

The Claw and Saw safe knife technique is easy to teach and will protect your students' fingers from unnecessary cuts. Children tend to use their palm on top of the blade and to try to push straight down with the knife. Correct this tendency to the safer claw-and-saw technique.



### **“Give Me Five”**

Have your students hold up their less-dominant hand, palm forward.



### **“Pull Them Together”**

Next, have them pull these fingers together.



### **“Make the Claw”**

Then have them curl their fingers into a C-shaped claw. Tell them this is the shape they will keep their hand in whenever they are cutting.



### **“Your knuckles guide your saw”**

Finally, have them place their C-shaped hand on the food so that their finger tips curl out of the way. Have them hold the knife with their dominant hand and guide it in a sawing motion using the flats of their knuckles to guide the knife.

## **Tips**

- Introduce proper knife safety and use by starting with a soft, easy-to-cut food like bananas, and then progress to a harder food item, like carrots.
- Precut round foods so they have a flat surface to prevent them from rolling out from under the knife.
- It is a good idea to have a first aid kit on hand, just in case.

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Sample handout from the Cook with Kids! training module, available at <http://www.CASRC-CHKRCetrainings.org>.

# Classroom Cooking Cart Equipment

Classroom cooking is an educational activity that keeps the students engaged. Kitchen equipment can be borrowed from the school cafeteria or brought from home. If you have the resources for a more permanent set up, stocking a mobile cooking cart is a wonderful addition to any school. If properly cared for, it can last for years.

The following list includes basic items for preparing food in the classroom. It includes items for the class and items for small working groups. For assistance in funding, contact your local parent-teacher organization for ideas.

## **Cooking Cart Equipment Suggested List**

- Assorted sizes of pots with lids
- 2 baking sheets
- 1 blender
- 2 baking pans or dishes
- 1 can opener
- 1 cart, rolling utility
- 5 citrus juicers, small
- 1 colander
- 10 cutting boards, small plastic
- 1 bottle dishwashing liquid
- 3 bowls, mixing, assorted sizes
- 1 electric skillet (optional)
- 1 first aid kit
- 5 graters, box
- 1 hand mixer
- 2 hotplates, electric
- 4 kitchen towels
- 1 knife, chef's
- 1 ladle
- 5 sets of measuring cups
- 5 sets of measuring spoons
- 4 potholders
- 2 rolling pins
- 1 salad spinner
- 2 skillets, large (12"-14")non-stick
- 2 spoons, large wooden
- 1 spoon, slotted
- 2 spatulas
- 5 sponges with rough side
- 10 spreaders (serrated with rounded end)
- 1 steamer insert for pot
- 1 set of tongs
- 5 vegetable peelers
- 3 whisks, assorted sizes
- 5 whisks, medium

## Sample Parent Permission Form For Student Cooking Event

Due on or before <Date>

**Without returning this signed form, your child will not participate in cooking labs.**

*Student/Parent or Guardian Agreement to participate in the cooking program at <name of school or organization>.*

\_\_\_\_\_ (Name of Student) will have the opportunity to use kitchen utensils and equipment during our cooking program. Students will learn about appropriate and safe operation and use of the kitchen equipment and they will be supervised at all times. Although every precaution is taken to prevent accidents, a certain risk is involved due to the nature of the experience, the age of the student, and the learning environment.

Participation in the cooking program is a **privilege**, not a right, for each student. We are asking your cooperation in impressing upon your child the importance of **being careful and following safety and operation instructions**. This, we believe, will back up the instruction that is given. Failure to **behave** properly will result in loss of this privilege and participation in the cooking program.

Due to the nature of the class, we ask that you disclose any known food allergies or restrictions to ensure the safety of your child. Parents, please **initial** next to the corresponding statement.

\_\_\_\_\_ My child has NO KNOWN Foods Allergies or Restrictions.

\_\_\_\_\_ My child's KNOWN Foods Allergies and/or Restrictions include \_\_\_\_\_

I have read the above communication and I understand the type of program in which my child enrolled. I will stress the safety aspects of the program and encourage him or her to participate fully in this program.

