

Demonstrations

Hand washing

This activity will show participants how easy it is to pass germs to one another and how dirt and germs can be left on hands if they are not washed properly. Refer to the Food Skills Videos section on the [SMDHU YTC website \(smdhu.org/ytctools\)](http://smdhu.org/ytctools) for a video on hand washing.

Materials

- Vegetable oil
- Cinnamon (or other coloured spice)
- Sink
- Liquid hand soap.

Instructions

Pour a couple drops of vegetable oil onto everyone's hands. Have them rub their hands together to spread the oil around. The oil represents the natural oils on our hands. Select one participant from the group as a volunteer. On the volunteer's hands, add a few sprinkles of cinnamon. Have the volunteer rub their hands together and spread the cinnamon throughout their hands. Have all of the participants introduce themselves to each other and shake hands.

Explain that the cinnamon represents germs that stick to our hands. These germs can be passed on from person to person and can make us sick. If we touch food with these hands the germs would be on the food. Following the activity, ask the participants how easy it was to spread the germs? Imagine how many germs we touch every day.

To complete the activity, have participants wash their hands the way they usually do. Have the group look at each other's hands to see if they missed any of the cinnamon. It is common to miss the back of the hands, in between the fingers and around the finger nails when hand washing is not done properly.

Review and demonstrate the proper way to clean hands: (Refer to the SMDHU Handwashing Tip Sheet).

Step 1: Wet hands and wrists

Step 2: Use soap and scrub palms and back of hands

Step 3: Scrub in between and around fingers and thumbs

Step 4: Rinse thoroughly under running water

Step 5: Wipe and dry hands well with paper towel

Step 6: Turn off water using paper towel.

Discuss when it is important to wash our hands

These include:

- Before cooking
- Before eating
- After using the washroom
- After coughing or sneezing
- After blowing your nose
- After playing with pets
- After playing outside.



Demonstrations

Washing vegetables and fruits

This activity will show participants how to safely wash vegetables and fruits before cooking. Refer to the Food Skills Videos section on the [SMDHU YTC website \(smdhu.org/ytctools\)](http://smdhu.org/ytctools) for a video on washing vegetables.

Materials

- Paper towels or clean kitchen towels
- Produce brush
- Sink
- Leafy greens (such as a head of romaine lettuce)
- Vegetables and fruits with a rind (potato, melon, large carrot or an orange)
- Berries (1 small container of berries)
- Mushrooms (8 whole white mushrooms).

Instructions

Explain to participants why it is important to wash fresh vegetables and fruits before using them in a recipe or eating them. Vegetables and fruits may have germs on their surface. Washing them removes the germs and makes them safe for us to eat. It is important to wash all vegetables and fruits before we eat them, even if we are not eating the peel.

Washing leafy greens

Leafy greens include romaine lettuce and spinach. Remove the greens from the bag and place into a large colander. Run under cold tap water. Pat dry with paper towels or a clean kitchen towel. Greens are now ready to be chopped.

Washing vegetables and fruits with a rind/skin

Melons, potatoes, carrots and oranges all have a rind or skin. Although we may not eat the rind, it is important to wash the rind so that germs on the outside do not get inside when slicing through the vegetable or fruit. Run the food under cold tap water and scrub with a produce brush. Pat dry with paper towels or a clean kitchen towel. After demonstrating, have a few participants try washing the vegetables or fruits.

Rinsing berries

Berries should be rinsed right before they are eaten or they will spoil from being wet. Run under cold tap water and pat dry.

Cleaning mushrooms

Remove mushrooms from packaging and rinse under cool water. Pat dry with a paper towel or a clean kitchen towel. The dirt on the outside of mushrooms can also be easily wiped with a damp cloth or paper towel. After demonstrating, have a few participants try wiping the mushrooms with a damp cloth or damp paper towel. Avoid soaking mushrooms in water, as this can cause them to spoil quickly.

Demonstrations

Using a knife safely

Knife skills are an important part of kitchen safety. This activity will show participants how to use different knives properly. Leaders can show a video on [basic knife skills](#) to help explain the appropriate guidelines.

Materials

- Chef's knife
- Paring knife
- Serrated knife
- Cutting boards
- Cucumber
- One red, green, orange or yellow pepper
- White onion.

