

EXPLORE

FOOD AND NUTRITION PROJECT



FOOD AND NUTRITION
SAFETY AROUND THE KITCHEN



texas4-h.tamu.edu

The members of Texas A&M AgriLife will provide equal opportunities in programs and activities, education, and employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity and will strive to achieve full and equal employment opportunity throughout Texas A&M AgriLife.

Making the Cut



EXPLORE THE CONTENT:

The Three Essential Kitchen Knives -

- Chef's knife
- Paring knife
- Serrated bread knife

Chef's Knife

- Largest knife in the kitchen.
- Usually 8 – 10" long.
- Should feel comfortable and balanced in your hand.
- Select a chef's knife with a full tang, meaning that the blade should go completely through the handle to promote long wear and stability.
- Use the chef's knife to cut any food that would be chopped or minced or needing a cutting board including herbs, slicing watermelon, cutting all types of fruits and veggies and more!

Paring Knife

- Small blade – 2 ½ - 4" long
- Mainly used for peeling fruits and vegetables
- Also used to create garnishes

Serrated Bread Knife

- Must be very sharp to slice bread.
- Blade must be at least 7" long, but preferably 9" to adequately slice bread – the longer the blade, the cleaner the slice.
- Serrated knife allows bread to be sliced easily.
- Bread knives can also be effective for cutting tomatoes.

Storing Knives

Always store knives separately using a knife block, specially designed blocks for kitchen drawers, or a magnetic strip. Careful storage will help to keep the blade sharp.

Using the Knife to Chop

- Use your non-dominant hand (guiding hand) in a "claw" to stabilize the food to be cut.
- Using the "claw" will prevent your fingers from being cut.
- As you chop, use the dominant hand to rock the knife without lifting it.
- The guiding hand (using "the claw") will move the food toward the knife as you chop.

TIME:

20-30 minutes

MATERIALS NEEDED:

- Potato, Carrot, Onion, Collard greens, Garlic
- Play-doh™
- Knife Safety Handout
- Types of Knives Handout
- Types of Cuts Handout
- Chef's knives, Paring knives, Serrated Bread knives
- Cutting boards

OBJECTIVES:

The 4-H member will:

- learn to properly hold a knife.
- learn to carry a knife safely.
- learn to identify several types of knife cuts.
- learn to make the correct knife cuts using Play-doh and vegetables.

**Cutting Tips**

- Always cut slowly and with care.
- Cut away from the body.
- Make sure to cut with dry hands to prevent slippage
- Keep distractions out of the kitchen when you are chopping.
- Pay attention as you chop to pre-vent injury.
- Any time you are chopping fruits and vegetables, chop in half first to create a flat surface. This will give you better control so the food won't roll under the knife.

Carrying Knives

- When carrying a knife, hold it by the handle with the point of the blade straight down at your side. Make sure the sharp edge is facing behind you.
- Don't try to catch a falling knife. Step away and let it fall.
- When passing a knife to someone, lay the knife down on the work surface or pass it carefully holding the dull side of the blade with the handle facing toward the other person.

Cutting Board Safety & Sanitation

- Always use a clean and sanitized cutting board.
- Sanitize the meat cutting board with a solution of a tablespoon of chlorine bleach to one gallon of water.
- Replace the cutting board when it develops significant grooves. Disease causing bacteria can grow in the groove.

**DO: Play DoughTM Points** (Grade Level:2nd-5th)**Preparation:**

Distribute Knife Safety Handout to each participant. Each student will need a Knife Cuts handout, one color of play dohTM (one small container or half of a large container), a regular utensil knife, and a paper plate.

Instructions:

Using their play dohTM, each student will create each of the 9 cuts (as requested by the teacher), placing their best example on the paper plate for the teachers inspection.

DO: Chopped Broccoli Salad (Grade Level:6th-8th)**Preparation:**

Gather Ingredients (See Attached Recipe)

Instructions:

(See Attached Recipe)

DO: Shredded Brussels Sprouts Salad (Grade Level:9th-12th)**Preparation:**

Gather Ingredients (See Attached Recipe)

Instructions:

(See Attached Recipe)

REFLECT:

- What are the three essential kitchen knives?
- What does using the “claw” mean when referring to chopping food?

APPLY:

- Explain how to safely carry a knife.
- Explain three safe cutting tips that you practice at home.

REFERENCES:

- <https://wafacse.org/teaching-resources/safety/food-science-dietetics-nutrition/knife-safety/>
- <https://www.uen.org/lessonplan/view/30977>

4-H KNIFE

Securely hold your knife

Anchor your board and knife

Fingers curled back

Eyes on the knife

Take your time

Yield to falling knives



KNOW YOUR KNIVES

CHEF



Most used kitchen knife. Minces, slices and chops veggies and meats. Curved tip for mincing.