\_\_\_\_\_  
Signature of Parent or Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Daytime Phone

\_\_\_\_\_  
E-mail

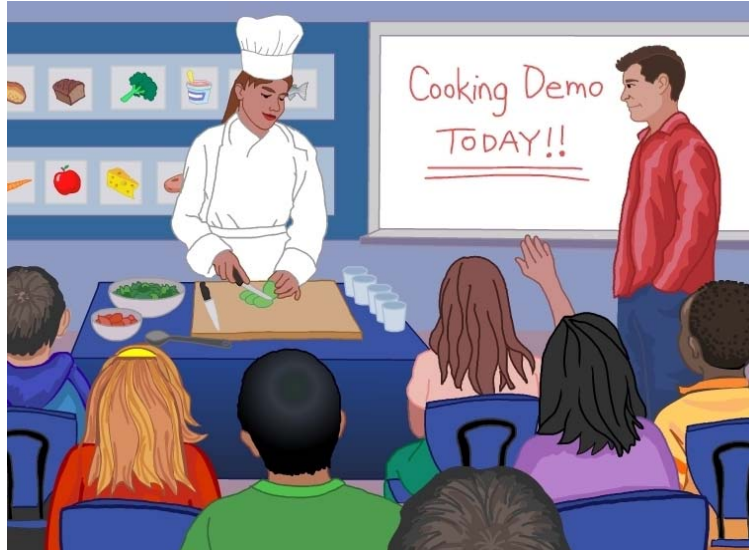
Please contact <insert contact name> at <insert contact information> with any questions.

Thank you!

The *Network for a Healthy California* is not responsible for reviewing or approving parent permission slips. This is the responsibility of each school district's administration.

Sample resource from the Cook with Kids! training module, available at <http://www.CASRC-CHKRCtrainings.org>.

## Demonstration



**Students watch an instructor prepare a recipe.**

### Requirements

### Student Experiences

Time	Supervision	Equipment	Cooking Level	Group Interactions
Low	Low	Low to Medium	Beginning	Individual, Observational

### Advantages

- Works well with large groups
- Simplifies set-up, presentation, and clean-up
- Requires only limited adult supervision
- Expands students' experiences with guest and celebrity chefs

### Disadvantages

- Limits reinforcement of reading, mathematics, and science skills
- Limits hands-on experiences

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## Single Portion



**Students prepare their own portion or serving.**

### Requirements

### Student Experiences

Time	Supervision	Equipment	Cooking Level	Group Interactions
Medium	Medium	Medium	Beginning	Individual, Hands-On

### Advantages

- Provides hands-on experiences
- Reinforces reading, mathematics, and science skills
- Requires only limited adult supervision
- Limits group-dynamic distractions

### Disadvantages

- Increases preparation time
- Limits opportunity to practice group work
- Limits recipe selection by requiring simpler recipes

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## Cooperative Group



**Student groups prepare ingredients for a single class recipe.**

### Requirements

### Student Experiences

Time	Supervision	Equipment	Cooking Level	Group Interactions
Medium to High	High	Medium to High	Intermediate to Advanced	Cooperative, Hands-On

### Advantages

- Provides hands-on experiences
- Provides opportunity to practice group cooperation
- Reinforces reading, mathematics, and science skills
- Expands recipe selection by allowing for more complex recipes
- Reduces preparation time with students working together

### Disadvantages

- Works best for older students who have group work experience
- Requires group dynamics to be managed
- Requires increased adult supervision

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## Cooking Station



**Student groups to prepare an entire recipe.**

### Requirements

### Student Experiences

Time	Supervision	Equipment	Cooking Level	Group Interactions
High	High	High	Advanced	Cooperative, Hands-On

### Advantages

- Provides hands-on experiences
- Provides opportunity to practice group cooperation
- Increases practice of reading, mathematics, and science skills, since student groups complete the entire recipe
- Expands recipe selection by allowing for more complex recipes

### Disadvantages

- Works best for older students that have group work experience
- Demands greater preparation time to set and clean up stations
- Requires group dynamics to be managed
- Requires increased adult supervision

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## Check Students' Skills and Restrictions



### Tips

- Consider your students' age, skills, and temperament before cooking.
- Build on experiences and develop age-appropriate cooking skills.
- Use the [Sequential Nutrition Education Opportunities for Children](#) handout for an outline of grade-specific concepts, strategies, and cooking skills.
- Check for food allergies and cultural and religious restrictions.