Instructions

Show the participants the chef's knife, paring knife and serrated knife. Show them the different edges and describe how each knife is used.

Chef's knife: This knife is the most popular and can be used to chop different foods. It has a smooth and rounded blade. Vegetables, fruits, herbs, meats and fish can be chopped using a chef's knife.

Paring knife: The paring knife can also be used to cut a variety of foods. It has a smaller, smooth blade. It is best for smaller work that requires precision. This may include peeling, coring and hulling vegetables or fruits.

Serrated knife: Notice the saw-like blade on the knife; this works best for cutting foods with a hard surface and soft interior, such as bread.

Begin a discussion about how to use knives safely

- It is important to be safe when using any type of knife. This includes walking safely while carrying a knife. Show participants how to do this by pointing the knife facing down. If someone needs to walk with a knife, they should say "knife coming through" in a loud voice.
- Always use a cutting board when using a knife and be sure that the cutting board is clean and dry. This helps keep the food from slipping while being cut.
- It is important to hold the knife safely. Holding the blade with your thumb and forefinger gives you the best control. When cutting, use the fingers on the other hand to create a "wall" for the knife. This can be done by bending the knuckles and tucking in the finger tips. This will keep your fingers out of the way of the knife blade. Demonstrate this grip using a chef's knife.
- When chopping, mincing and dicing keep the tip of the knife blade on the cutting board, or as close to the cutting board as possible.
- If you need to leave what you are doing before you are finished cutting, place the knife at the top of the cutting board, with the blade facing away from you.
- Knives should always be kept in a safe location. Place dirty knives beside the sink and wash them one at a time. Show participants where the dish washing sink is located. Never put knives in a sink full of water as you could cut yourself while reaching into the soapy water. Clean knives should be put in a sheath (knife cover) or wooden knife block.



Demonstrations

Cucumber slices

- Wash the cucumber under cold water and place it on a clean cutting board.
- Tell participants that you will demonstrate how to safely slice a cucumber using a chef's knife.
- Ask participants to identify the chef's knife. Ask them "What is the safest way to hold a knife?" Hold the blade with your thumb and forefinger for the best control. Demonstrate this grip again using the chef's knife.
- Begin to slice the cucumber into circles using the chef's knife. When cutting, use the fingers on the other hand to create a "wall" for the knife. This can be done by bending the knuckles and tucking in the finger tips. This will keep your fingers out of the way of the knife blade.
- Once most of the cucumber has been sliced, it will become unsteady. When this happens, place the cucumber on the flat side and continue slicing. Slicing on the flat side will keep the cucumber steady and safe to slice. Demonstrate this.

Pepper Slices

- Wash the pepper under cold water and place it on a clean cutting board.
- Tell participants that you will demonstrate how to slice a pepper using a chef's knife.
- To make the pepper steady and flat, cutoff the green stem. Stand the pepper upside down (stem side on the cutting board). The pepper will now be flat and safe to cut.
- Cut the pepper into large pieces, starting from the top of the pepper all the way down to the stem. You will now have three to four large pieces of pepper with the core and stems removed. Place the core and stems into the organics bag/bin.
- Begin to slice the pepper into large strips using the chef's knife or a paring knife. Slice the pepper with the skin side facing down, as this will make for an easier cut.

- When cutting, use the fingers on the other hand to create a "wall" for the knife. This can be done by bending the knuckles and tucking in the finger tips. This will keep your fingers out of the way of the knife blade.
- The pepper will be chopped, so do not be too concerned about the size of the pepper strips.

Chopped pepper

- Once the pepper has been cut into strips, gather into a pile on the cutting board.
- Tell participants that you will demonstrate how to chop the pepper.
- Rock the knife back and forth over the pepper strips to chop the peppers. As the pile spreads out, gather them back into a pile with the knife.
- The chopped pepper can be added to a recipe.

