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A handbook to promote the development of life skills in teen living classes of junior high school

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A HANDBOOK TO PROMOTE THE DEVELOPMENT
OF LIFE SKILLS IN TEEN LIVING
CLASSES OF JUNIOR HIGH SCHOOL

MASTER PROJECT

Submitted to the Department of Teacher Education
University of Dayton, in Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education

by

Lynne K. Dern

University of Dayton
Capital University Campus
Dayton, Ohio

April 1991

Approved by



Official Advisor

ACKNOWLEDGMENTS

The writer wishes to express appreciation to advisor, Dr. Paul N. Lutz, for his genuine interest and sincere concern for the accurate completion of this project. Dr. Lutz always was available for guidance even by telephone. It was a pleasure to be guided by a truly dedicated teacher.

DEDICATION

With love to my entire family for the encouragement, understanding, patience, and monetary support for the pursuit of my academic goals. To my parents, whose original unfailling love, encouragement, and support allowed my completion of a goal to become a teacher. To my brother, whose encouragement and humor took me through my hours of despair. To my mother in law, who always said, "You can do it". To my children, who did all the extra work about the home like cooking and cleaning which allowed me the hours of effort, study and time necessary to complete this project. Finally, to my husband, who provides my joy, love, and support for all the aspects of my life.

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CHAPTER I

INTRODUCTION

Background

The Home Economics Department adopted a curriculum guide for the Junior High Teen Living Department three years ago. This curriculum guide was a broad spectrum of all the topics with goals and objectives. The spectrum was written to allow teachers to vary the class schedule to meet the needs of the students being taught. The high school home economics department provides four years of instruction in the various topics. The problem which has evolved is that the teen living courses are only a semester in length; therefore, choosing the sequence for the program at this junior high level with regards to the student's needs is difficult. Additionally, there exists an adopted textbook which provides only basic information in home economics. This text is written without specific suggestions for skills to be taught or lab activities to be used.

Justification for the Project

The teacher needs to provide a scope and sequence of activities that will secure the interest of the adolescent student. The course is an elective that students choose

only if they see a purpose; therefore, a purposeful program of skills identified in the course description will attract the registering sixth, seventh or eighth grade student and their parents.

The teaching assignments of the staff often change due to enrollment needs; therefore, the need for planned lessons and activities available for any transferring teacher is provided by this project.

The students do not receive individual textbooks or workbooks for home reference or study. The need for home involvement in the learning processes associated with the specific skills is necessary. This project will provide a take home resource.

Problem Statement

The purpose of this project was to develop a handbook to integrate planned activities and labs for the junior high teen living courses.

Procedure

The writer followed the procedure of finding appropriate materials for lab activities from the many resources available. The handbook was organized in a format that

would be followed daily or any sequence desired by the teacher. The handbook contains specific instructions for teaching skills and suggested lab activities to augment the lessons.

Subjects

The handbook was written to teach the seventh and eighth grade boys and girls. The class members are mixed skill levels with a class size limit of twenty. The class members elect to schedule the courses as electives to the standard curriculum. The A course is a prerequisite for the B level course. The course load is standardly set at two periods a semester. The schedule allows a combination of A and B over a two year period.

Setting

The handbook was written for use in the Bloom Carroll Junior High School which is located in rural Ohio with most residents commuting to jobs in the workplaces of Lancaster or Columbus. The school is strongly supported by the residents and parents including an active P.T.O.

The school system maintains five buildings housing about sixteen hundred students. The school district employees a

staff of about one hundred and thirty.

The Junior High building was the high school until the middle nineteen seventies. The classroom for teen living is a two room arrangement. One large room contains sewing machines and large sewing tables. The second room is arranged and equipped to provide five kitchens. Both rooms are supplied with all the needed classroom appliances and equipment necessary for good lab classes.

Data Collection

The handbook was written by gathering information from a selection of Teen Living textbooks, pamphlets, guides, product company guidebooks, cookbooks, supply catalogs, consumer guides, video and filmstrip accessories, county extension office materials and teacher experience.

Design

The handbook was designed in the format of 8 1/2 by 11 inches which may be copied for reference sheets for the teacher or students. The handbook includes teacher lesson plans, idea sheets, instruction sheets, information sheets, worksheets, study sheets, puzzles, recipes, VCR lists, film suggestions, grocery lists, and miscellaneous suggestions.

CHAPTER II

REVIEW OF LITERATURE

The researcher has considered the need for teen living classes in the junior high school by reviewing the current life styles of the adolescent. When the age bracket alone is considered it becomes evident that independent life skills are strongly necessary by simply researching statistics. The research statistics of teenage pregnancy, the drop out rates, and the many single parent homes suggest the importance of a strong life skills education in the earlier years rather than vocationally taught high school courses.

The Roget's Thesaurus specifically refers to the adolescent years as the, "meridian of life". This indicates to the researcher the importance of the independent life skills to reach students at a distinct character building age.

The city of Seattle, Washington recently pursued the problems in the lives of teenagers in an extensive study. It found the need to help adolescents avoid crime, drugs, pregnancy, and dropping out of school. The study found that these areas of negative behavior are ever increasing. Six recommendations were proposed with a consensus of the teenagers to begin to rectify the impending path toward

disaster for this portion of the society. The basic framework began with looking to youth as a resource. The six proposed directions were: to help parents better fulfill their responsibilities to their children, to improve the health of children and prevent them from harm, to prepare young people for successful transition to adulthood, to help young people better understand cultural differences, to project a vision to all young people of high expectations, hope of the future, and sense of responsibilities, and finally, to involve children and youth as active participants in their community. (Ianni, 1989)

Adolescents are embarking on a wonderful adventure to pursue the, "good life". There are times in all life adventures; of happiness, exciting events, peaceful moments, and problems. Much of the wonderful adventure for the adolescent depends on decisions made randomly rather than planned. (Clayton, 1970) This statement made in the 70's in text no longer exemplifies the lives of today's teens because the, "good life", is a mystery to many adolescents struggling with an uncertain future.

The independent life skills classes available through schools can provide training in many needed areas of concern for adolescents. The research indicates young people need to be prepared for the successful transition to adulthood, (Ianni, 1989), which programs teaching such skills as cooking, cleaning, laundry methods, sewing basics and family relationships definitely provide.

The research states that one out of every five babies born is born to a single mother with little or no support from the father. (Silverstein, 1990) This sad statistic strengthens the need for teens to prepare themselves to help their single mothers or themselves care for a home in a safe, economical, and functional manner. Teen living classes include case studies on various topics of concern to teens. These studies help to present possible directions to pursue when trying to solve personal problems in a single mother or single father household. The teen living classes discuss teen pregnancy and the dangers impending in this life style.

Humans through our past history have learned life skills from the adults in their families. Today the role models are not available for children to learn roles for their future. (Silverstein, 1990) It has become evident with the various work schedules parents must adhere to; children, become somewhat estranged to their parents. Teen living classes discuss the roles of family members and suggestions are presented to help the teen cope with parent careers that deny attention to the lonely teen. Role models can be provided by programs pairing teens with senior citizens needing companionship, activities in the community are encouraged, club membership, scouts, and church participation.

The building of a child's self esteem is put to the test during the gruelling years of adolescence. Teens begin to

question everything about themselves from their appearance to their intelligence. How teens perceive themselves directly affects the success in the future. (Silverstein, 1990) Topics of study like discovering of yourself begin to point out that all teens experience feelings of disappointment with themselves. Basic self appreciation is crucial to the development of a healthy adult.

Teen Living classes provide foundations for the daily activities of living. When teens feel competent and capable of self sufficiency the self esteem is enhanced. The teens learn to use a microwave safely and effectively which allows quick meal preparation radically important in the nineties. When the teen feels confident enough to prepare a meal independently new feelings of pride develop. Many experts state that self esteem may be the single most important element in healthy adult beings.

Maslow's Hierarchy of Needs, (Davis & Rimm, 1985), suggests that personality development does occur in sequential steps of importance. Meeting the seven levels of needs is necessary for positive personality formation. Teens often worry about their physical needs and meeting these needs should be addressed in school. Often in small classes such as independent living course, teens feel comfortable to express a need for assistance. Help can be made available to families through the school nurse, guidance department, or community agencies. The second level is the need to feel safe. Child abuse has increased by

staggering numbers and within the framework of the course behavior and violent acts can be addressed. Family relationships and problem solving role plays are important in any life skills class. With such obstacles in the pathways for teens the seven levels of human needs are often difficult to perceive or expect but teachers can make a difference in providing assistance in each level.

The dropout rates are currently leveling off in rural areas but inner city schools still have an ever present problem with these students. Independent life skills courses are suggested as early as fifth grade to begin to teach basic foods and nutrition, hygiene, child care and laundry methods. The individual needs to know the basic food groups for healthy meal preparation to prevent the deficiencies caused by poor diets. The sorry cycle continues if education in these areas is not met because once a student is out of school as a dropout life betterment is decreased and poverty is a near certainty.

Money management is another topic research has found important during the adolescent years. One of the major consumer groups in America is teenagers. How teens spend money and earn money is important to the economy. Teens purchase the latest styles of clothes, musical items, and cosmetics without guidance. Teen living courses do suggest shopping methods for the best buys economically, additionally, included is job training for baby sitters and other appropriate teen positions. The classes also

encourage the students to keep monetary records and learn to prepare budgets which obviously is necessary for adult responsibilities of the future such as banking procedures and setting up checking accounts.

Another area found to be needed to adequately prepare for life is clothing care. The building of a self image is important to any person; therefore, how an individual dresses is basic to forming a good self image. Teens learn in teen living classes basic sewing stitches to sew buttons in place and to mend torn seams. The care of clothing also includes laundry and ironing clothes to their proper appearance.

The question asked in the film, "Seasons of Life", is appropriate to this review. "What's the difference between what children become, into adulthood?" (Silverstein, 1990)

Children become adolescence who become adults. The learning in between these stages is mandatory to the success or failure the individual will experience. What is done to fill the gaps or stages of learning for the individual is of supreme importance in the school setting as well as the home. Schools need to provide programs not only to meet the cognitive needs of the students but to meet the physical and very basic life skill needs to insure total development to adulthood. It is crucial to provide the skills before the task is a daily responsibility; once inadequate methods are formed to meet human needs or responsibilities, changing these methods or habits becomes ever increasingly difficult,

such is the example of personal hygiene. What's the difference between what different children become in adulthood may well be answered by, "The difference between what children become is directly related to basic life habits and styles learned during the adolescent years."

CHAPTER III

A HANDBOOK TO PROMOTE THE DEVELOPMENT
OF LIFE SKILLS IN THE TEEN LIVING
CLASSES OF JUNIOR HIGH SCHOOL

by

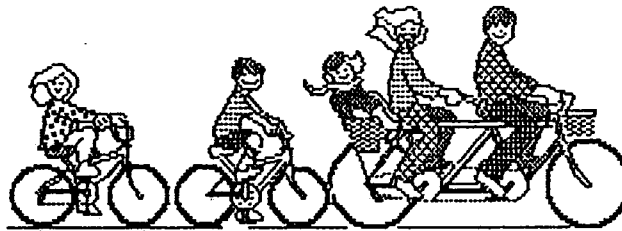
Lynne K. Dern

April 15, 1991

A
HANDBOOK
OF
LIFE SKILLS
FOR
TEEN LIVING
CLASSES IN
J.R.H. SCHOOL

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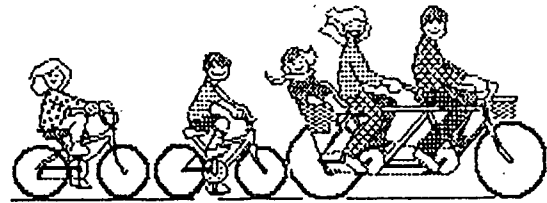
SELF

AWARENESS

DISCOVERING YOU

HUMAN NEEDS

A Fact Sheet Self Awareness



Topic - Human Needs

Topic - Discovering You

1. Brain headquarters of the body.
 2. Your life experiences make you different from others
 3. Adolescence the time following the onset of puberty.
 4. Puberty for girls usually ages 10 - 14.
 5. Puberty for boys usually 14 to 16.
 6. Personality is what other people see about you other than physical appearance. It develops over time.
 7. Teens question the adult world more. Need to realize everyone has an opinion.
 8. Three types of maturity: physical, mental, and emotional.
- Signs of maturity: Honesty, dependability, ability to see others point of view, control of temper, accepting responsibilities, standing up for beliefs, recognizing the good in others, development of a conscience.
9. Basic human physical needs: food, clothing, shelter, water, air, and protection
10. Abraham Maslow developed the Hierarchy of Needs:
- 1. Physical needs
 - 2. Safety needs
 - 3. Belongingness and Love
 - 4. Esteem approval
 - 5. Cognitive
 - 6. Aesthetic
 - 7. Self actualization