UTILITY



Mid-size knives used for variety of cutting. Not as large as a chef's knife, but larger than a paring knife.

PARING



Used for intricate work and allows for a greater amount of control than a larger knife.

BREAD



Thick bladed knife used for cutting loaves of bread. Has deep serrated edges to cut through crust.

BONING



Used for removing bones and skinning meat or poultry.

STEAK



Best for slicing steaks from whole cuts of meats such as sirloin and rump.

CLEAVER



Designed with a thick, wide blade to force its way through meat or poultry bones.

SANTOKU



Japanese form of a chef's knife. Traditionally shorter & has less of a rocker. Perfectly balanced.

SHARPENER



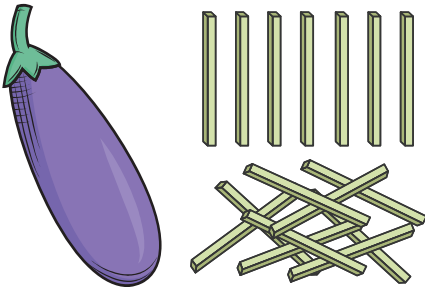
Keep your knives sharp! A sharp blade takes less pressure & is safer than a dull one.



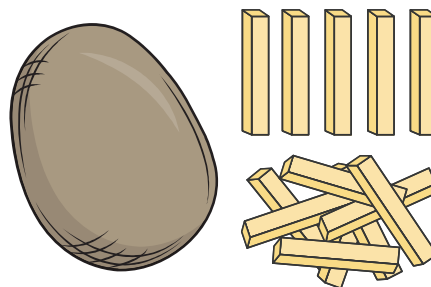
CULINARY KNIFE CUTS

101

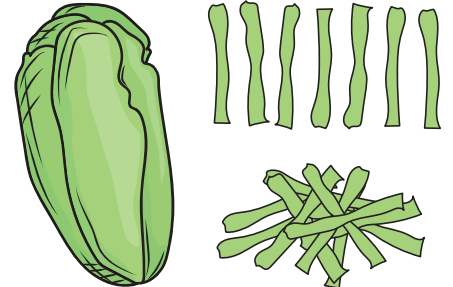
JULIENNE



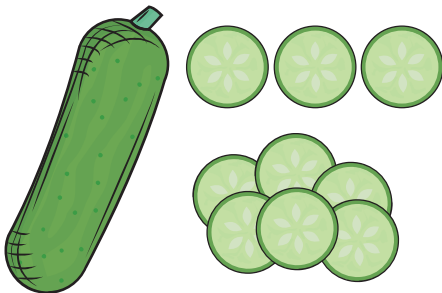
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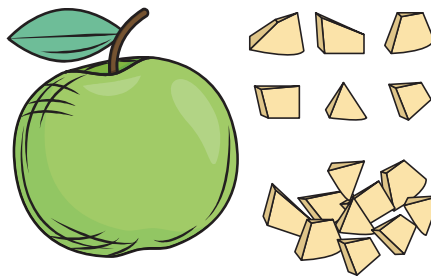
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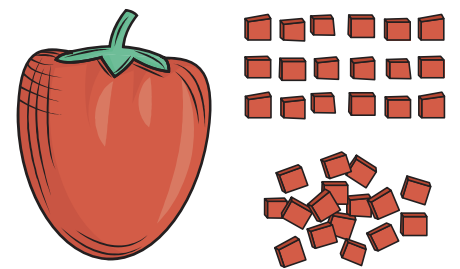
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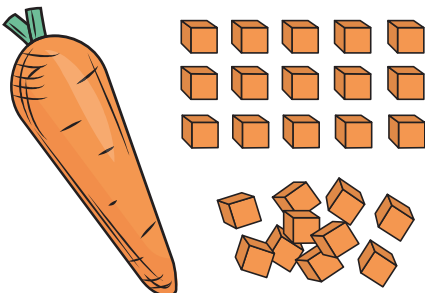
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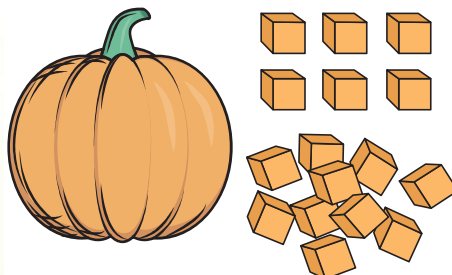
BRUNOISE



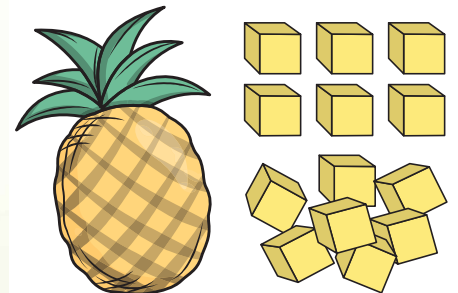
SMALL DICE



MEDIUM DICE



LARGE DICE



Chopped Broccoli

Salad



Nutrition Facts

8 servings per container
Serving size 1/2 cup (91g)