Finely chopped onion

- Wash the onion under cold water. Place it on a clean cutting board.
- Tell participants that you will demonstrate how to finely chop an onion using a chef's knife.
- Carefully slice the two ends (roots) off the onion. Remove the peel of the onion. Put the peelin the organics bag/bin.
- The onion will now sit flat on the cutting board. While the onion is standing flat on the cutting board, cut the onion in half lengthwise. You will now have two halves of the onion that will lay flat on the cutting board.
- Begin to slice the onion in strips. When cutting, use the fingers on the other hand to create a "wall" for the knife. This can be done by bending the knuckles and tucking in the fingertips. This will keep your fingers out of the way of the knife blade. You will now have onion slices.
- Once the onion is sliced, bring the slices close together and chop them into smaller pieces. You will now have one half of the onion finely chopped.
- Ask for a volunteer and have them finely chop the other half of the onion.

Demonstrations

Blender demonstration

This activity will show participants how to use a blender safely using different settings.

Materials

- Blender
- 10 - 20 ice cubes
- 1 litre (4 cups) water.

Instructions

Show participants the blender and ask if anyone has used a blender at home before? Ask if they know any safety precautions for using a blender? Some examples include:

- Do not put your hands inside a blender as the blades are very sharp.
- Do not put any utensils inside a blender when it is on.
- Hold the plug (never the cord) to unplug an appliance. Demonstrate how to do this safely.

Ask the participants “What can a blender be used for?” Some answers might include smoothies, soups, dips and fresh salsas. YTC uses a blender for the smoothie recipe.

Tell participants that you will demonstrate how to use a blender. Add the water and ice cubes to the blender. Demonstrate how the blender works at different settings (i.e. low, medium and high). Describe what each setting could be used for:

- Low setting can be used to chop or mince ingredients at home, such as garlic and onions.
- Medium setting can be used to blend smoothies.
- High setting can be used to blend or crush ice.

Have participants take turns using the blender at different settings.

Measuring ingredients

This demonstration will show participants how to measure dry and wet ingredients. Show the video on [How to Measure Food](#) to help demonstrate the guidelines below.

Materials

- Set of dry nested (increasing in size and fitting together into the largest one) measuring cups
- One glass or plastic liquid measuring cup
- Set of measuring spoons
- Water
- Package of flour
- Large spoon
- Plastic cup
- Plastic knife
- 2 small bowls.

Instructions

Tell participants that you will demonstrate how to properly measure ingredients. Later they will have an opportunity to practice their measuring skills.

Review the different types of measuring equipment (e.g. measuring spoons, dry measuring cups, liquid measuring cups). To provide an example, ask for two volunteers. Have one volunteer measure 15 ml of water using a tablespoon, and have the other participant measure out 15 ml of water using three teaspoons. Add these to two separate small bowls. Describe that although the water was measured in different ways it is equal to the same amount.



Demonstrations

Dry ingredient equivalents

15 ml	3 teaspoons	1 tablespoon
30 ml	2 tablespoons	$\frac{1}{8}$ cup
50 ml	4 tablespoons	$\frac{1}{4}$ cup
75 ml	5 $\frac{1}{3}$ tablespoons	$\frac{1}{3}$ cup
125 ml	8 tablespoons	$\frac{1}{2}$ cup
150 ml	10 $\frac{2}{3}$ tablespoons	$\frac{2}{3}$ cup
175 ml	12 tablespoons	$\frac{3}{4}$ cup
250 ml	16 tablespoons	1 cup

Liquid ingredient equivalents

250 ml	8 fluid ounces	1 cup
500 ml	16 fluid ounces	2 cups
1 litre	32 fluid ounces	4 cups
2 litre	64 fluid ounces	8 cups

Show participants the different measuring cups. The nested cups are used for dry ingredients. Ask if anyone can name a dry ingredient that would be measured with these measuring cups? Some ideas might include flour, oats or flax seed. What are some wet ingredients? Some examples might include water, milk or vegetable oil.

Dry ingredients

Using the package of flour, demonstrate how to properly measure dry ingredients. Using the large spoon, lightly spoon flour from the package into a measuring cup (any size). Do not shake the cup or pack the flour. Once the measuring cup is full, use the back of a plastic knife to level off the flour. This can be done with any dry ingredient.

Have participants practice measuring the flour with different sized dry (nested) measuring cups.