Self Awareness

Discovering You

Activities

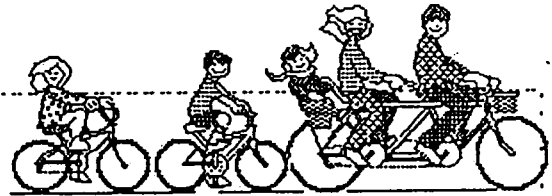
1. Bring baby photo of self
Use photo to form a class bulletin board
2. Grocery Bag This is My Life
Organize items to share in class about personal interests and life
3. List ten adjectives to describe self
Write a true or nonsense paragraph using the words. Mix the paragraph pages up then teacher will randomly read the page. Try to guess who it describes.
4. Autograph Grocery Bag
Each student gathers positive adjectives about themselves from class members
5. The Me Inside and Outside
Make a list of feelings as a class or group. Match the feelings to when you show this side of "You".
6. Who Am I ?
Write an autobiography and include pictures

Materials

Grocery bags, magic markers, paper, pencils, personal items

Self Awareness

Human Needs



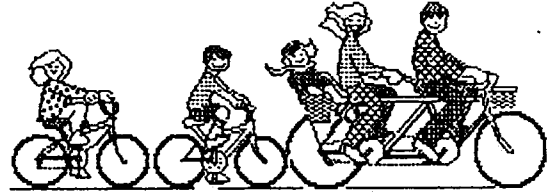
Activities

1. Keep a diary for a week
Find what needs you met according to Maslow's list
2. Write a list of short term goals (10)
Sequence the goals by importance, then save the list and recheck it in a month to see accomplishments
3. Visit a shelter for the homeless
Discover why shelters are needed and possible areas of needs being provided
4. Prepare a Long Term Goal Focus
Include the steps needed to accomplish these future goals
5. Successful Adults
Make a list of people considered successful then either research their backgrounds or interview them. Famous people may interview by mail, write and share the report with the class

Materials

Maslow's Hierarchy of Human Needs, paper, pencils, large sheets of chart paper

Personalty Scale



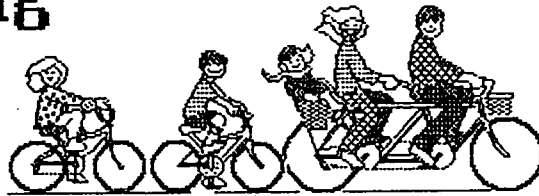
Mark personality traits from high to low.

Traits	High	Mildly	Low	None
Aggressive	_____	_____	_____	_____
Independent	_____	_____	_____	_____
Emotional	_____	_____	_____	_____
Passive	_____	_____	_____	_____
Talkative	_____	_____	_____	_____
Friendly	_____	_____	_____	_____
Trustful	_____	_____	_____	_____
Leader	_____	_____	_____	_____

Write down anyother personality traits you have and if you wish to change the trait circle it.

If you could change one trait which one would you choose ? _____

Goal Setting²⁰



SHORT TERM GOAL SETTING

1. The most important decision I must make this day is to _____
2. The most important decision I will make this week may be _____
3. What I would most like to achieve today is _____
4. What I most want to achieve this week is _____
5. What I would like to achieve this month is _____

LONG TERM GOAL SETTING:

6. What I most want to achieve this school year is _____
7. What I most want to achieve next year is _____
8. What I want to achieve by _____ is _____

Choose ten positive adjectives to describe you.
Write your adjectives inside the letters below.

**A****L****L****A****B****O****U****T****M****E**

Write a paragraph using your adjectives.

Getting to Know

YOU



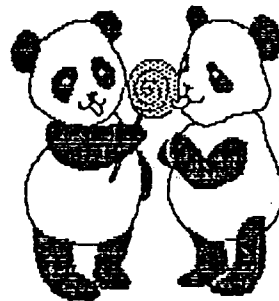
Birthdate _____

Each month has a
birth stone, flower
and sign.

Stone _____

Flower _____

Sign _____



Best friend _____

Favorite color _____

Favorite food _____

Favorite subject _____

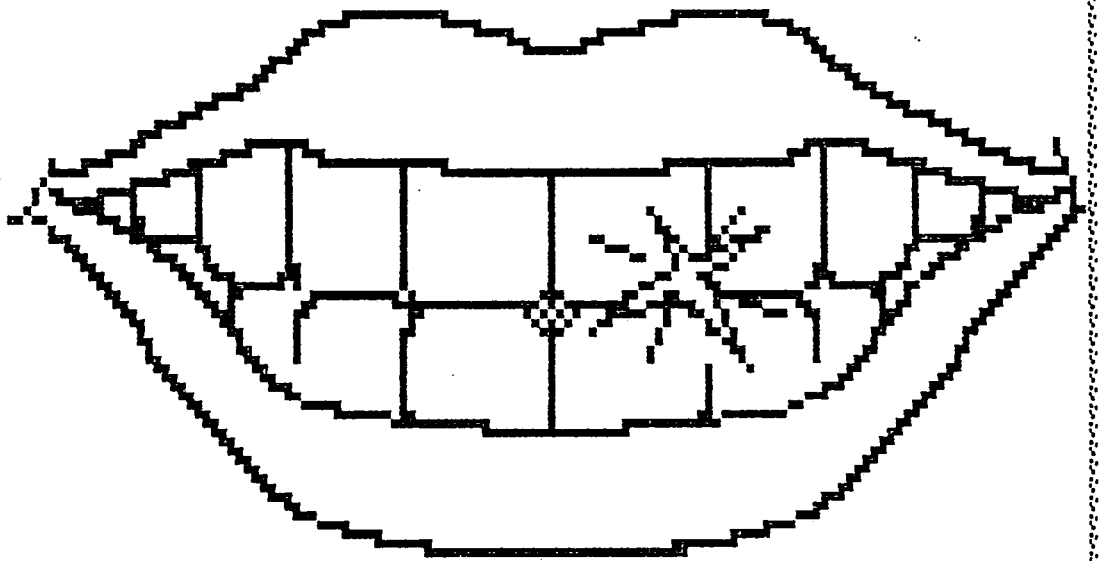
Favorite song _____

Favorite sport _____

MY NAME

Choose the letters in your name and write them in large print. Next write words that begin with the letter. The words must be adjectives or positive word forms.

Find your name in the dictionary and write its meaning.



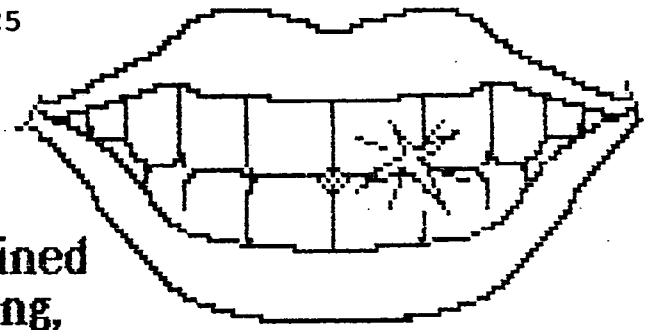
Looking

Your

Best

For Every Smile

A Fact Sheet Looking Your Best for Every Smile



1. Appearance is determined by your habits of grooming, health care, and clothes.

2. Good Health: Need a balanced diet, adequate sleep, and regular exercise.

Balanced Diet: Eat the four basic foods and include the six nutrients.

Adequate sleep: Teenagers need at least seven to ten hours.

Exercise: Daily activities which are active are important for teenager development.

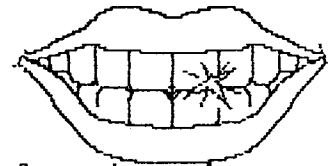
3. Posture: Avoid rolled or rounded shoulders by trying to align the shoulder and hip bone. Good posture helps avoid back pain and respiratory problems.

4. Skin Care: The doctor specializing in skin problems is a dermatologist. Visit one if acne pimples will not clear after using over the counter products. Know your skin type: normal, oily, dry, or combination.

Normal: Takes about four hours after cleaning for a slight shine to appear on your nose, chin or forehead. Feels smooth, soft and slightly moist. Has a clear, smooth texture with few enlarged pores. Cleansing: every morning and night

Oily: Takes one to two hours after cleansing for an oily shine to appear on your nose, chin, or forehead. Has a coarse texture and enlarged pores especially on the chin and the nose.

Developes pimples and blackheads. Shows a little flakiness around the nose where excess oil has dried from exposure to air. Cleanse often.



Dry Skin Type: Takes six or more hours for a slight shine to appear on your nose, chin, or forehead. Has a fine texture with small pores. Feels tight and has fine lines around the eyes and mouth. Becomes red, sore and chapped in cold weather. Regular soap may be too harsh. Cleanse twice a day with mild cleansers.

Combination Skin: Takes three hours after cleansing for an oily shine to appear on nose, chin, or forehead. Has enlarged pores and blackheads in oily areas of nose, chin, or forehead. Feels dry around the eyes, cheeks, mouth and throat. Cleanse using the plan of majority skin types.

5. **Deodorants and Antiperspirants:** When the body perspires bacteria act on the perspiration to cause odor. These products stop odor.

6. **Shaving:** Mature teen males may need to shave the beard. Use electric pre-shave lotion and rinse after shaving with hot then cold water. Teens using safety razors need to use creams to moisten the skin, shave, rinse hot then cold.

7. **Hair Care:** Determine the hair type of dry, oily, or normal. Shampoo the hair often using the shampoo for hair type. Conditioners help make the hair manageable. Styling the hair should involve a professional stylist. Consider face shape, texture of hair, and life style when choosing a cut.

Face Shapes: oval, oblong, diamond, round or square

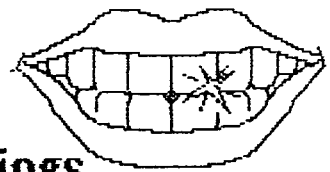
Oval: Almost any style is flattering

Oblong: Keep hair smooth on top & full on sides

Diamond: Chin length fluffed or layered short

Round or Square: High on head; close sides

8. Nail & Hand Care: ²⁷Wash the hands often to stop germs from spreading into the body by the things you touch. Dry hands should be treated with moisturizing creams. Nail care is called manicure. A manicure should include:



- a. Removing old polishes and cleansing nails.
- b. Filing the nails with an emery board to an attractive shape. natural oval shape, wide square shape or fan shaped
- c. Remove the cuticle
- d. Soak the nails
- e. Buff the nails to make them shiny
- f. Polish the nails

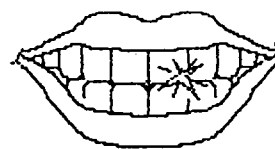
9. Foot Care: A doctor for the feet is called a podiatrist. A toenail conditioning is called a Pedicure. Always file toenails straight across to prevent ingrown toenails.

10. Overall Cleanliness: Daily baths or showers are a must. Always try to bathe before bedtime to avoid sleeping in your day's accumulation of dirt. If you wish your hair wet in the mornings use a spray bottle. Daily in the AM remember to wash face, hands, brush teeth, comb hair, and use deodorants.

Topics

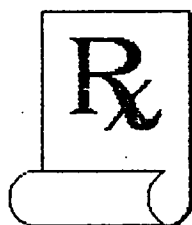
Posture & Poise
 Cleanliness
 Good Health
 Care of Skin
 Care of Hair
 Care of Hands

Looking Your Best



Activities

1. Posture Alert
Walk around the classroom and practice body alignment; for the next two days monitor classmates
2. Manicure Day
Practice giving yourself a manicure
3. Dermatologist
Who are they? What do they do? What care should skin chemicals provide?
4. Mirror Day
Study own face for shape, skin analysis, improvement. Practice washing the face.
5. Check your Coiffure
Invite a hairstylist to class
6. Cosmetics, Lotions, & Such
Bring a collection from your bathroom; compare chemical contents to other students collection. Look up chemicals for use
7. Health Check Record
Make a chart to record: your diet for a week, your sleep per day, exercise
8. Silhouette
Trace silhouettes of: the whole body profile, the face, the hands, the feet



Materials

Nail files, large sheets of paper, projector, cosmetics, soaps, mirrors, combs, towels

29

LOOKING YOUR BEST for EVERY SMILE

Evaluate yourself.

1. What color describes your skin ? _____
2. What color is your hair ? _____
3. What shape is your face ? _____
4. What exercise do you regularly do ? _____
5. What is your best facial feature ? _____
6. If you could change a feature, what would you change ? _____

What are the best colors or kinds of products for your skin type and hair ?