### Considerations

Grade level of students? \_\_\_\_\_  
 Current student cooking skills? \_\_\_\_\_  
 Special student accommodations? \_\_\_\_\_  
 Food allergies or religious or cultural restrictions? \_\_\_\_\_

### Planning Notes

## Obtain Equipment



### Tips

- Start with simple activities and equipment, for example, taste testing.
- Include eating utensils and cleaning supplies.
- Check with the school or district for cooking kits and carts.
- Teach students to use equipment safely and create safety rules for cooking.
- Talk with your Nutrition Services Director about available equipment and supplies.
- Equipment tips: a) use thin, flexible cutting boards that are easy to store and to cut to make enough for each group; b) use plastic picnic knives or the Lexan Camping Knife available at outdoor stores - they are sturdier than plastic, but not too sharp for younger students.

### Considerations

What equipment is appropriate for your students' grade and skill levels? \_\_\_\_\_  
 Who will provide the equipment and how will it be obtained? \_\_\_\_\_  
 Do your students know how to safely operate the equipment? \_\_\_\_\_  
 Is your Nutrition Services Department interested in stocking and providing cooking kits or carts?  
 \_\_\_\_\_

### Planning Notes

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## Review Cooking Styles



Demonstration



Single Portion



Cooperative Group



Cooking Station

### Tips

- Download the [Classroom Cooking Styles](#) guide for an overview.
- Consider grade level, students' skills, group dynamics, classroom space, cooking time, and available adult supervision when choosing a cooking style.
- Adapt cooking styles to fit your particular classroom needs.

### Considerations

Grade level of students? \_\_\_\_\_  
 Students' experience with group work? \_\_\_\_\_  
 Available time for cooking event? \_\_\_\_\_  
 Available adult volunteers? \_\_\_\_\_

### Planning Notes

## Explore Recipes



### Tips

- Choose healthy recipes based on *MyPlate*.
- Select recipes that complement nutrition and health education lessons.
- Base recipes on students' ages and cooking skills, classroom space, available equipment, and your chosen cooking style.
- Choose a recipe format that works for your students' age and reading abilities.
- Choose recipes that will involve all students.
- Review the recipe with your students and have students create a list of safety rules.

### Considerations


Does recipe support health and nutrition concepts and *MyPlate*? \_\_\_\_\_  
 Is the recipe appropriate for students' age, skills, and experiences? \_\_\_\_\_  
 Food allergies or religious or cultural considerations? \_\_\_\_\_  
 Equipment needs? \_\_\_\_\_  
 Is the recipe a good fit with selected cooking style? \_\_\_\_\_  
 What safety tips and skills do students need to know or practice before cooking?  
 \_\_\_\_\_


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## Get Ready ... Get Set ... Cook! Safety Tips

<h3>Food and Food Safety</h3>	
<p><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Ask your Nutrition Services Department, parents, and PTA for food donations.</li> <li>• Keep it healthy.</li> <li>• Handle food properly - keep cold foods cold and cook foods thoroughly or hotter than 140 degrees Fahrenheit. Prevent cross-contamination by washing all food and work surfaces.</li> </ul>	
<p><b>Planning Notes</b></p>	

<h3>Sanitation</h3>	
<p><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Allow enough time for the entire class to wash hands thoroughly.</li> <li>• Rewash hands often and when necessary.</li> <li>• Wash and sanitize all work surfaces.</li> <li>• Make your own sanitizer with 2 cups water + 1 teaspoon bleach + 1 teaspoon vinegar.</li> </ul>	
<p><b>Planning Notes</b></p>	

<h3>Student Safety – Safe Environment Tips</h3>	
<p><b>Tips</b></p> <ul style="list-style-type: none"> <li>• Check with your district's security officer or local fire department for regulations on heat cooking in the classroom.</li> <li>• Be prepared with first aid and a fire extinguisher, and know how to use them.</li> <li>• Do safety checks before and during cooking activities.</li> <li>• Train students and adult volunteers to use all equipment before cooking.</li> <li>• Use an adult-supervised cooking station for cooking with heat.</li> <li>• Teach and review often the <a href="#">Claw-and-Saw</a> knife cutting techniques.</li> </ul>	
<p><b>Planning Notes</b></p>	

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# COOKING IN THE CLASSROOM

## A PRIMER OF BASIC KITCHEN SKILLS



### 1) Rules For A Good Cook

#### Before You Cook

- If you have long hair, fasten it back.
- Wash your hands.
- Read the recipe all the way through.
- If oven is to be used, preheat to temperature in the recipe.
- Get all the equipment and ingredients you will need. Wash ingredients as needed (i.e. fresh fruit, fresh vegetables, raw poultry, etc.)