Amount per serving
Calories 120

	% Daily Value*
Total Fat 7g	9%
Saturated Fat 1g	5%
Trans Fat 0g	
Cholesterol 5mg	2%
Sodium 260mg	11%
Total Carbohydrate 14g	5%
Dietary Fiber 1g	4%
Total Sugars 9g	
Includes 5g Added Sugars	10%
Protein 1g	
Vitamin D 0mcg	0%
Calcium 25mg	2%
Iron 0mg	0%
Potassium 165mg	4%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Dressing Ingredients:

- 1 cup low-fat mayonnaise
- 1/4 cup sugar
- 1 Tablespoon apple cider vinegar

Salad Ingredients:

- 2 Heads broccoli, chopped
- 1/4 cup red onion, finely chopped
- 1/2 cup cooked bacon, chopped
- 1/2 cup dried cranberries

Directions:

- In a large bowl, whisk dressing ingredients together.
- Add salad ingredients and toss.
- Stir well and chill in the fridge before serving.



Shredded Brussels Sprouts

Salad



Nutrition Facts

6 servings per container

Serving size 1/2 cup (114g)

Amount per serving

Calories 140

% Daily Value*

Total Fat 8g 10%

Saturated Fat 1g 5%

Trans Fat 0g

Cholesterol 0mg 0%

Sodium 35mg 2%

Total Carbohydrate 17g 6%

Dietary Fiber 4g 14%

Total Sugars 11g

Includes 4g Added Sugars 8%

Protein 3g

Vitamin D 0mcg 0%

Calcium 38mg 2%

Iron 1mg 6%

Potassium 300mg 6%

*The % Daily Value tells you how much a nutrient in a serving of food contributes to a daily diet. 2,000 calories a day is used for general nutrition advice.

Ingredients:

12 oz Brussels sprouts, thinly sliced

1/4 cup dried cranberries

1/4 cup chopped pecans

1 pear, chopped

2 green onions, thinly sliced

Dressing:

2 T extra virgin olive oil

2 T balsamic vinegar

1 Tablespoon maple syrup

1 tsp. Dijon mustard

Directions:

- Place Brussels sprouts, dried cranberries, pecans, green onions and chopped pears in a large bowl.
- Combine dressing ingredients in a jar and shake to combine. Pour over salad then toss to coat.
- Makes 6 servings.





MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ☒ ☓ ☐ ☑

4-H Explore
Project Book Evaluation
Safety in the Kitchen

1. Please read the statement in the left column of the table below. Bubble in the circles that describe your level of understanding **BEFORE** attending this program. In the section on the far right, bubble in the circles that describe your level of understanding **AFTER** attending this program. You will have two bubbles per row.

LEVEL OF UNDERSTANDING: 1 = Poor, 2 = Average, 3 = Good, 4 = Excellent	BEFORE				AFTER			
	1	2	3	4	1	2	3	4
My understanding of proper safety for kitchen equipment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My understanding of potential dangers in the kitchen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My understanding of safe behavior in the kitchen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My understanding of ways to safely extinguish fires.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My understanding of the different kitchen tools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My understanding of the various types of knives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. For each statement below, fill in the bubble that best describes you.

INTENTIONS TO ADOPT: As a result of participating in the Food & Nutrition Project lessons and activities...	Yes	No	Unsure
I plan to practice safe behavior in the kitchen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to identify kitchen dangers and correct these.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to develop a kitchen escape plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to use common kitchen appliances safely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I plan to use a knife correctly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. For each statement below, fill in the bubble that best describes your level of agreement with the following statements.

BEHAVIOR CHANGES: As a result of participating in the Food & Nutrition Project lessons and activities...	Strongly Disagree	Disagree	Agree	Strongly Agree
I am more comfortable working in a team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more willing to listen to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more comfortable speaking with others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am more confident in my abilities as a leader.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



MARKING INSTRUCTIONS

CORRECT: ● INCORRECT: ☒ ☓ ☐ ☑

3. What is the most significant thing you learned in the Safety in the Kitchen project?

Please tell us about yourself.

Gender: Female Male

I consider myself to be: African American White
 Asian American Other
 Native American

I consider myself to be: Hispanic Non-Hispanic

Grade: 3rd 5th 7th 9th 11th
 4th 6th 8th 10th 12th

Most of the time, you live . . .

<input type="radio"/> Farm or ranch	<input type="radio"/> Suburb of city between 50,000
<input type="radio"/> Town less than 10,000	<input type="radio"/> Central city/urban center with more than 50,000
<input type="radio"/> City between 10,000 - 50,000	

Please provide any additional comments below.





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EXTENSION

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