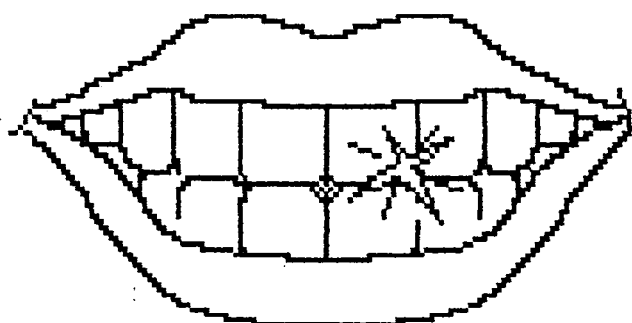
Do you spend too much time or not enough time preparing your appearance to "go out"? _____

List the times you spent doing the following:

Activity	Minutes
Sleeping	

Exercising

Time



Fixing makeup

Haircare

Bathing

Favorite Care Products

List the name of your favorite product. The class will vote for a class favorite.

SHAMPOO_____

TOOTHPASTE_____

SOAP _____

HAND LOTION _____

MOUTHWASH _____

HAIRSPRAY _____

ACNE MEDICATION_____

Compare prices of each product per unit price.
shampoo_____

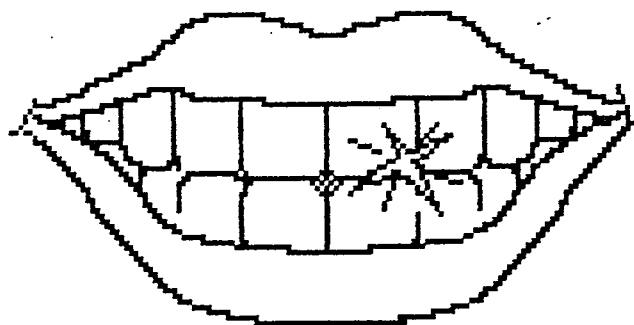
toothpaste_____

soap_____

hand lotion_____

mouthwash_____

Record class favorites



Shampoo_____

Toothpaste_____

Soap_____

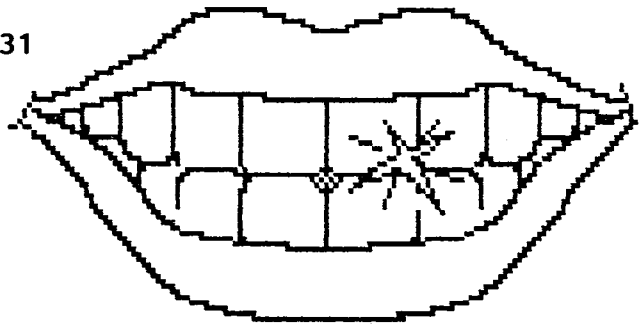
Hand lotion_____

Mouthwash_____

Hairspray_____

Acne product_____

Looking Your Best for Every Smile



Keeping Clean and Odor Free

	How often	More	Less
Comb hair	_____		
Wash hair	_____		
Wash face	_____		
Wash hands	_____		
Take a bath	_____		
Take a shower	_____		
Use a deodorant	_____		
Clean nails	_____		
Brush teeth	_____		
Use mouthwash	_____		
Visit the dentist	_____		

Write some planned improvements for
your daily grooming plan.

CLOTHING CARE



LAUNDRY GUIDE FOR AUTOMATIC WASHERS AND HAND WASHING

BEFORE YOU WASH CLOTHES:

1. Buy clothes wisely

A. Look for strong construction (avoid buying clothes with small weak seams)

B. Check the permanent care label for machine wash and tumble dry instructions.

C. Check to see that trim and lining may be washed and dried the same way as the rest of the garment.

D. Make sure there are no snags or pulls in knits.

E. Don't buy clothes with puckered seams or wrinkles that appear to be pressed in.

F. Read the label completely; if it is dry clean only, don't wash in washer; if it is hand wash, follow the instructions.

2. Organize your Laundry area

A. Locate the laundry area in a convenient spot.

B. Install the washer and dryer close together.

C. Include a table for sorting and folding clothes.

D. Plan a storage place for laundry supplies: soap, bleach, fabric softener, spot remover and baskets

3. Sorting of Clothes

A. Sort clothes by color

White, colorfast, dark, red, noncolorfast

B. Sort clothes by amount of soil or dirt

Heavy, normal, or light

C. Sort by fabric kinds and construction

Permanent press and synthetics, synthetics, towels, jeans, denims, and delicates

D. Sort the lint givers from the lint takers.

Lint givers: chenille robes, bath towels

Lint takers: corduroy, permanent press, and synthetics.

4. Preparing the clothes for washing

A. Turn pockets inside out and check for items.

B. Turn down pant cuffs and brush away lint and dirt.

- C. Remove unwashable trimmings and ornaments.
ALWAYS REMOVE pins, buckles, or sharp items which could snag
- D. Close zippers and hooks to prevent snagging other items in the load.
- E. Tie apron strings and sashes so they won't tangle.
- F. Mend rips and tears.
- G. Treat spots and stains before washing.
Use a stain removal chart for help.
- H. Presoak heavily soiled items
- I. Pretreat heavily soiled collars, cuffs, sleeves with a paste of the detergent.

5. Loading suggestions

- A. Mix large and small items for the best cleaning
- B. The space an item takes is more or as important as the weight of the item.
- C. Use washer capacity but don't overload
- D. Load evenly around the agitator to avoid vibrations

WATER AND LAUNDRY

1. WATER TEMPERATURE for Washing

- A. Hot, best for nonshrink all white clothes, and heavy soiled clothes of permanent press, cotton towels and cotton sheets.
- B. Warm, normally soiled clothes most fabrics
- C. Cold, lightly soiled clothes and clothes that fade easily.

2. WATER TEMPERATURE for Rinsing

- A. Cold water is usually recommended
- B. Hot or warm rinse for extra sterile purposes like diapers and sick room items.

3. WATER HARDNESS

- A. The water with a high mineral content is considered "Hard Water"
- B. Hard Water causes poor laundry results
- C. Deposits may be left in the clothes or spots of rust may result.
- D. To SOFTEN the water use packaged water conditioners or install a water softener to the water line in the home which will remove the grains of minerals that cause the hardness.

Fact Sheet 3 - Clothing Care

Laundry Aides

35

1. Purpose of detergents and soaps

- A. To loosen and remove soil from the clothes
- B. Hold soil and lint in the water until it is drained away.
- C. If too little soap or detergent is used the soil will not settle down the drain and away from the clothes.

2. Soap

- A. Soap works best with soft water
- B. In hard water soap leaves a scum
- C. How much soap to use: follow the directions with the soap if there are not enough suds to cover the clothes add more soap with a cup very gradually.

3. Detergents

- A. Detergents are synthetic cleaners
- B. Used in water problem areas
- C. May be used in soft or hard water
- D. How much detergent to use: follow the directions on the box plus -----
 - 1. water hardness
 - 2. amount of soil
 - 3. size of load
 - 4. type of detergent
 - 5. temperature of wash water

4. Pretreatment sprays, spot removers

- A. Follow the directions on the bottle
- B. Try to know the kind of spot before pretreating it.

5. Bleach

- A. Helps to whiten fabrics and remove some stains
- B. Follow the directions on the box or bottle
- C. Chlorine bleach
 - 1. Use for disinfectant
 - 2. Use for noncolors like cottons
- D. Bleaches
 - 1. Add after the washer fills
 - 2. Do not use every load

6. Fabric Softeners

- A. Remove static cling
- B. Add fresh smell
- C. Add softness and fluffy feeling
- D. Use in the final rinse or the paper ones in the dryer.
- E. TIP IF THE WASHER IS GOING TO OVERFLOW WITH TOO MUCH SUDS.....POUR IN A CUPFUL OF LIQUID SOFTENER TO SLOW DOWN THE SUDS GROWTH.

HAND WASHING OR VERY GENTLE CYCLE ON THE WASHER

1. Use a gentle detergents or soap
2. Gentle add the clothes to the tub of water already filled with measured soap.
3. Let clothes stand and soak several minutes in some cases an hour
4. Move the clothes in an up and down motion and squeeze the clothes gently in the soap
5. Rinse twice using fresh water each time, then squeeze
6. Rinse with fabric softener the third time
7. Wring out gently and pat in towels
8. Hang on nonmetal hangers to drip dry or lay on towels or drying rack flat to dry. Allow many hours for sweaters.

IRONING

1. Use a sturdy ironing board.
2. Use a steam iron filled with distilled water.
3. Read the clothing label to determine temperature.
4. If clothing is extremely wrinkled dampening may be needed.
5. Use a spray starch for sharper appearances of collars etc.
6. The steps to iron a dress shirt:
 - a. sleeves both sides; match the seams
 - b. the yoke or shoulders
 - c. the back
 - d. the front
 - e. the button set in
 - f. the cuffs
 - g. the collar

Topics

Clothing Selection
 Clothing laundering
 Clothing drying
 Clothing stains
 Ironing
 Storage

Clothing Care



Activities

1. Shopping Spree
Visit a shopping mall to check prices on specific items for "smart shopping skills"
2. Visit a dry cleaners
Collect price lists for dry cleaning; compute cost per year for selected clothes
3. Detergents, Soaps, Bleaches, Softeners
Collect labels from products including sizes of products with cost; compare brandnames and companies
4. Spots and Stains Tests
Prepare various samples of stains on cotton fabrics. Use stain chart to remove stains.
5. Wash and Dry
Practice sorting various clothing types then wash and dry as per labels
6. Pressing or Ironing
Iron clothes freshly laundered
7. Visit clothing recycling facility
Help personnel organize clothes for resale
8. Yard Sale
Used clothing proceeds to a shelter



Materials

Clothing examples, washer, dryer, detergent, irons
 ironing boards, cotton samples, stain charts, stain
 removers

Clothing Care

38

1

(L)

65% POLYESTER
35% COTTON
RN 11935
MADE IN KOREA
SEE REV. FOR CARE

MACHINE WASH
WARM,
TUMBLE DRY,
DO NOT BLEACH,
WARM IRON
AS NEEDED

2

100% COTTON
MACHINE WASH COLD.
TUMBLE DRY LOW. DO
NOT BLEACH COLORS.
DO NOT IRON IF
DECORATED.
MADE IN U.S.A.
— S —

3

373-7731

50% KODEL® POLYESTER
50% COTTON
MACHINE WASH WARM
TUMBLE DRY LOW
USE NON-CHLORINE
BLEACH WHEN NEEDED
RN 14600
MADE IN U.S.A.

4

50% POLYESTER
50% COTTON/COTON

MACHINE WASH
WARM—COLORS
WASH SEPARATELY

NO BLEACH TUMBLE DRY LOW
DO NOT IRON OR DRY CLEAN

RUSSELL CORP.
ALEXANDER CITY, AL 36010
WPL 7232

5

50% ACRYLIC
30% POLYESTER
20% COTTON
MACHINE WASH
SEPARATELY
WARM. TUMBLE
DRY LOW. ONLY
NON CHLORINE
BLEACH WHEN
NEEDED.
DO NOT IRON

6

MACHINE WASH
WARM WATER
DO NOT BLEACH
TUMBLE DRY LOW
DO NOT IRON OR DRY
CLEAN IF IMPRINTED
RN32628
58% COTTON
50% POLYESTER

7

100%
ACRYLIC
Turn inside out.
Machine wash warm.
delicate cycle. Dark
colors separately. Do
not bleach. Dry flat.
WPL 11914
MADE IN U.S.A.

8

50% POLYESTER
50% COTON/BAUMWOLLE/
KATOEN/BOUWOLLE
FABRICCE AUT. U.S.A.

DO NOT DRY CLEAN OR
IRON IF DECORATED.
MACHINE WASH WARM.
TUMBLE DRY MEDIUM.
DO NOT BLEACH COLORED
GARMENTS. RN 13765

9

50% POLYESTER
50% COTTON
MACHINE WASH
WARM
TUMBLE DRY LOW
NO BLEACH
USE COOL IRON

Style: 3658-48
Cut: 4397
SMALL
MADE IN U.S.A.

10

100% COTTON
DESIGNED TO FADE
AND LOSE COLOR
TURN GARMENT INSIDE
OUT BEFORE WASHING
MACHINE WASH
SEPARATELY, COLD
WATER MILD SOAP.
DO NOT USE BLEACH.
DO NOT SPIN DRY.
MADE IN COLOMBIA
RN 15354
SMALL

11

MACHINE WASH WARM
TUMBLE DRY LOW
NON-CHLORINE BLEACH
WHEN NEEDED
RN 28058

12

WASHING INSTRUCTIONS
MACHINE WASH, COLD
TUMBLE DRY, LOW
USE ONLY NON-CHLORINE
BLEACH WHEN NEEDED
65% COTTON/
35% POLYESTER
RN 48711
MADE IN CHINA
SIZE: S

13

Machine Wash Warm, Dark
Colors Separately. Only
Non-Chlorine Bleach
When Needed.
Tumble Dry Low.
100% COTTON
MADE IN U.S.A.

14

Machine Wash Warm, Dark
Colors Separately. Only
Non-Chlorine Bleach
When Needed.
Tumble Dry Low.
100% COTTON
MADE IN U.S.A.