Liquid ingredients

Fill the plastic cup with water. Place the measuring cup on a flat surface. Pour the plastic cup to the 250 ml (1 cup) line on the measuring cup. Bend down to read the label closely; the water line should be right on the 250 ml (1 cup) measurement line, not above or below. Have participants practice measuring the water in liquid measuring cups at different measurement lines.

Measuring spoons

Measuring spoons are used for very small quantities of dry and liquid ingredients. Ask the participants what they might use a measuring spoon for? Examples may include spices, baking powder, baking soda and oil. Demonstrate how to use a measuring spoon. Using the 1 tablespoon measuring spoon, scoop out the flour and level it off the top with the back of a knife.

Have participants practice measuring the flour or water with different sized measuring spoons.

Demonstrations

Using a hand mixer and whisk

This activity will show participants how to use a whisk and an electric hand mixer.

Materials

- 100 ml liquid pasteurized egg whites
- 15 ml icing sugar
- Measuring spoons
- Liquid measuring cup
- Whisk
- Two large bowls
- Electric hand mixer
- Rubber spatula.

Instructions

Show the participants the whisk. Ask what can a whisk be used for? Answers may include beating eggs, whisking together sauces or making meringue. Tell participants that you will demonstrate how to use a whisk to beat egg whites for a meringue.

Measure 50 ml of liquid egg whites and add it to the bowl. Show participants what the liquid egg white looks like in the bowl. Begin beating the egg white quickly with the whisk in a circular motion. Have a few participants practice this technique. Continue to whisk the egg whites until they are white and foamy. Show the participants how the egg whites have changed from a liquid to a thick foam.

Show the participants the electric hand mixer. Ask what can an electric hand mixer be used for? Answers may include beating eggs, blending batter or making meringue. Review how to safely use the appliance:

- Keep electrical appliances away from water or sinks
- Do not put any utensils inside the bowl when the hand mixer is on
- Hold the plug (never the cord) to unplug an appliance. Demonstrate how to do this safely.
- Do not turn the hand mixer on until it is in the bowl and in the mixture
- Always turn the hand mixer off before removing it from the bowl.

Tell participants that you will demonstrate how to use an electric hand mixer. Pour the other 50 ml liquid egg whites into the other bowl. Use the hand mixer on the low setting and begin beating the egg whites. Turn the mixer to the medium setting and then to the highest setting. Participants can take turns using the hand mixer to beat the egg whites until they become foamy.

If you need to scrape the sides of the bowl, turn the mixer off and use a rubber spatula to scrape the bowl. Explain that to make a meringue, a small amount of icing sugar is added slowly down the side of the bowl while the mixer is on. The sugar needs to be added once soft peaks form. The sugar helps the egg whites become stiff. Demonstrate how to make meringue by adding 15 ml of icing sugar and blending until stiff peaks form. You can test for stiff peaks by turning the hand mixer off and lifting it out of the bowl. The mixture should stay on the hand mixer and should not slide around in the bowl when the bowl is tilted. You must stop blending as soon as the stiff peaks form since over blending will change them back to soft peaks. Once this happens, you are no longer able to make stiff peaks with the mixture. Discuss how both the whisk and the electric hand mixer can be used to make meringue; however, it takes more time and energy using the whisk only.



Demonstrations

Juicing a lemon or lime

This activity will show participants [how to juice a lemon or lime](#) using a spoon.

Materials

- 1 lemon or lime
- Chef's knife
- Cutting board
- Produce brush
- Spoon
- Small bowl.

Instructions

Show the participants the lemon/lime. Ask what lemons or limes can be used for in recipes? Possible answers include: to add acid to a recipe or add a citrus flavour by using the peel or juice. Lemon/lime juice can be added to soups, salsas or dips. Tell participants that you will be demonstrating how to juice a lemon/lime.

Using the produce brush, wash the lemon/lime under cool water. Place it on a clean cutting board. Roll the lemon/lime back and forth with your palm. This allows the lemon/lime to break down, producing more juice. Cut the lemon/lime in half (width wise).

Above the small bowl, begin to juice one half of the lemon/lime using the spoon. Insert the spoon in the middle of the lemon/lime while twisting and squeezing it at the same time. Remove any seeds with the spoon. Select a participant to juice the other half of the lemon/lime.