Now you are ready to begin. Follow the directions carefully.

#### As You are Cooking

- Follow the recipe step by step.
- Try not to spill while you are measuring, mixing and stirring.
- Measure carefully. Use the right measuring spoon or cup.
- Keep the kitchen clean and neat as you work. Do things calmly and quietly.
- Cook as the recipe directs. Follow time and temperature instructions exactly.

#### Clean-Up Time

- Scrape, rinse, then wash all your dishes and put them away.
- Clean up table or counter.
- Store leftovers properly.
- Sweep the floor and wipe up any spills and splatters.
- Be sure you have turned off the stove and oven before leaving the kitchen.

### 2) Safety Is A Good Habit

- Keep your hands dry. Slippery, wet hands may cause you to drop something.
- If something spills on the floor, wipe it up at once. Someone may slip and fall.
- Use a pot holder in each hand when you take hot pans or dishes from the oven.
- Turn pan handles away from edge of the stove, so they cannot be bumped.
- When using the vegetable parer or knife, always cut away from yourself. Place foods to be cut on a cutting board. Cut down, onto the board; never toward your hand.
- Avoid contact with stinging steam. Tip lid away from you when you raise the cover to check contents of a hot pan.
- If food or grease should catch on fire, smother the flames with a lid, a cookie sheet, or foil. Never pick up or carry a pan of flaming grease.

#### Teacher Notes

# COOKING IN THE CLASSROOM

## A PRIMER OF BASIC KITCHEN SKILLS



### 3) How to Measure

#### Teacher Notes

#### Liquids

1. Place measuring cup on the table or counter.
2. Make sure the liquid is level with the mark on the cup. View from eye level rather than from the top. This will make the measure more accurate.

#### Dry Ingredients

1. Put ingredients into measuring cup or spoon until it is slightly overflowing.
2. Carefully level the ingredients by running the straight edge of a knife or spatula across the top of the spoon or cup.

### 4) Abbreviations

t or tsp = Teaspoon  
T or Tbsp = Tablespoon  
oz = Ounce  
c = Cup  
pt = Pint  
lb – Pound  
min = Minute  
sec = Second  
hr = Hour

### 5) Measures and Equivalentents

3 teaspoons = 1 tablespoon  
16 tablespoons = 1 cup  
8 ounces = 1 cup  
2 cups = 1 pint  
4 cups = 1 quart  
4 quarts = 1 gallon



8 Tbsps or  $\frac{1}{2}$  cup of butter = 1 stick of butter

# Case Study #1

## CA Nutrition Education Resource Guide

The primary students in the after school program have been caring for a garden all year. They have had taste testing activities as well as cooking activities with the produce they grow. However, you want them to also learn the basics of good nutrition. You review the Resource Guide and narrow your choices down to the two below. You choose \_\_\_\_\_.

- Explain your choice.
- Which Nutrition Competencies are supported by cooking activities?
- Which Nutrition Competencies would you look for in materials that address basic good nutrition?
- How does your choice enhance your nutrition education program and support students' understanding of how to make healthier choices?

RESOURCE	DESCRIPTION	AUDIENCE & MATERIAL TYPE
<p><b>Eating Healthy from Farm to Fork (#8331)</b></p> 	<p>This three-part curriculum makes the connection between local food systems, garden-based learning, school meal programs, and healthy student eating behaviors. Each grade-level set includes eight to ten lessons based on the California Health Education Content Standards and Nutrition Competencies. The goal of the resource is to improve students' fruit, vegetable, and grain consumption; expand food variety; introduce MyPyramid as a guide to healthy eating and exercise; and increase students' understanding of the farm production system. Topics include MyPyramid for kids, food safety, grains, fruits, vegetables, milk, protein, and fitness. Lessons provide two activities, a recipe with a cooking activity, quiz, and parent letter in English and Spanish.</p>	<p>Grades K-2 (Sequential Activities/Curriculum)</p>
<p><b>MyPyramid for Kids Classroom Materials (#7599)</b></p> 	<p>This set of nine activities teaches the MyPyramid food guidance system. Lessons are organized into three levels for grades one and two, grades three and four, and grades five and six. Students keep diaries, track their intake, and create cartoons as they learn about the food groups, evaluate their choices, and set goals for healthier behaviors. The set includes a teacher's guide, reproducible activity sheets, posters, the MyPyramid Blast Off Game, tools for involving families, and a CD that includes all the print materials.</p>	<p>Grades 1-6 (Supplemental Material)</p>