15

44% POLYESTER
43% COTTON/COTON
13% RAYON/RAYONNE
MACHINE WASH
WARM—COLORS
WASH SEPARATELY

NO BLEACH TUMBLE DRY LOW
DO NOT IRON OR DRY CLEAN

RUSSELL CORP.
ALEXANDER CITY, AL 36010
WPL 7232

16

MACHINE WASH COLD
ONLY NON-CHLORINE
BLEACH WHEN NEEDED.
TUMBLE DRY LOW.
REMOVE PROMPTLY.

STYLE 374 6724
CI 9320 RN 1598:
100% COTTON
MADE IN U.S.A.

Answer these questions from the labels above.

- What kind of wash water should you use for items #1, #10, _____ and #12, _____ ?
- Should you bleach item numbers 9, _____; 16, _____ 14, _____; and 7, _____ ?
- Which items require low drying heat ? _____
- Which items require cool iron only ? _____
- Which items are drip dry ? _____

Stain Removal Guide



STAIN

WASHABLE FABRICS

ALCOHOLIC BEVERAGE

Sponge or soak fresh stains with cold water. Wash following regular laundry procedures. These stains turn brown with age, so treat immediately.

BLOOD

Rinse or soak in cold water with enzyme presoak. If stain remains, cover area with meat tenderizer. Apply warm water to make a paste. Wait 15-30 minutes, sponge with cool water, or soak using enzyme pre-soak product. Use diluted chlorine bleach if necessary... for colored fabrics, use an oxygen type bleach.

CHEWING GUM

Harden gum with ice cubes. Scrape off excess. Sponge with a non-flammable drycleaning solvent. Wash following regular laundry procedures.

CHOCOLATE OR COFFEE

Soak in warm or cold water. Brush area vigorously with a paste of detergent and hot water. Remove any grease stains with a non-flammable drycleaning solvent. Follow regular washing procedure.

CRAYON AND CANDLE WAX

Scrape off excess wax with dull knife. Sponge with a non-flammable drycleaning solvent. Follow regular washing procedure.

CREAM, MILK OR ICE CREAM

Sponge with a non-flammable drycleaning solvent. For chocolate or fruit stains, follow procedure for particular stain.

DEODORANTS AND ANTIPERSPIRANTS

For light stain treat with liquid detergent or your regular laundry detergent. Launder with detergent in hottest water safe for fabric. Heavy stain - place face down on towel and treat with a non-flammable drycleaning solvent. Treat with liquid detergent or rub your regular detergent on stain. Launder in hottest water safe for fabric.

FAT, GREASE OR OIL

METHOD 1. Treat with pre-wash stain remover following label directions. Follow regular washing procedure.

METHOD 2. Sponge with a non-flammable drycleaning solvent. Follow regular washing procedure.

METHOD 3. Treat with liquid detergent or rub a detergent paste on the stain. Follow regular laundry procedure.

FRUIT STAINS

Soak in warm or cold water. Wash following regular laundry procedures. Treat remaining stain. Cover area with an oxygen type bleach. Apply a few drops of hot water to make a paste. Add a few drops of ammonia. Wait 15-30 minutes, then wash following regular laundry procedures.

GRASS OR GREEN VEGETABLES

Soak in warm or cold water or sponge with denatured alcohol. Wash in water temperature and bleach safe for the fabric. For colored fabrics, check colorfastness before applying alcohol. Acetone - sponge with a non-flammable drycleaning solvent.

INK OR BALLPOINT PEN INK

Sponge with a non-flammable drycleaning solvent. Brush with a detergent paste and ammonia water. Follow regular washing procedure. If stain remains, bleach with diluted chlorine bleach... for colored fabrics, use an oxygen type bleach. (India and other indelible inks are almost impossible to completely remove.)

DO NOT USE CHLORINE BLEACH AND AMMONIA AT THE SAME TIME.

IRON OR RUST

Apply lemon juice and salt. Place in the sun. A commercial rust removing solution may be used. Be careful not to spill it on washer as it will remove the glossy finish on the porcelain-enameled top. NEVER USE RUST REMOVER INSIDE WASHER AS IT WILL HARM PORCELAIN ENAMEL.

Stain Removal part 2

LIPSTICK

Sponge with a non-flammable drycleaning solvent. Use diluted chlorine bleach if necessary. If bleaching is necessary for colored fabrics, use an oxygen type bleach.

MEAT-JUICE, EGG

Soak in cold or warm water with enzyme presoak. Treat grease stains with a non-flammable drycleaning solvent. Wash following regular laundry procedures.

MILDEW

Wash following regular procedures. Treat remaining stain. Cover area with an oxygen type bleach. Apply a few drops of hot water to make a paste. Add a few drops of ammonia. Wait 15 to 30 minutes, then wash following regular laundry procedures.

MUSTARD

Wash in hot soapy water with chlorine bleach. For colored fabrics, wash in warm soapy water and an oxygen type bleach.

PAINT

Water Base - Treat stains while still wet. These paints cannot be removed after they have dried. Rinse in warm water to flush out paint, then launder.
Oil base - Scrape off fresh paint. Sponge with a non-flammable drycleaning solvent. Wash following regular laundry procedure.

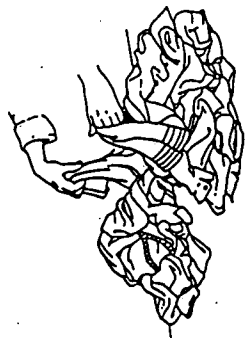
PERSPIRATION

Soak in warm water with enzyme pre-soak product. Wash in hottest water safe for fabric. If stain remains, dampen and sprinkle stain with meat tenderizer. Let stand for 30 minutes to an hour. Treat with a non-flammable drycleaning solvent. Rub detergent on stain. Re-wash item.

SCORCH

Bleach with diluted chlorine bleach. Follow normal washing procedure. For colored fabrics, apply an oxygen type bleach and hot water to area, then follow normal washing procedure.

Sorting



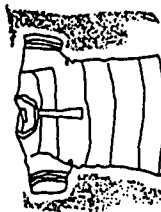
Sort clothes into loads that can be washed and dried together with the same water temperature, agitation and spin speeds, and laundry aids.

Sort clothes by:

- Color:
- Always wash white permanent press and synthetic fabrics as a separate load since they easily pick up color.



WHITE



COLORFAST



NON-COLORFAST

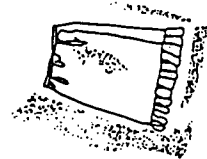
• Amount of soil



HEAVY

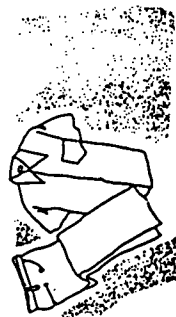


NORMAL

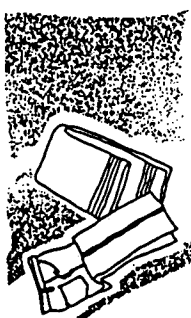


LIGHT

• Fabric and construction:



