Invite students to comment on creative presentation and any interesting additional information included. How do students think the film and these pamphlets can help them and people they know be better food shoppers?

INDIVIDUAL STUDENT PROJECTS

Making a List

Ask students to think about the grocery lists kept by their families or the typical products their families buy when food shopping. Invite volunteers to discuss some of the food staples in their homes.

Have students imagine that, for one week, they are in charge of planning the meals and doing the grocery shopping for their families. Students should plan meals and snacks, see what ingredients and items are already in their refrigerators and cabinets, and make a grocery list for the other items they will need. Students should keep their choices healthy and economical.

Give students time to conduct their research (e.g., asking parents for advice, seeing what food items they already have, reviewing cookbooks and family recipes for meal ideas) and compile their meal ideas and shopping lists. Invite students to present their final results (this might be done via posters, oral presentations, a mock cooking show, etc.).

Supermarket Check-In

Spend some time discussing the different types of foods discussed by Chef Colameco in the film (produce, meat, frozen foods, etc.). What food categories are appealing to students? In which supermarket aisle would they do most of their shopping if they could? What catches their eye while shopping? What makes them want to buy a certain food, or not buy another?

Assign each student a food category, food item, or supermarket organizational element to investigate. You may need to assign some topics to more than one student. For instance, students could investigate produce, beef products, natural foods, dairy products, end caps or other food displays, the bakery section, seafood, etc.

Students should visit a local supermarket and carefully review and examine the given topics. They should observe different products, prices, colors, packaging, displays, food quality and freshness, unit prices, etc. Remind students to look carefully, closely, and creatively, and to think about what Chef Colameco discussed in the film. Encourage students to find or notice a detail that a casual shopper might not observe.

Students should then prepare either an oral or written report on their assigned topics, and share with the rest of the class.

Price It Out

As a class, discuss the challenges of shopping on a budget. Perhaps students would rather purchase more expensive, prepared food than cook a meal; or maybe they would like to buy pricey cuts of steak. Maybe students have noticed that the fruits and vegetables they particularly like are more expensive than others, or that with a large family there's no money in the food budget to buy snacks. Invite students to share ideas and thoughts—they can be general rather than personal reflections, if that makes students more comfortable.

Give students a lower-end price range and challenge them to come up with five different and healthy meals that would serve four people each that fit within this range. Encourage students to be as creative as possible. What is the cheapest (and still healthy) meal they can create? Students might use an actual supermarket, an online supermarket, or circulars and advertisements to get an idea of food prices, and cookbooks, online recipe sites, and family suggestions for meal ideas.

Hold a competition to compare student results. You might want to have different categories, such as Most Creative Meal, Least Expensive Meal, Most Unusual Meal, etc. If possible, prepare some of the students' meals on the day of the competition.

INTERNET ACTIVITIES

Get the Facts

The words *healthy* and *good nutrition* are used frequently, but what do they actually mean? What should students eat to get needed vitamins and nutrients, and maintain a healthy weight?

Ask students to use the Internet to research general nutritional information and suggestions for a healthy diet. www.mypyramid.gov is a great place to begin this research, and the site includes additional links that should be useful. You might also want to assign students a certain food product (such as green leafy vegetables, red meat, fruits, seafood, oils, or even fast food or packaged food products) and challenge them to use the Internet to research its nutritional content. Then have students design posters, create advertisements, or come up with other ways to present their findings.

Nutrition Facts Label


The Nutrition Facts Label is a useful and accessible tool for quickly getting an idea of a food product's nutritional information. Encourage students to review this label and understand its different sections. To help students do so, have them visit www.cfsan.fda.gov/~dms/foodlab.html (the USDA's *How to Understand and Use the Nutrition Facts Label*). Read through the different parts as a class, or ask individual students or small groups to review and summarize sections for the class. Depending on your students, you may want to prepare a quiz using the Nutrition Facts Label graphic, or a scavenger hunt where students answer questions about the Facts Label using information found on the site. Ask students comprehension questions to ensure that they understand the information presented at this site.

Bring in some different packaged food products and review the Nutrition Facts Labels on them with the class. Ask students the same types of comprehension questions as above, but this time as they specifically pertain to the products at hand.

What Does *Organic* Mean?

Ask students if they (or their families) ever purchase or consider purchasing organic products. Why or why not? What does this term mean? Are organic foods better or healthier than other foods? Why or why not?

Have students use the Internet to prepare papers on organic foods. Students should research the term and define it, give examples of these foods, and express an opinion as to whether or

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not they would choose to go organic if shopping for their own families. Encourage students to avoid forming a final opinion until after conducting their research, and to make sure the Web sources they use are unbiased and accurate.