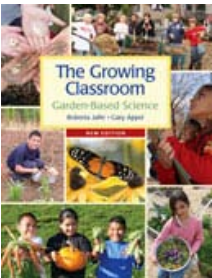
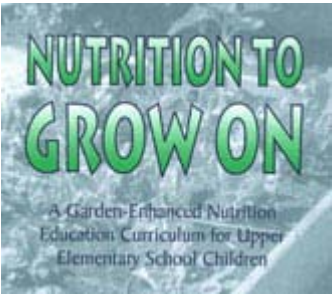
Available for free loan from the California Healthy Kids and After School Resource Centers: [www.californiaafterschool.org](http://www.californiaafterschool.org)

## Case Study #2

## CA Nutrition Education Resource Guide

You want to teach core nutrition education concepts to your upper elementary students. They already have a garden. You want to weave the garden activities with the nutrition education so the students will develop nutrition skills. After reviewing the resources in the Guide, you narrow your basic curriculum choices down to the two below. You select \_\_\_\_\_.

- Explain your choice.
- Which Nutrition Competencies are supported by the two resources below? What is missing?

RESOURCE	DESCRIPTION	AUDIENCE & MATERIAL TYPE
<p>The Growing Classroom (#4923)</p> 	<p>This source book provides over 140 activities that infuse gardening with science and nutrition activities. It includes step-by-step instructions for setting up a garden-based science program and outdoor classroom activities. Topics include working together in the garden, growing, nutrients, garden ecology, climate, nutrition, gardening tips, and food choices.</p>	<p>Grades 2-6 (Supplemental Material)</p>
<p>Nutrition to Grow On (#2342)</p> 	<p>This curriculum contains nine nutrition lessons. Each lesson is complemented with a gardening activity that uses students' observation, research, and critical-thinking skills. Students learn how to evaluate product information, read food labels, grow plants from seeds, and distinguish between stems, roots, leaves, and fruits. Each lesson is complete with student work sheets, answer sheets, and family newsletters. Applicable California language arts, mathematics, and science content standards are identified in the appendix.</p>	<p>Grades 4-6 (Curriculum/Sequential Lessons)</p>

Available for free loan from the California Healthy Kids and After School Resource Centers: [www.californiaafterschool.org](http://www.californiaafterschool.org)

# Cook with Kids! CASRC Library Resources

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## [Cooking with Kids Series](#) (#7194, 7195, 7196)

This three-level multicultural food and cooking education program includes a curriculum, video, student workbook, and book of recipes in Spanish and English in grade level sets kindergarten to grade one, grade two to grade three, and grade four to grade six. Each curriculum includes nine lessons, an overview of the three program components, tasting classes, cooking classes, and incorporation in cafeteria meals. Background information, equipment, and children's book lists, sanitation, kitchen and knife safety tips, parent invitations, and letters to classroom volunteers are provided.

## [Harvest of the Month](#) (#5798)

Based on the Dietary Guidelines and MyPyramid, this kindergarten through grade twelve kit provides the tools and resources to give students hands-on opportunities to explore, taste, and learn about the importance of eating fruits and vegetables. The materials are designed for low-income schools and communities and are provided for a variety of settings: the classroom, cafeteria, home, and community.

## [Kids Cook Farm-Fresh Food](#) (#1439)

This 18-chapter curriculum contains activities, recipes, profiles of local farmers, and correlations to academic content standards for English-language arts, history and social science, mathematics and science. It is designed to promote the use and enjoyment of fresh, seasonal, California-grown produce through classroom tasting and cooking. A section on kitchen and knife safety is provided. Each chapter focuses on one fruit or vegetable and includes two to three recipes, an activity, and a farm profile.