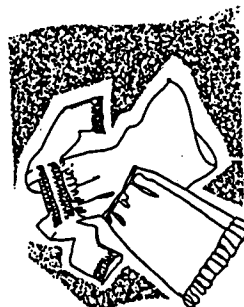
PERMANENT PRESS AND SYNTHETICS



TOWELS, JEANS, DENIMS



SYNTHETIC KNITS



DELICATES

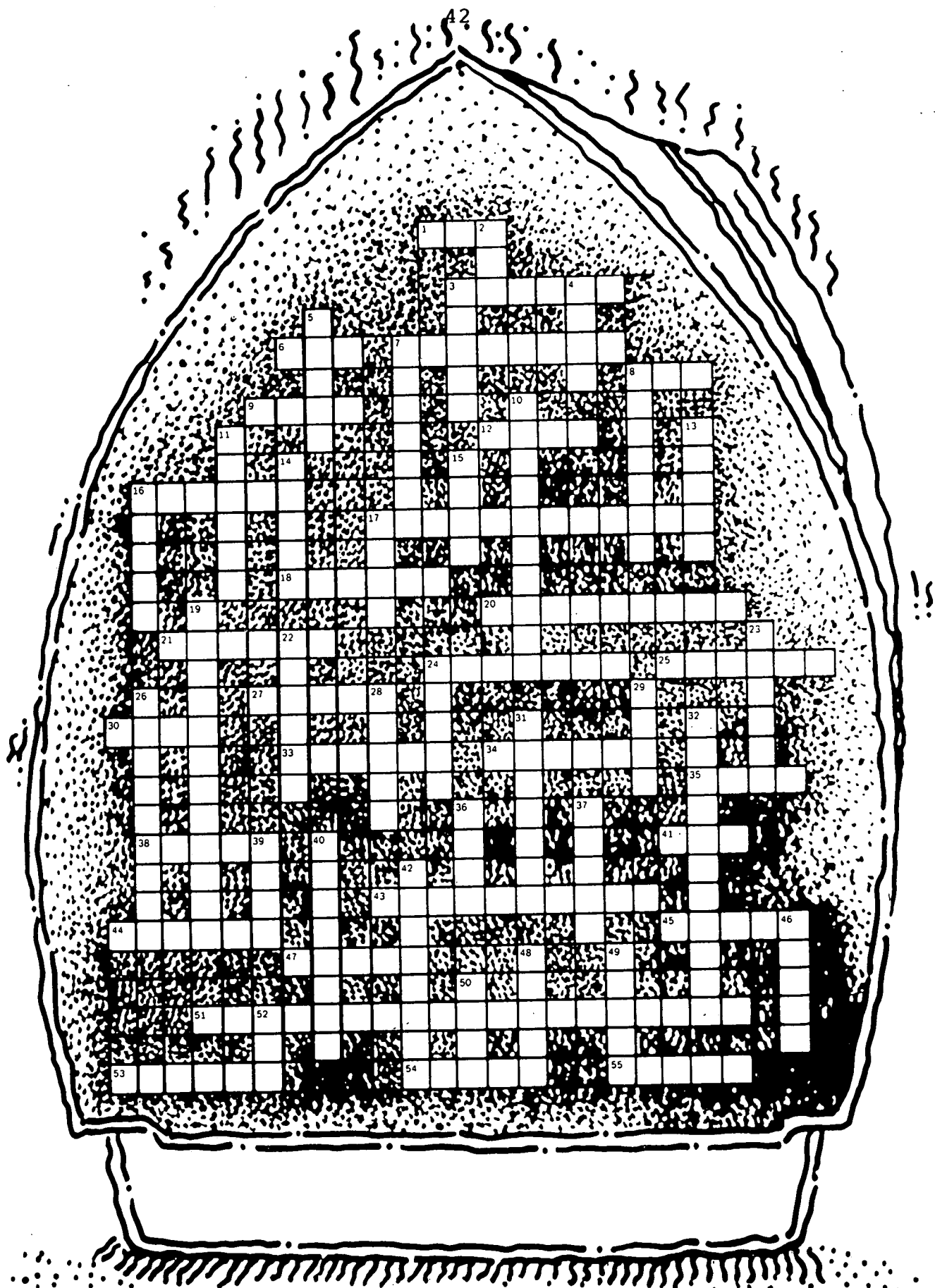
• Sort Lint Givers from Lint Takers

LINT GIVERS

Chenille robe
Bath towel

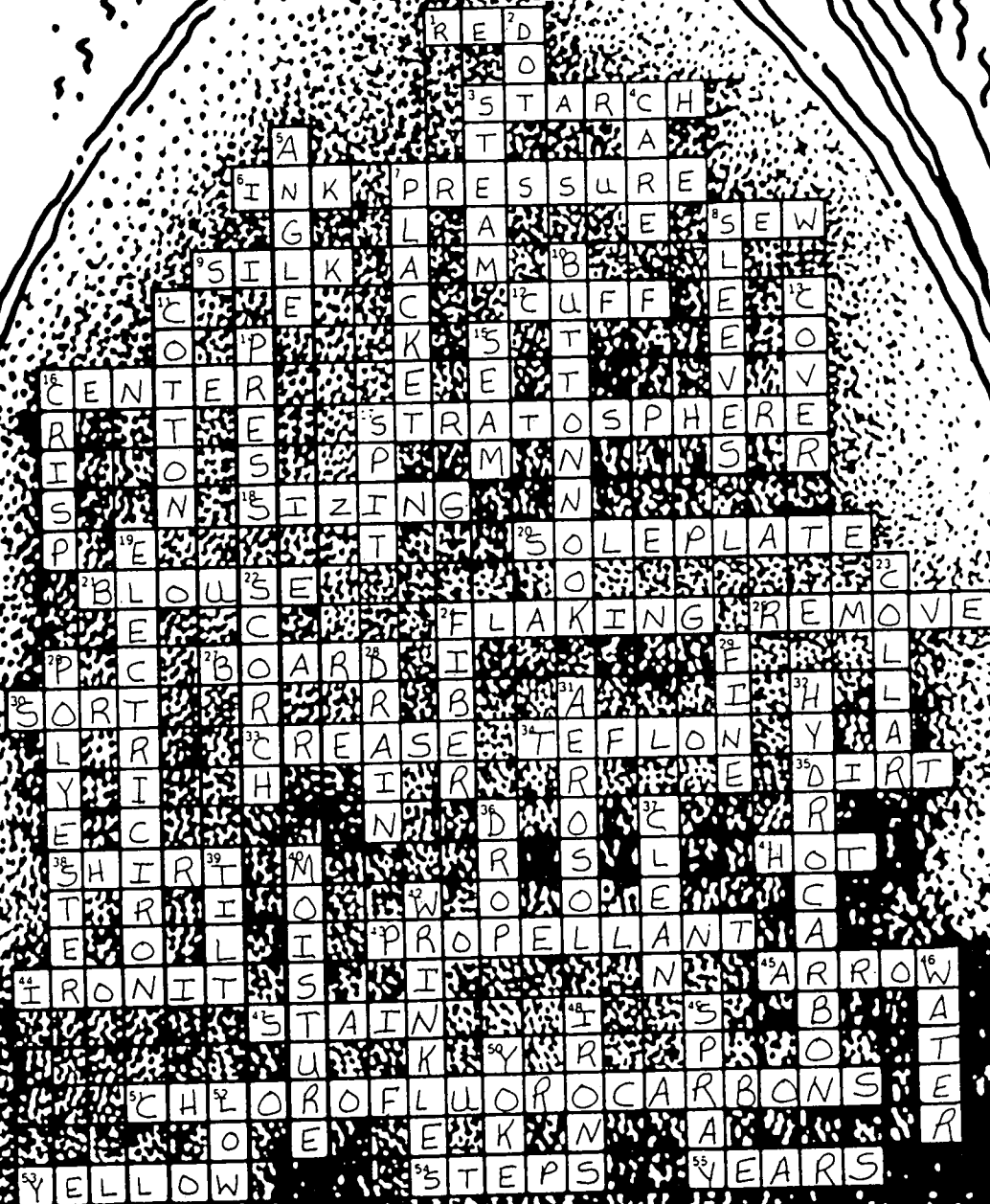
LINT TAKERS

Corduroy
Permanent press
Synthetics



Faultless Starch Co.

Teacher's Answer Key



Teachers: When copying blank crossword puzzles for your students, make copies of the puzzle and the questions on separate sheets for ease of working the puzzle.

44 Ironing Out The WRINKLES

ACROSS

- 1 Line up the arrow on top of the spray starch button with the ___ dot.
- 3 ___ is a vegetable-based product that gives all washable fabrics firm body and a crisp finish.
- 6 Ballpoint ___ stains on fabric can be removed by spraying with hair spray before washing.
- 7 The iron's heat takes the wrinkles out of fabric, not the ___ exerted with the iron.
- 8 Be sure to ___ any torn areas on clothing before washing.
- 9 Iron articles made of ___ on the reverse side when damp.
- 12 Spray both sides of a shirt ___ for DIRTGARD® protection.
- 16 During ironing, remember to keep the iron near the ___ of the ironing board so that it does not fall off.
- 17 Aerosol spray starch contains no chlorofluorocarbons, gases thought to deplete the ozone layer in the earth's ___.
- 18 For polyester fabrics, use ___ fabric finish when ironing rather than starch.
- 20 The flat part of the iron that is pressed against the fabric is called the ___.
- 21 Use the same tips for ironing a man's shirt to iron a women's ___.
- 24 To prevent ___, give the starch a few seconds to be absorbed by the fabric before ironing.
- 25 ___ clothes immediately from the dryer to prevent wrinkles.
- 27 Make sure that you have a sturdy ironing ___ before you begin.
- 30 Before washing, ___ dark and light colored clothing.
- 33 For a sharp ___ in pants, spray and iron a second time.
- 34 Silicone and ___ ironing board covers reflect heat from the iron.
- 35 Before ironing, make sure that all ___ is removed from clothing.

- 38 When ironing a ___, spray and iron a portion at a time.
- 41 Your iron should be ___ when you use it, but it shouldn't stick or drag on the fabric.
- 43 Hydrocarbon is the principle ___ in use today in aerosol cans.
- 44 If your clothing is wrinkled, ___!
- 45 Make sure that the ___ on the valve is lined up to the red dot on the can before using your spray starch.
- 47 Never iron over a ___. This will set it.
- 51 Household aerosols containing ___ were phased out by the U.S. government in 1979.
- 53 Using chlorine bleach on synthetic fabrics can cause the fabric to ___.
- 54 If you follow the proper ___, ironing can be easy — and fun!
- 55 The lifespan of an average iron is seven ___.

DOWN

- 2 The red ___ is on the rim of a can of spray starch.
- 3 Don't use ___ when using spray starch.
- 4 With the proper ___, your clothing can look fresh and new for a long time.
- 5 Be sure to hold the can of spray starch at the proper ___ to ensure getting the most starch out of the can.
- 7 The ___ of a shirt has the buttons on it.
- 8 When ironing shirts, begin with the collar, then move to the cuffs and ___.
- 10 The ___ of an iron allows you to iron around buttons.
- 11 Clothing made from ___ fabric looks the best when ironed.
- 13 Make sure your ironing board ___ is clean and smooth.
- 14 If you want to smooth the fabric without stretching it, ___ instead of iron.
- 15 Pressing normally is used in clothing construction, such as opening a ___.
- 16 Starch gives fabrics a firm body and ___ look.
- 17 Use distilled water so your iron will not ___.
- 19 The ___ was first patented in 1882.
- 22 A hot iron left in one place too long will ___ the fabric.
- 23 Begin ironing a shirt at the ___.
- 24 Personal preference, ___ content and the age of the garment help in selecting a finishing product.
- 26 When ironing ___, it's best to use sizing because the fibers can't absorb moisture readily.
- 28 ___ the water tank of your iron after each use.
- 29 Aerosol cans give starch the ___ spray you need to prevent flaking and spouting.
- 31 Spray starch comes in ___ cans.
- 32 ___, now used in most aerosol cans, will not harm the ozone layer.
- 36 If you ___ your iron, don't use it.
- 37 Make sure your clothes are ___ before you iron them.
- 39 When applying starch, don't ___ the can more than forty-five degrees from an upright position.
- 40 The additional ___ generated by steam increases ironing time.
- 42 Ironing takes out the ___ in clothes.
- 46 Always unplug your iron before filling it with ___.
- 48 ___ have been around for more than 1,000 years.
- 49 Starch leaves an aerosol can through a ___ nozzle at the top of the can.
- 50 The ___ is the shoulder portion of a shirt.
- 52 You can get a backache if your ironing board is too ___.

The Early Days

Amazingly enough, people have been using heating devices to iron garments for more than 1,000 years. The earliest recorded evidence of ironing appears in an 8th century Chinese painting depicting small and ornate pans with elaborate handles into which hot coals were inserted. Perhaps because of this head start on the rest of the world, the Chinese have a well-established reputation for their laundering skills that continues to this day.

During the Colonial era, the iron was known as a Mangling Board. Damp material was wound on a roller, then placed on a smooth surface and rolled against a board until tight and free of wrinkles. Later developments included hollow box irons heated by inserting a hot iron core, and the sad iron, which was pointed at both ends with a removable handle. Irons ranged from simple utilitarian products to elaborate wrought and decorated designs. Regardless of appearance, their size and weight made them a nuisance to use.

In 1882, the first electric iron was patented. Heavy and inefficient and with few homes yet wired for electricity, it found little acceptance. One iron inventor, Earl Richardson, an electric power plant superintendent, distributed several dozen samples of his iron on a trial basis to customers of the Ontario, California Power Company. Then he persuaded the power company to generate electricity all day Tuesday — traditionally ironing day — so customers could use their irons. The experiment was a success, and Richardson went on to invent an iron with heating elements that converged at the tip to give it a "hot point." The year was 1905, and the hot-point iron became the first commercially successful electric flat iron.

After 1905, the pace of flat iron development quickened. The adjustable thermostat was introduced in 1923, and the automatic temperature-controlled iron appeared in 1925. Chrome plating and the button nook were 1929 innovations, (show position of button nook on iron), with the aluminum soleplate being introduced in 1931. By this time, basic iron components as we know them today were complete.

The average life span of an iron is seven years; and although replacement sales are credited to most iron purchases, a large portion of iron sales is due to a steady stream of product innovations including the introduction of the three-pound "featherweight" iron in 1932, automatic steam and dry irons in 1941, travel irons in 1953, self-cleaning steam irons in 1972, plastic irons in 1981, and automatic shut-off irons in 1985.

The advent of permanent press and drip-dry fabrics in the 1960s was thought to lead to the eventual demise of what has been called the first successful electric home appliance. However, the new wrinkle-

resistant material proved to be unsuitable for every type of garment and the resurgence of natural fabrics such as cotton and wool on the fashion scene provided continued need for irons. With electric irons present in 99 percent of all American homes, the market for irons continues to be strong, with more than 15 million units sold in 1988.

Suggested Student Activities

1. Initiate a discussion on how much students know about irons.
2. Discuss how many students use irons and what are their feelings about ironing. Do they think that ironing plays an important role in looking good? Stress that everyone should learn how to iron (boys and girls).

Choosing Your Equipment

The Board

For best ironing results, choose a sturdy ironing board that will not tip or collapse, with adjustable legs to provide for a comfortable ironing height. The ironing board should be positioned with narrow end to the left of a right-handed person and to the right of a left-handed person. The iron is placed on the broad side of the ironing board with the iron's electric cord on the side away from the person ironing.

A well-padded board will make ironing easier, providing a cushion and allowing absorption of excess steam. A perforated metal top allows for steam vapor to escape. Board covers are available in cotton, which can be easily laundered, or in silicone or Teflon, which can be wiped clean with a sponge after each use. Teflon and silicone covers generally are scorch and stain resistant and reflect heat, which helps speed ironing.

The Iron

Good steam and dry irons are available. Some feature non-stick soleplates, others aluminum or stainless steel. Before selecting one, compare various brands for comfort, balance and durability.

The life of any steam iron can be prolonged by as much as 30 times the normal length if care is taken with the kind of water that is put inside it. Tap water contains varying kinds and amounts of mineral solids (these are what make "hard" water). These impurities can leave a residue inside your iron and can eventually cause it to clog. If yours is not a tap water iron, investigate buying distilled water or using a demineralizing filter. To extend the life of your iron, try these tips:

- Empty the water tank after each use.

Faultless Starch Co.

- Allow the iron to cool before putting it away, and always store it standing on its heel with the steam button pushed in. If the button is left up when the iron is not in use, water may drip from the tank into the steam chamber, causing spitting the next time the iron is used.
- Avoid pressing the iron over sharp objects such as zippers and metal buttons, and don't set it face-down on any rough surfaces.
- Clean soleplate residue by using Faultless Hot-iron Cleaner, making sure that the steam holes are wiped clean before resuming ironing.
- Always unplug your iron before filling it with water.
- As with all electrical appliances, never immerse an iron in water or leave it unattended. Keep hot irons away from pets and children, who may easily knock them over and cause damage or injury.
- Don't use an iron that has been dropped or has a damaged cord. If you need to use an extension cord, make sure it has three plug prongs.

Troubleshooters

- **Spitting:** Caused by clogged vent holes. Use of distilled water helps avoid this problem.
- **No Steam:** Tap the soleplate on the ironing board once or twice to start steam action.
- **Water Drips:** Allow the iron to preheat one or two minutes before ironing. If dripping continues, try a higher heat setting.

Watch That Dial!

Choosing the Proper Heat Setting

For best ironing results, always consult the garment label for manufacturer's ironing temperature suggestions and follow these basic tips.

- Heat setting for a blend should be the one recommended for the most delicate fiber in the blend. When in doubt about the correct temperature, test the iron on an inconspicuous portion of the garment, like the inside hem. The iron should not stick or drag.
- Begin ironing the items that need the lowest temperature and progress to those needing the highest. When changing to a different temperature setting, allow one to two minutes for the iron to adjust.
- To prevent scorching of fabric or ironing board

cover, always place the iron on its heel when not being used.

Suggested Student Activities

1. Discuss a variety of fabrics and the different heat settings they require. For additional discussion, point out the different garments/fabrics students are wearing, and how they can learn fabric content by reading garment labels.
2. Initiate a discussion on how new fashion fabrics (sheers, washable silks, rayons, etc.) require additional care.

