

# Kitchen Equipment & Lab Procedures - Level I

## Summary

Kitchen Equipment and Cleanliness

## Main Core Tie

Food And Nutrition I

[Strand 2](#)

## Additional Core Ties

Food And Nutrition I

[Strand 1](#)

## Background for Teachers

If students use and store kitchen equipment appropriately as well as utilize sanitary work habits, the foods laboratory will be a safe and easy place to work.

Knowing the names and uses of equipment is as important as knowing where to find them in a unit. Knowledge of proper use and storage of kitchen equipment will help make the foods laboratory a safe and easy place to work.

During instruction on the use of kitchen equipment, the students will identify and locate the equipment within the lab. The following types of equipment are needed to work in the lab:

Measuring equipment:

- dry measuring cups for solid ingredients
- measuring spoons for small amounts
- liquid measuring cup with space at top
- spatula to level off dry ingredients

Slicing and Cutting Tools: (list may not be complete for all schools)

- paring knife cleans/pares fruits and vegetables
- utility knife for all purposes
- butcher knife-heavy duty for large cuts of meat cuts
- bread knife has serrated edge
- chef's knife/French knife for slice, dice, chop a triangle blade
- slicing knife has a long narrow blade used for meat and cabbage
- carving knife for meat
- peeler for peeling fruits and vegetables
- kitchen shears
- cutting board
- grater
- mixing tools
- baking tools
- cooking tools
- kitchen aids
- cookware
- cleaning equipment

Cleanliness is the best preventative measure to good health. (If Food Safety Guidelines from the State Health Department are available, use them with the class as a resource. The Food Handler's Permit test can also be a good resource and evaluation tool.)

Personal Cleanliness involves the following:

wash hands before food preparation, after sneezing, coughing, using restroom, touching face and hair

keep hair away from face

wear clean clothes/apron (dirty clothing has bacteria)

don't handle food if you have an open cut or sore - STAPH could be spread

don't cook and taste with same spoon and no licking of fingers

wash after handling raw meat/eggs

dirty nails - breeding ground for worms

Kitchen cleanliness involves the following:

wipe spills/remove dirty utensils

wash cutting board (with chlorine bleach solution) that has had meat on it before cutting anything else

don't wipe hands on dish towel - use separate towels so dishes don't get bacteria

wash off cans

wash surfaces/cutting boards with bleach periodically

Cleaning Products - don't mix chlorine and ammonia

NO pets wandering or fed in kitchen; wash their bowl separately

hot soapy water on dishes

no food stored under sink - it becomes damp

be aware of cracks

never wipe up spills on the floor with a dish towel or cloth and then put it back (without laundering) to use on dishes

Sanitation in food preparation and storage involves:

keep food hot (above 140 degrees F) or cold (below 40 degrees F) - the danger zones

check temperature in refrigerator and freezer periodically. freezer should be at zero degrees or below.

clean refrigerator often

use freezer wrap, wrap meat loosely for refrigerator, leftovers with tight cover

thaw frozen foods in the refrigerator not on the counter

put foods away promptly

refrigerate desserts made with dairy products

never taste food that might be spoiled or contaminated

## Instructional Procedures

### ACTIVITIES:

As a motivator ask, "Why should I worry whether or not a student knows the names and uses of the lab equipment?"

Have students record on paper their answers to the next questions, "If you were lost by yourself in the forest for three weeks, what three pieces of kitchen equipment do you think would be the most important for survival? Why?" Have each student respond and record the answers on the chalk board.

Have the following categories of kitchen equipment at the top of a different sheet of butcher paper: major appliances, slicing and cutting equipment, and small electric appliances. Divide the class into groups of 4-5 people. Have each group rotate to each sheet and record at least four pieces of equipment which fit the specified category as well as a safety tip to observe when using the equipment. Responses given by other groups may not be replicated. Finally, have the class vote as to the most important safety procedures listed on each sheet of butcher paper.

OR

Students number their papers from 1-25. They will write the name of each piece of kitchen equipment that is pulled from a bag. Each piece will be numbered. (correct papers in class)  
OR

Show and discuss the differences between some pieces of equipment and have the students brainstorm when to use one or the other. Examples to use: slotted spoon vs. wooden spoon, blender vs. mixer, paring knife vs. butcher knife, rubber spatula vs. pancake turner or metal spatula, etc.

Pass out the kitchen equipment worksheet [SMALL EQUIPMENT IDENTIFICATION](#) or another which has equipment pictured. Utilizing a text, have students write down the name of each piece and describe its use.

OR

Each unit will identify and brainstorm a short sentence as to the function of each piece of equipment pictured on [SMALL EQUIPMENT IDENTIFICATION](#).

NOTE TO TEACHER: Activity #4 may be used as a pre-test or a post-test on kitchen equipment.

Discuss the safety procedures associated with the use of equipment.

The students will select 3 recipes from a cookbook and write down the equipment needed for each recipe.

Teacher explains where various items are in the units and around the room using the [TAPED-IN-PLACE INVENTORY](#). Equipment varies in units: towels - linen, pitchers - water, equipment location/slots, aprons, etc.

Then

Each unit will compete in an equipment race. One student will stand in the unit. The name of a piece of equipment will be called out. The first person to hold up the correct item from their unit wins a point for the unit. After 6-7 turns the students will rotate so all have a chance to participate. (see equipment list)

Have students clear their tables except for writing materials. Play the game [EQUIPMENT SCRAMBLE/SCAVENGER HUNT](#). Game procedures: unscramble words, find items and put on table, sit down and raise hands. The [TAPED-IN-PLACE INVENTORY](#) in each unit can help students to locate equipment. The first unit to complete is the winner (The teacher may choose to award a prize to the winners). Students will return items to their proper places.

OR

Have the students play [EQUIPMENT SCATTERGORIES](#). On the chalk board identify categories: small appliances, top of the range, baking and oven cooking, cake or pastry making, etc. Have students work in pairs and list as many pieces of equipment as they can under each category. Each pair of students then takes a turn reading their listed items. If anyone else has it listed, everyone crosses the item off their list. One point for each piece of equipment left on list. Hand out and go over the [CLEANLINESS RULES](#), giving examples where applicable. Verbally quiz students on the discussion.

Evaluate student's knowledge of lab procedures and equipment using [UNIT TEST](#) or one of teacher's creation as an evaluative tool.

Teacher will evaluate students in the following manner:

questions from students

labsheets

worksheets

quizzes and tests given during the unit

## Bibliography

TOOLS OF THE TRADE from *Food for Today Student Workbook* pp.59-60.

- *Food for Today*  
pp.210-221.

Authors

[Utah LessonPlans](#)