## [Kitchen Math Kit](#) (#7215)

This kit contains a video, PowerPoint presentation, six posters, CD-ROMs, and reproducible student work sheets to teach about proper measuring and recipe modification techniques. The PowerPoint presentation introduces successful cooking tips, including parts of a recipe, common abbreviations, dry and liquid measures, using measuring spoons, and basic equivalents. The ten-minute video reinforces these concepts as four students prepare for a bake sale and demonstrate following a recipe and measuring ingredients to create a delicious product. The PowerPoint presentation and CD-ROM offer interactive games and quizzes to challenge, apply, and test student knowledge and ability.

## [Project READ Together](#) (#7228)

This literature-based program helps families develop literacy skills, while promoting healthy eating, family mealtimes, and parent/child interaction. It consists of three "book bags" that contain a children's book, suggested questions, and hands-on activities for involving parents and children in teaching and learning about eating a variety of foods, eating fruits and vegetables, and eating together as a family. Growing Vegetable Soup, Feast for Ten, and The Beastly Feast are the three books that serve as a basis for each set.

## [CHKRC Resource Library](#)

The CHKRC is a statewide circulating library with health, safety, and academic resources available for

four week loans, with free delivery, to California school staff, educators, administrators, Nutrition Services personnel.

## Handouts

[Claw-and-Saw Knife Technique](#) (PDF file)

[Classroom Cooking Cart Equipment](#) (PDF file)

[Cook with Kids! Recipes](#) (PDF file)

[Cooking Event Planner](#) (PDF file)

[Cooking Styles](#) (PDF file)

[Fight Bac Food Handling Guidelines](#) (PDF file)

[Getting Started with \*MyPlate\*](#) (PDF file)

[Harvest of the Month: September Apples](#) (PDF file)

[MyPlate Coloring Sheet](#) (PDF file)

[Primer of Basic Kitchen Skills, A](#) (PDF file)

[Sample Parent Permission Form](#) (PDF file)

[Scrub Club 6 Steps to Handwashing](#) (PDF file)

[Sequential Nutrition Education Opportunities for Children](#) (PDF file)

## General Information

[California Department of Public Health Recipes](#)

Offers a selection of healthy kid-friendly recipes in English, Spanish, and Chinese that are *Network for a Healthy California* approved.

[Choose MyPlate](#)

The United States Department of Agriculture's (U.S.D.A.) new food guidance system. *MyPlate* replaces *MyPyramid* with a new accessible image and recommendations.

[Health Education Content Standards for California Public Schools](#) (PDF file)

Provides the California health content standards for kindergarten through grade twelve.

[Fight Bac!](#)

Provides information and resources on proper food handling and storage.

[Harvest of the Month](#)

Provides nutritional and historical information on fruits and vegetables, easy to cook recipes and tasting ideas, and classroom resources and lessons for cooking in the classroom.

[Power Play! Recipe Books](#)

Links to the California Department of Public Health's Power Play campaign list of recipe books.

[Scrub Club](#)

Provides useful information, downloads, classroom materials, and fun online interactive activities on hand washing.





# COOKING IN THE CLASSROOM

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- Wash your hands.
- Read the recipe all the way through.
- If oven is to be used, preheat to temperature in the recipe.
- Get all the equipment and ingredients you will need. Wash ingredients as needed (e.g., fresh fruit, fresh vegetables)

Now you are ready to begin. Follow the directions carefully.

#### As You are Cooking

- Follow the recipe step by step.
- Try not to spill while you are measuring, mixing, and stirring.
- Measure carefully. Use the right measuring spoon or cup.
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- Cook as the recipe directs. Follow time and temperature instructions exactly.

#### Clean-Up Time

- Scrape, rinse, then wash all your dishes and put them away.
- Clean up table or counter.
- Store leftovers properly.
- Sweep the floor and wipe up any spills and splatters.
- Be sure you have turned off the stove and oven before leaving the kitchen.

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- Turn pan handles away from edge of the stove so they cannot be bumped.
- When using the vegetable parer or knife, always cut away from yourself. Place foods to be cut on a cutting board. Cut down, onto the board, never toward your hand.
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### 3) How to Measure

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### 5) Measures and Equivalents

3 teaspoons = 1 tablespoon  
16 tablespoons = 1 cup  
8 ounces = 1 cup  
2 cups = 1 pint  
4 cups = 1 quart  
4 quarts = 1 gallon

#### Teacher Notes

8 T or  $\frac{1}{2}$  cup of butter = 1 stick of butter