Making Your Selection

Choosing Proper Ironing Products

Spray starch and sizing fabric finish make ironing easier and add body to garments. Spray starch is vegetable-based and imparts a firm body and crisp finish to all washable fabrics. It helps the iron glide over fabric and its DIRTGARD® properties help clothes look fresher longer and wash clean easier. When using spray starch on blends, and even some cottons, spray the garment, roll it up loosely, and set it aside for a few minutes. This allows the starch to be absorbed and avoids flaking and iron coating.

Sizing fabric finish was developed specifically for fabric blends and fabrics with tighter weaves and special finishes. It replaces the original sizing or body of a fabric, and may have either a vegetable or a water-soluble cellulose base.

Personal preference, fiber content and the age of a garment help in selecting a finishing product. Sizing fabric finish is best for garments containing polyester because polyester fibers are like glass rods and can't readily absorb moisture. Sizing fabric finish also may be the best choice with newer garments, which may need only a light touch to look their best. After repeated launderings, spray starch will provide the most satisfactory finish.

For the best results with both spray starch and sizing fabric finish, follow the simple steps outlined on the Copy Master on aerosol cans. Environmental aspects of aerosol product usage also are discussed on this Copy Master.

Suggested Student Activities

1. Discuss environmental concerns of aerosol cans emitting chlorofluorocarbons. Note: In 1978, the use of harmful chlorofluorocarbons (CFCs) in aerosols was banned in the United States. Today, less than two percent of aerosol production for medical and pharmaceutical products is exempt from the ban. The great majority of aerosol products are

free of CFCs and do not affect the ozone layer.

2. Discuss possible misuse of aerosol cans.

Ironing Out the Wrinkles

*Putting Spray Starch and Sizing Fabric
Finish To Work For You*

- Spray and iron large items a section at a time.
- When spraying damp items, be sure to spray lightly. Too heavy an application on damp articles can leave fabric with too much moisture and may cause the iron to stick or produce flaking. Turn off steam when using spray products. The additional moisture from steam increases ironing time.
- To add extra body and crispness after spraying and ironing once, just spray and iron again or use Faultless Heavy Spray Starch.
- To avoid iron "shine" on dark fabrics, spray and iron on the garment's wrong side.

Suggested Student Activities

1. Explain the basic steps in using an aerosol fabric care product referring to the poster on handling aerosol cans. Go into detail on the importance of the red dot and the angle of can while spraying. (More consumers have difficulty with the can failing to empty than with any other problem.)
2. Discuss fiber content and suggest ironing products to use for the best results.

Practicing What We Preach

Basic Ironing Tips

- Be sure all garments are thoroughly cleaned before ironing. Never iron over perspiration or other stains, as this will set the stain.
- To reduce unnecessary wrinkling, fold or hang clothes immediately upon removal from the dryer. Have hangers available for freshly ironed garments and reserve space near the ironing board for both wrinkled and finished items, to avoid wasting time and effort with excess movement.
- For best results, let freshly ironed items hang for a few hours before wearing or using. Be sure ironed items are completely dry before putting them away.

Pressing differs from ironing in that you lower and lift the iron, without the typical back-and-forth motion. This achieves greater control — smoothing the cloth without stretching it. Generally press from the wrong side and use a press cloth or a soleplate cover. Pressing normally is used in clothing construction when opening seams, pressing darts, and for most wool, knit and other fabrics that may stretch.

- When constructing clothes, use sizing fabric finish to help seams, hemlines and darts lay smoother.
- To press embroideries, appliques or monograms, place the fabric on a towel and iron on the wrong side. By using a towel, the applique will have a raised effect.
- With knits, check the garment label for the fiber content, select the correct temperature for that fabric, and press, rather than iron, to avoid stretching.

Before ironing, smooth out each item. When ironing, use long, slow, smooth strokes. Iron with the weave of the fabric, up and down or across — never on the bias. Avoid pulling or stretching the fabric.

- For sharply creased trousers, fold the top leg back over the body, line up the inseam with the outseam on the bottom leg and spray and iron. Spray and iron again along the crease line, then turn the pants over and repeat with the other leg. Touch up areas needing special attention, usually near the top of the leg.
- When ironing a large item such as a tablecloth, set up some chairs next to the ironing board and fold the piece carefully onto the chairs as you work through it.
- Start at one edge and move the garment away from you. It's the heat of the iron, not the pressure exerted, that smooths the fabric.

Suggested Student Activities

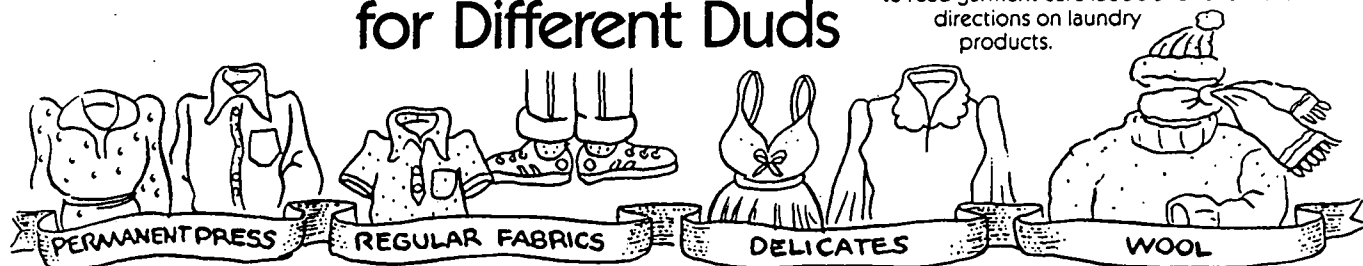
1. Have students view "Wrinkles."
2. Demonstrate or select a student to demonstrate how to iron a shirt using spray starch. Steps are illustrated on poster and are mentioned in "Wrinkles" film. Point out the difference in the look of the fabric as it is being ironed. If time permits have a student demonstrate how to iron a pair of pants.
3. Hand out crossword puzzle and Faultless Fabric Care booklets. Have students review booklet and complete crossword puzzle for a homework assignment.
4. Hand-out cents-off coupons to students.

Laundry, Care and Storage of Garments

(Refer to the Faultless Fabric Care Handbook.)

Different Suds for Different Duds

Post this chart in the laundry room at home or take it with you to the self-service laundry. Always remember to read garment care labels and follow the directions on laundry products.



TYPE OF LOAD	WASH WATER TEMPERATURE	RINSE WATER TEMPERATURE	WASH CYCLE	WASH TIME	WATER LEVEL	LAUNDRY AIDS	DRYER SETTINGS
PERMANENT PRESS/KNITS All permanent press, no iron items	Warm or Hot (whites or heavily soiled)	Cold	Permanent Press/Knits	5-10 minutes	Adjust to size of load, but never use less than Medium	Granular or liquid laundry detergent Chlorine or Oxygen bleach Fabric softener	Permanent Press Cycle Temperature*
REGULAR FABRICS Sturdy cottons and linens; everything washable except permanent press, knits, delicates, woolens	Hot (whites or heavily soiled) Warm (colors or normally soiled) Cold (bright or dark colors or lightly soiled)	Cold	Regular	4-12 minutes	Adjust to size of load	Granular or liquid laundry detergent (use liquid or pre-dissolved granular in cold water) Chlorine or Oxygen bleach Fabric softener	Regular Cycle Temperature*
DELICATES Lingerie, loosely knit items, sheer fabrics, lace-trimmed or embroidered articles, "hand washable" items	Warm or Cold (bright colors)	Cold	Gentle or Delicate	2-4 minutes on Gentle 8-10 minutes on Delicate (alternate periods of agitation and soak)	Adjust to size of load, but never use less than Medium	Granular or liquid laundry detergent in warm water (Use liquid or predissolved granular in cold) Chlorine bleach (except with spandex) Oxygen bleach all fabrics Fabric softener	Regular or Permanent Press Cycle Temperature*
WOOL Machine washable and "hand washable" woolen items	Cold	Cold	Gentle or Delicate	2 minutes agitation followed by soak	Adjust to size of load, but never use less than Medium	Liquid or predissolved granular detergent	Machine Dryable Woolens: Regular Cycle Temperature* "Hand Washable" Woolens: Block and allow to air dry

*For those dryers with two temperature settings, use "low temperature" for heat sensitive items or those labeled "Tumble Dry Low" or "Tumble Dry Warm." Use "regular temperature" for all other items.

HELPFUL HINTS

- At a self-service laundry, look for washers programmed for various fabric types and dryers that have cycles to match.
- Sort your clothes according to color, fabric type, linting characteristics, and amount of dirt, then wash each load separately.
- Empty pockets (and cuffs), close zippers and other fasteners, and remove any trim that is not washable.
- Treat stains and spots with a pre-wash stain remover

(follow the directions on the label), or use the washer's soak cycle.

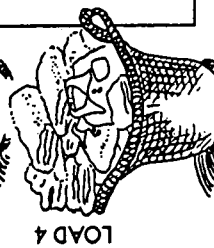
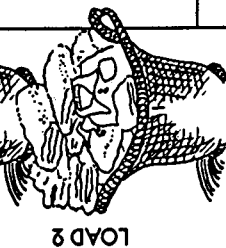
- Measure the detergent according to the instructions on the package.
- Be careful with chlorine bleach. Read garment care labels and instructions on the package.
- Permanent press clothing will wrinkle if left in the dryer after it turns off. Remove these items immediately.



This is the Way We Wash Our Clothes...

Make a list of the clothes you own (use the back of this sheet) then sort them (on paper) into the four load categories described in Activity Master 2. With the help of Activity Master 2, "wash your clothes" by filling out the blanks on the chart below.

Your sorted laundry	Wash water temp.	Rinse water temp.	Wash cycle	Wash time	Water level	Laundry aids (and how much of each)	Dryer Settings



Don't Let Energy Savings Go Down the Drain

Energy can be wasted in the laundry room or self-service laundry. Take a look at these questions and see if you're aware of some ways to conserve energy as well as have the cleanest clothes on the block. (Take this sheet home to the person who does most of your family's laundry. Perhaps he or she can give you some additional energy-saving hints.)

a. It takes 34 gallons of water to fill a large capacity Maytag washer when set for a large load. When set for a small load, the same washer uses only 20 gallons. If you wash a single pair of jeans with the washer set for a large load once a week for a year, how many gallons of water will you waste?



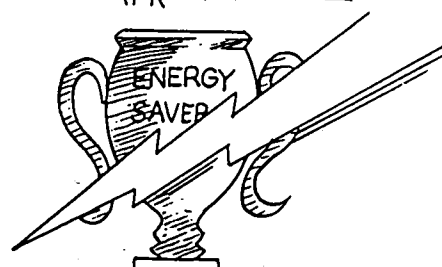
b. Which saves more water and energy: washing one big load at the end of the week; or washing two or three smaller loads whenever something gets dirty? (See the first question for some relevant information.)



c. How could energy have been saved in this incident? Your permanent press clothes are in the dryer as you watch TV. By the time the program is over, the drying cycle has been finished for half an hour, and the clothes are wrinkled. You end up ironing all your permanent press garments.