When students turn in their papers, invite them to present their findings and opinions. If you have enough difference in opinion about organic foods, you may want to conduct a class debate with students utilizing the information they researched and included in their papers.

ASSESSMENT QUESTIONS

Q1: What is the typical layout of a supermarket?

Q2: List some of the signs that indicate a fruit or vegetable is in good shape.

Q3: True or False: When buying beef at the supermarket, you should always try to purchase Prime USDA cuts.

Q4: If you want to make a quick meal with beef, should you choose a steak cut or stewing meat?

Q5: True or False: Frozen vegetables and canned fruits can make a good substitute for fresh produce that is not in season.

Q6: What does the unit price of a food item tell you?

Q7: What is the difference between store brands and name brands?

Q8: What are some healthy choices you can make while food shopping?

- a) Reduced-fat or fat-free dairy products
- b) Pretzels or baked potato chips
- c) Whole grain snacks and cereals
- d) Non-processed foods
- e) All of the above

Q9: Imagine you have to cook your family's dinner for the next three nights. What meals would you prepare, and why? What ingredients would you have to buy?

Q10: What are some ways you can save money while grocery shopping?

ASSESSMENT QUESTIONS ANSWER KEY

Q1: What is the typical layout of a supermarket?

A1: Possible answers include: produce on one side, bakery/breads on the other side, meat and seafood along the back, freezer items in the center.

Feedback: Keep the layout of the supermarket in mind as you make and review your grocery list. As much as possible, you should try to move through the supermarket efficiently without having to return to aisles or retrace your steps.

Q2: List some of the signs that indicate a fruit or vegetable is in good shape.

A2: Possible answers include: firm, no bruises, no rotting, no soft spots, green leaves with no brown edges, smells fresh.

Feedback: Don't be afraid to pick up, handle, and examine the produce you want to buy. You are paying for the food—you want it to be in great shape!

Q3: True or False: When buying beef at the supermarket, you should always try to purchase Prime USDA cuts.

A3: False.

Feedback: Only about 2% of beef is graded *Prime*. It's very expensive, and rarely carried at the typical supermarket. USDA grade Choice beef is a good selection to make.

Q4: If you want to make a quick meal with beef, should you choose a steak cut or stewing meat?

A4: Steak cut

Feedback: Steak cuts are more expensive, but they can make a quick and delicious meal when you simply cook them with a little salt and pepper. When you have the time to make a stew or other slow-cooked dish, stewing meats can be an excellent economical choice.

Q5: True or False: Frozen vegetables and canned fruits can make a good substitute for fresh produce that is not in season.

A5: True

Feedback: When certain fruits and vegetables are in season in your area, they make great fresh selections. Canned fruit and frozen vegetables make excellent choices when they are not in season as fresh produce.

Q6: What does the unit price of a food item tell you?

A6: The cost of the food per pound (or other unit)

Feedback: The same food product can be packaged and sold in different amounts, making it more challenging to select the best bargain. Considering the unit price helps you to see how food products compare cost-wise, ounce for ounce.

Q7: What is the difference between store brands and name brands?

A7: Often, the only difference is the price—store brands are usually more economical. Store brand and name brand products can sometimes even be the same or very similar products.

Feedback: Give store brands a chance! You often won't notice a difference in taste, but you will spend less money.

Q8: What are some healthy choices you can make while food shopping?

- | | |
|---|-----------------------------------|
| a) Reduced-fat or fat-free dairy products | b) Pretzels or baked potato chips |
| c) Whole grain snacks and cereals | d) Non-processed foods |
| e) All of the above | |

A8: e) All of the above

Feedback: Referring to the nutrition labels on packaged products will help you make healthy choices, as will considering organic and natural food choices.

Q9: Imagine you have to cook your family's dinner for the next three nights. What meals would you prepare, and why? What ingredients would you have to buy?

A9: (Various answers are acceptable.)

Feedback: It's possible to make food choices at the supermarket that are both healthy and economical. Try to keep both of these points in mind as you plan meals and shop for them.

Q10: What are some ways you can save money while grocery shopping?

A10: Possible answers include: compare unit prices, look for items on sale, buy store brands, get and use a club member card for discounts at your supermarket, look at the end cap displays, and plan meals for which you can use lower-priced cuts of meat.

Feedback: Other tips include clipping and using coupons, reviewing the circular from the supermarket to see what is on sale before you shop, and planning meals around items on sale during a particular week.

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 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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