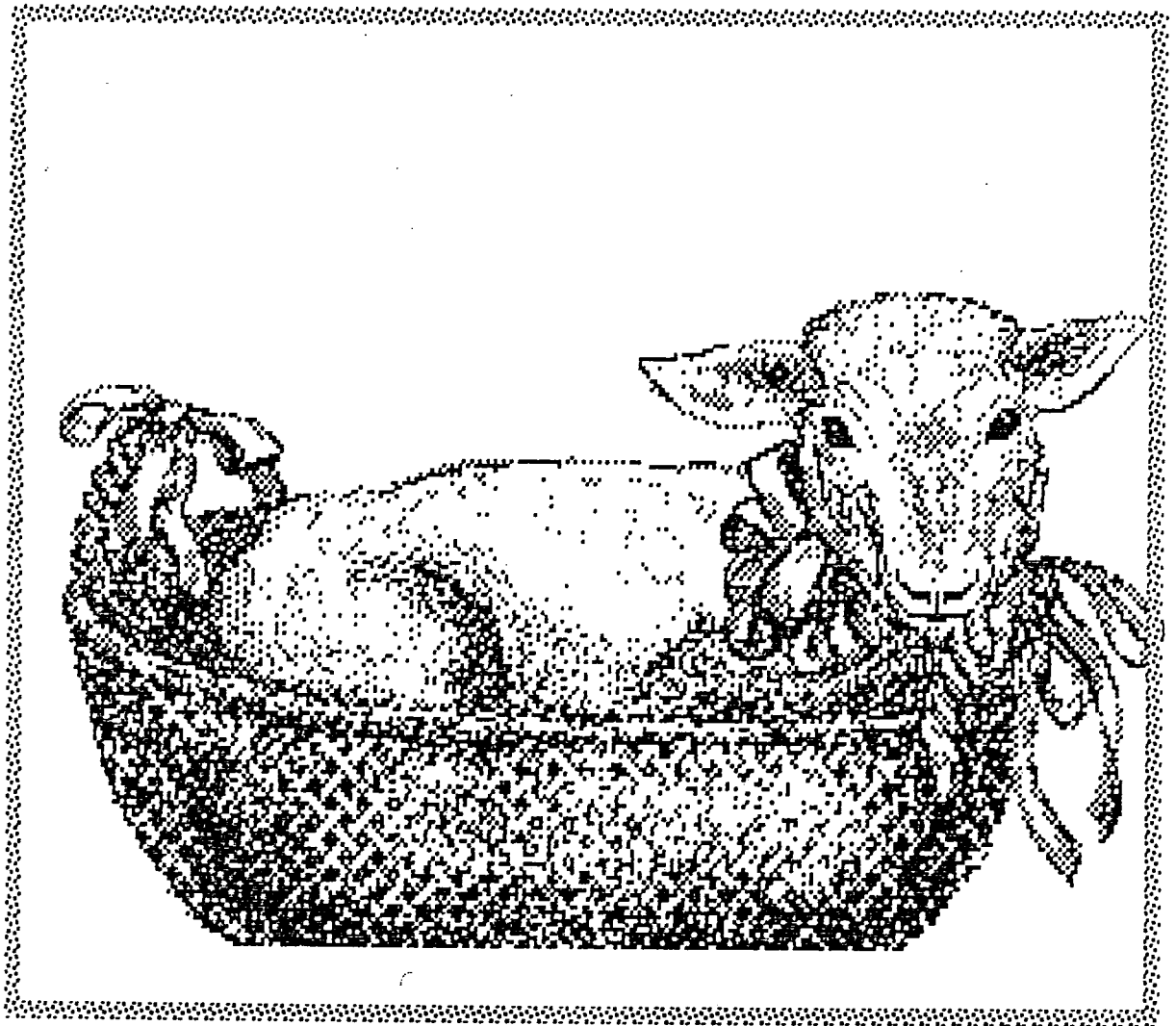
d. Sally washes all her clothes in hot water because "that's the easiest way: you just push one button." Energy-conscious Bob always reads all the clothing labels and is selective about the water temperature settings on his washer. He uses hot water for whites and heavily soiled clothing, warm water for most loads, and cold water for woolsens, lightly soiled garments, and bright or dark colors. Which person deserves the Energy-Saver Award? Why?



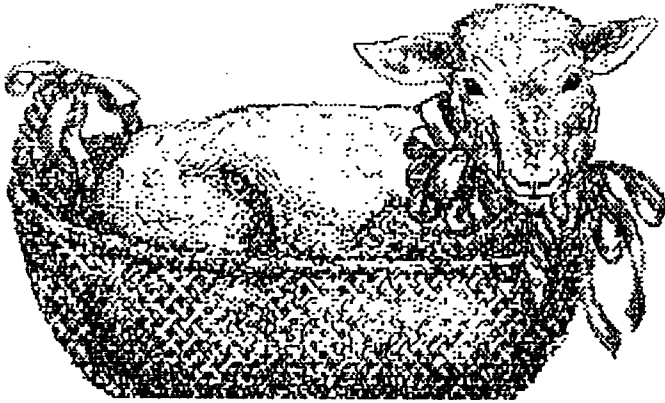
e. When Joe dries his clothes, he always sets the drying time at one hour so he can be sure everything will be dry. He infrequently cleans out the dryer's lint filter. He dries things a few at a time, as he needs them, and lets the dryer cool off between loads. How is Joe wasting energy, and what should he do to conserve?



BASICS FOR SEWING



FABRICS, WEAVES, FINISHES, SELECTIONS



A FACT SHEET BASICS FOR SEWING

1. Fibers: Natural and Man made

Natural Fibers: protein & cellulose sources

Protein sources: wool, silk, specialty animals

Wool- one of the earliest fibers of mankind.
Source is sheared sheep, the fleece is processed into fibers. One of the best fibers for warmth and durability.

Silk- cultivated from silkworms by unraveling the cocoons. Began in China about 2640 BC. Silkworm eggs were smuggled to other countries; Japan & India.
caterpillars feed on mulberry leaves

Mohair-Angora goats sheared for fibers

Cashmere goat - molt and loose hair; it is gathered by people in Tibet

Camel's Hair - camel sheds; makes clothing or rope

Llama- fleece is sheared used as furs

Alpaca - sheared for fine clothing

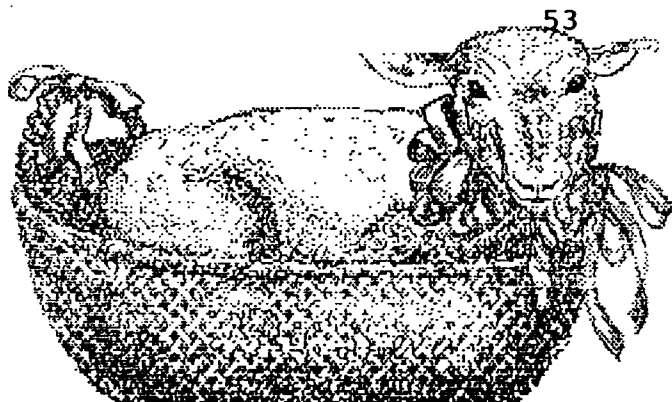
Guanaco - clipped for soft fine fiber

Vicuna - most expensive, animal killed for the fleece

Horse hair - used for upholstery & furniture

Natural Fibers: cellulose from plants

Cotton- first recorded use in India then Peru
Grown in Southern U.S.A. & processed

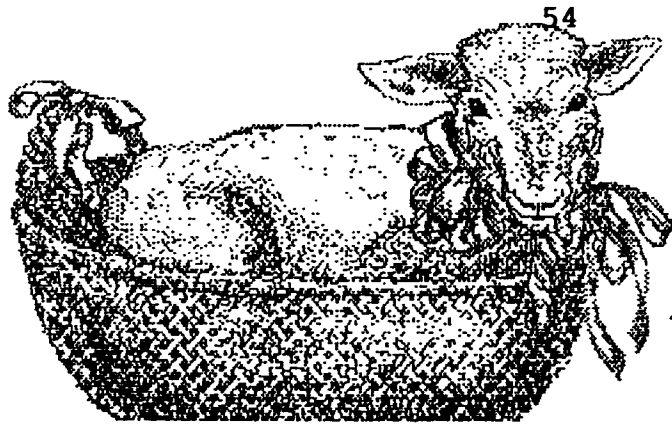


A FACT SHEET Part 2

- Linen** - flax plant, grown in ancient Egypt today in southern U.S. linsy woolsey. In Ireland - Irish Linen
- Hemp** - from Marijuana plant in Italy and Russia. Used for canvas, rope, fish lines
- Jute** - stem fiber, second most popular cellulose fiber. Used in floor coverings, baling wrappings
- Ramie** - called China grass, sources today are India, Hong Kong, Phillippines
Hand stripped fibers
- Sisal** - Fiber found in leaves of Agave plant
sources in Java, Central America,
used for commercial rope, twine.

Cellulose Mixture:

- Rayons** - first called artificial silk, invented in 1898 by Count Hilaire deChardonnet
Tried to get a fiber similar to silk.
Made from wood pulp & cotton linters
Composed of regenerated cellulose and manufactured fibers
- Acetate** - manufactured fiber of cellulose acetate
raw fibers are wood pulp & cotton linters; fiber made with acetic acid and cellulose fibers or acetone addition



A Fact Sheet Part 3

Manmade Fibers or Manufactured Fibers

Chemically made each kind has different capabilities.

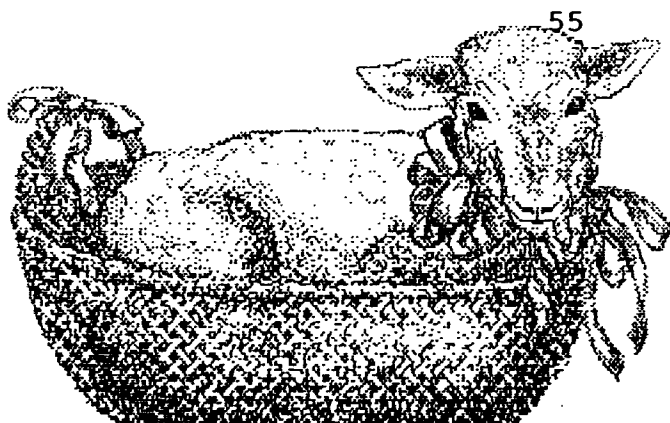
Processing: The solid raaw materials or chemicals are changed to a liquid form. The liquid is extruded or forced through a spinneret (a small nozzle with many tiny holes). The liquid hardens and becomes filaments which are continuous strands of fibers.

Generic names of manufactured fibers:

Acetate, Acrylic, Anidex, Aramid, Azlon, Glass, Lastrile, Metallic, Modacrylic, Novoloid, Nylon, Nytril, Olefin, Polyester, Rayon, Rubber, Saran, Spandex, Triacetate, Vinal, Vinyon

2. Fabric Construction

Weaving - A woven fabric is composed of two sets of yarns at right angles to each other. The process of interlacing these yarns is called weaving. The machine that weaves is a loom. There are two sets of yarns. The warp yarn is the lengthwise grain and the filling yarn, weft, is the crosswise grains.



A Fact Sheet Part 4

Types of Weaves: plain, twill, satin

Plain - The pattern for a plain weave fabric is over one under one.(warp/woof)

Common fabrics are muslin, percale, dress linen, gingham, and broadcloth.

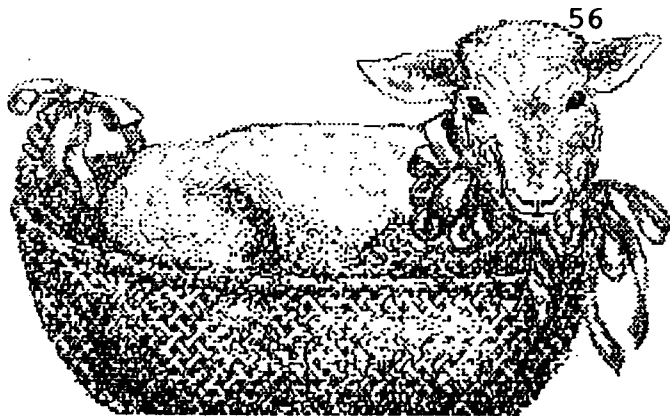
Basket weave is a plain weave variation: by passing over two under two. Common fabrics are hopsacking and monk's cloth. Oxford cloth shirts use basket weaves over varying numbers of over under.

Twill Weave is the filling yarn goes over two warp yarns and under two. Common fabrics are herringbone designs, denim, gabardine. Twill weaves make very durable fabrics.

Satin Weave - The filling yarn passes over one warp yarn and under four. The creates long strands of warp. Common fabrics are satin and sateen. These are not durable.

Knitting is another method to create fabrics. Loops are woven together to form woven fabrics and different patterns.

Heat, Moisture, Agitation, and Pressure are used to construct fabrics such as felt.



A Fact Sheet Part 5

3. Fabric Finishes

All fabrics go through some type of finishing process between the weaving process and the time they are sold. Fabrics are called Gray Goods before finishing.

Common Fabric Finishes:

Antistatic. This chemical treatment prevents static electricity so garments will not cling to the body.

Durable press. This finish helps the fabric retain its original shape and resist wrinkling after washing and drying.

Flame retardant. This chemical treatment prevents the fabric from supporting a flame.

Preshrunk. Fabrics are shrunk by a heat and moisture method. It will not shrink more than 3 percent.

Water repellent. This applied finish makes a fabric resistant to wetting but does not make the fabric waterproof.

4. Dyeing Fabrics

Color can add a beauty to the newly created fabrics. Colorfast means that the color will withstand washing, dry cleaning, perspiration, sunlight, and rubbing.

Dyes are added to textiles in any stage. Fiber dyeing, yarn dyeing, and piece dyeing are the three stages.

Topics

Fabric selections
 Fibers
 Weaves
 Finishes
 Color processes
 Equipment

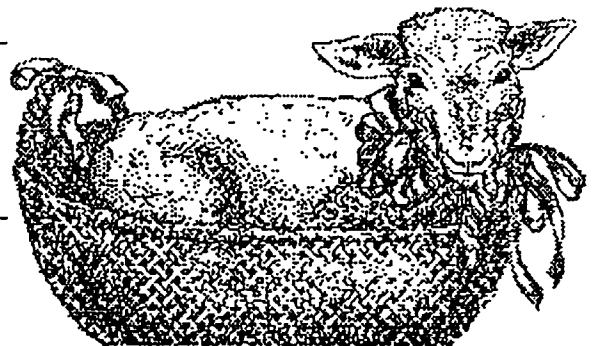
Basic Sewing

Activities

1. Visit a fabric center
 Tour to examine various cloth selections;
 check prices per yard, read bolts for content
2. Invite the F.F.A. to shear a sheep
 Touch the fleece, card some pieces of wool
3. Tie Dye
 Use white tee shirts then follow Rit box
 dye to tie pieces of fabric for dyeing
4. Bingo Tool Match
 Match word to displayed sewing tools or
 equipment
5. Friendship Rings/Bracelets
 Use embroidery floss to make knotted
 woven rings and/or bracelets
6. Weaving
 Construction paper placemats practice
 woven into basic weaves of plain, satin,
 and twill
7. Swatch patch mini quilts
 Cut squares of ten or more different
 swatches to construct mini quilts

Materials

wool samples,
 cotton samples, fabric swatches, threads,
 embroidery flosses, construction papers,
 Rit dye, tee shirts, and sewing kits





1 **65% POLYESTER**
35% COTTON
RN 11935
MADE IN KOREA
SEE REV. FOR CARE





MACHINE WASH
WARM,
TUMBLE DRY,
DO NOT BLEACH,
WARM IRON
AS NEEDED

2 **100% COTTON** 58
MACHINE WASH COLD.
TUMBLE DRY LOW. DO
NOT BLEACH COLORS.
DO NOT IRON IF
DECORATED.
MADE IN U.S.A.
— S —

3 373-7731
50% KODEL® POLYESTER
50% COTTON
MACHINE WASH WARM
TUMBLE DRY LOW
USE NON-CHLORINE
BLEACH WHEN NEEDED
RN 14600
MADE IN U.S.A.





4 **50% POLYESTER**
50% COTTON/COTON
MACHINE WASH
WARM—COLORS
WASH SEPARATELY
NO BLEACH 
DO NOT IRON 
CLEAR EMBLEM
RUSSELL CORP.
ALEXANDER CITY, AL 36010
WPL 7232

5 **50% ACRYLIC**
30% POLYESTER
20% COTTON
MACHINE WASH
SEPARATELY
WARM. TUMBLE
DRY LOW. ONLY
NON CHLORINE
BLEACH WHEN
NEEDED.
DO NOT IRON

6 **MACHINE WASH**
WARM WATER
DO NOT BLEACH
TUMBLE DRY LOW
DO NOT IRON OR DRY
CLEAN IF IMPRINTED
RN 2626
58% COTTON
50% POLYESTER

7 **100% ACRYLIC**
Turn inside out.
Machine wash warm,
delicate cycle. Dark
colors separately. Do
not bleach. Dry flat.
WPL 11914
MADE IN U.S.A.




8    
50% POLYESTER
50% COTON/BAUMWOLLE/
KATON/BOUILL
FABRIQUE AUX U.S.A.
DO NOT DRY CLEAN OR
IRON IF DECORATED.
MACHINE WASH WARM.
TUMBLE DRY MEDIUM.
DO NOT BLEACH COLORED
GARMENTS. RN 13765

9 **50% POLYESTER**
50% COTTON
MACHINE WASH
WARM
TUMBLE DRY LOW
NO BLEACH
USE COOL IRON
Style: 3658-48
Cut: 4397
SMALL
MADE IN U.S.A.

10 **100% COTTON**
DESIGNED TO FADE
AND LOSE COLOR
TURN GARMENT INSIDE
OUT BEFORE WASHING
MACHINE WASH
SEPARATELY, COLD
WATER MILD SOAP.
DO NOT USE BLEACH.
DO NOT SPIN DRY.
MADE IN COLOMBIA
RN 15354
SMALL

11 **MACHINE WASH WARM**
TUMBLE DRY LOW
NON-CHLORINE BLEACH
WHEN NEEDED
RN 28058

12 **WASHING INSTRUCTIONS**
MACHINE WASH, COLD
TUMBLE DRY, LOW
USE ONLY NON-CHLORINE
BLEACH WHEN NEEDED
65% COTTON/
35% POLYESTER
RN 48711
MADE IN CHINA
SIZE: S

13 **44% POLYESTER**
43% COTTON/COTON
13% RAYON/RAYONNE
MACHINE WASH
WARM—COLORS
WASH SEPARATELY 
NO BLEACH 
DO NOT IRON 
OR DRY CLEAN
EMBLEM
RUSSELL CORP.
ALEXANDER CITY, AL 36010
WPL 7232

14 **MACHINE WASH WARM, Dark**
Colors Separately. Only
Non-Chlorine Bleach
When Needed.
Tumble Dry Low.
100% COTTON
MADE IN U.S.A.

15 **MACHINE WASH COLD**
ONLY NON-CHLORINE
BLEACH WHEN NEEDED.
TUMBLE DRY LOW.
REMOVE PROMPTLY.
STYLE 374 6724
CI. 9320 RN 1598:
100% COTTON
MADE IN U.S.A.

Answers for these questions can be found above.

- What is the fabric content of number 7, _____?
- How many items above contain the fiber cotton? _____
- What is the percentage of rayon/rayonne in 15? _____
- Which fabric has a 50% mixture fiber? _____
- Which fabric has the highest percentage of polyester? _____
- Do not iron labels indicate the presence of some outstanding fibers list them. _____
- Which fabrics are labeled wash separately? _____
- List the fabrics made in the U.S.A. _____

Basics for Sewing

WARDROBE INVENTORY

What I have	Fabric/color	Condition	Replace
-------------	--------------	-----------	---------

Dress pants			
-------------	--	--	--

Jeans			
-------	--	--	--

Jogging pants			
---------------	--	--	--

Dress shorts			
--------------	--	--	--

Sport shorts			
--------------	--	--	--

Skirts			
--------	--	--	--

Dresses			
---------	--	--	--

Jumpers			
---------	--	--	--

Sweaters			
----------	--	--	--

Shirts			
--------	--	--	--

Blouses			
---------	--	--	--

Tee Shirts			
------------	--	--	--

Vests			
-------	--	--	--

Tanktops			
----------	--	--	--

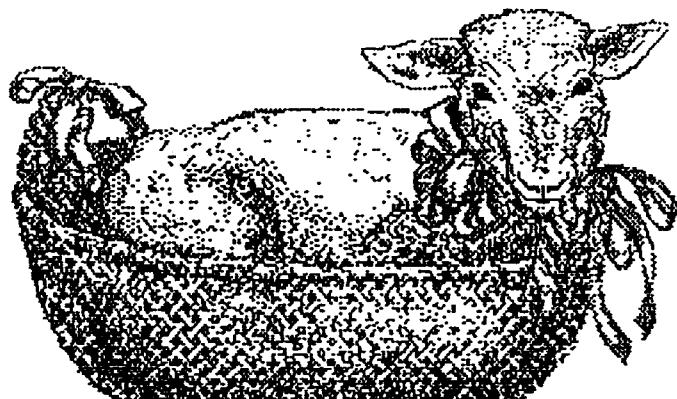
Dress coat			
------------	--	--	--

Raincoat			
----------	--	--	--

Jeans coat			
------------	--	--	--

Jacket			
--------	--	--	--

Underwear			
-----------	--	--	--



Basics for Sewing

WARDROBE INVENTORY

What I have	Fabric/color	Condition	Replace
-------------	--------------	-----------	---------

Dress pants			
-------------	--	--	--

Jeans			
-------	--	--	--

Jogging pants			
---------------	--	--	--

Dress shorts			
--------------	--	--	--

Sport shorts			
--------------	--	--	--

Suit			
------	--	--	--

Sportcoat			
-----------	--	--	--

Blazers			
---------	--	--	--

Sweaters			
----------	--	--	--

Shirts			
--------	--	--	--

Tee Shirts			
------------	--	--	--

Vests			
-------	--	--	--

Tanktops			
----------	--	--	--

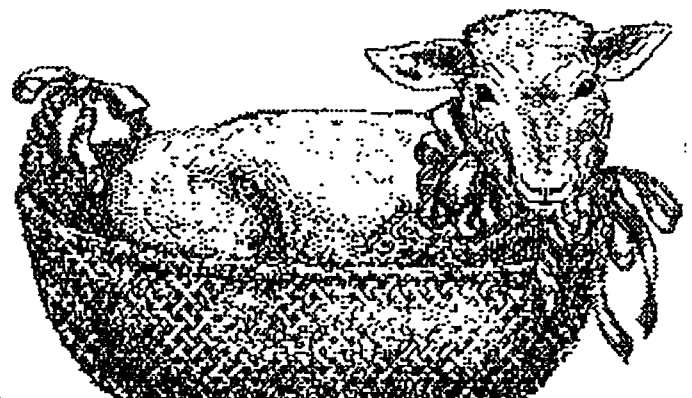
Dress coat			
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Raincoat			
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Jeans coat			
------------	--	--	--

Jacket			
--------	--	--	--

Underwear			
-----------	--	--	--



SEWING TERMS

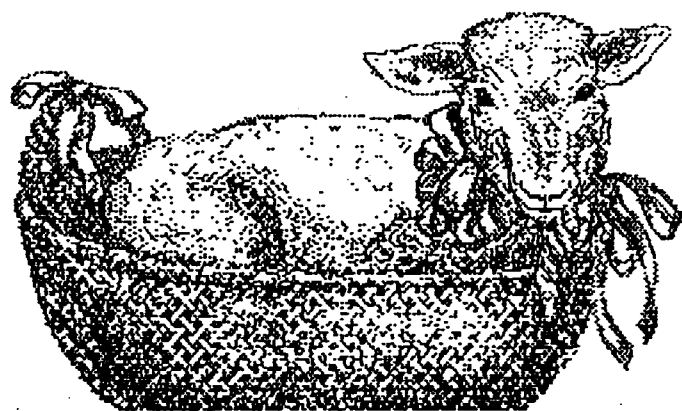
61

B	I	N	G	O
		F R E E		

Fill in bingo randomly with these words: thread, buttons, zipper, pin cushion, seam ripper, hem marker, needles, yardstick, sewing box, sewing machine, thimble, tape measure, tracing wheel, fabric, pinking shears, dressmaker carbons, snaps, bias tape, shears, lace, ricrak, seam gauge, hook & eyes, velcro, pencils

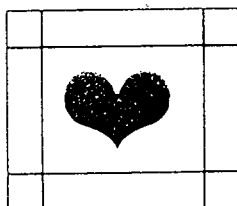
LABELS IN DETAIL

Cut out and arrange ten or more labels on this page for study.



Under each label note the fabric contents by percentages. Ignore the care labels for this lesson. Note any finishes listed on tags or labels, eg. wash and wear, permanent press etc.

ANTIQUED QUILTS



6" x 8" MINI QUILT KITS!!

Teach and learn 3 skills with one great project!!

- 1—embroider
- 2—sew
- 3—quilt

- Finish in just a few classroom sessions.
- Each kit includes—pre-printed muslin, floss, needle, easy to follow instructions, and even the miniature clothespins.
- You will need sewing thread, and coffee or tea for staining if desired.

Min Sug Price \$4.99

FABER'S Price: \$3.88

#CS-7827 *Around the World*

#CS-7819 *Guardian Angel*

#CS-7826 *Patchwork of Love*

#CS-7825 *Two Heart Applique*

#CS-7817 *I Love You*

#CS-7815 *God Bless America*

#CS-7818 *Nine Patch*

#CS-7820 *Hot Baths*

#CS-7824 *Quilted Cat*

#CS-7822 *Variable Star*

#CS-7816 *Bless the Animals*

#CS-7821 *Welcome*

Coats and Clark Dual Duty Plus Sewing Thread

It's great for hand stitching or machine use. Comes 6 spools per box.

Colors: Cream or Natural (see page 14 of our main catalog for additional colors)

Small Spool Thread #C-200 (135 yds/spool)

Min Sug Price \$5.34/box

FABER'S Price: \$3.50/box

Large Spool Thread #C-210 (425 yds/spool)

Min Sug Price \$9.54/box

FABER'S Price: \$6.25/box



Match the characteristics to the fibers.

1. Oldest known fiber used to make fabrics.

2. Warmest of all fibers.

3. Strongest natural fiber.

4. Most widely used natural fiber.

5. Only natural fiber in filament form.

6. Often called the "luxury fiber."

7. Comes from the fleece of an animal.

8. Comes from the woody stalk of a plant.

9. Is excreted from an animal.

10. Comes from the seed of a plant.

11. Absorbent.

12. Resists wrinkles.

13. Wrinkles easily unless treated.

14. Usually requires dry cleaning.

15. Can be damaged by mildew.

16. Attracts moths and carpet beetles.

17. Used to make blue jeans.

18. Used in sweaters, suits, coats, etc.

19. Used in handkerchiefs, suits, etc.

20. Used in underwear, socks, shirts, etc.

21. Used in blouses, evening gowns, neckties, etc.

22. Used in blankets, carpets, etc.

23. Used in lampshades, wall hangings, draperies, etc.

24. Used in sheets, towels, curtains, etc.

25. Used in kitchen towels, tablecloths, etc.

COTTON

FLAX (LINEN)

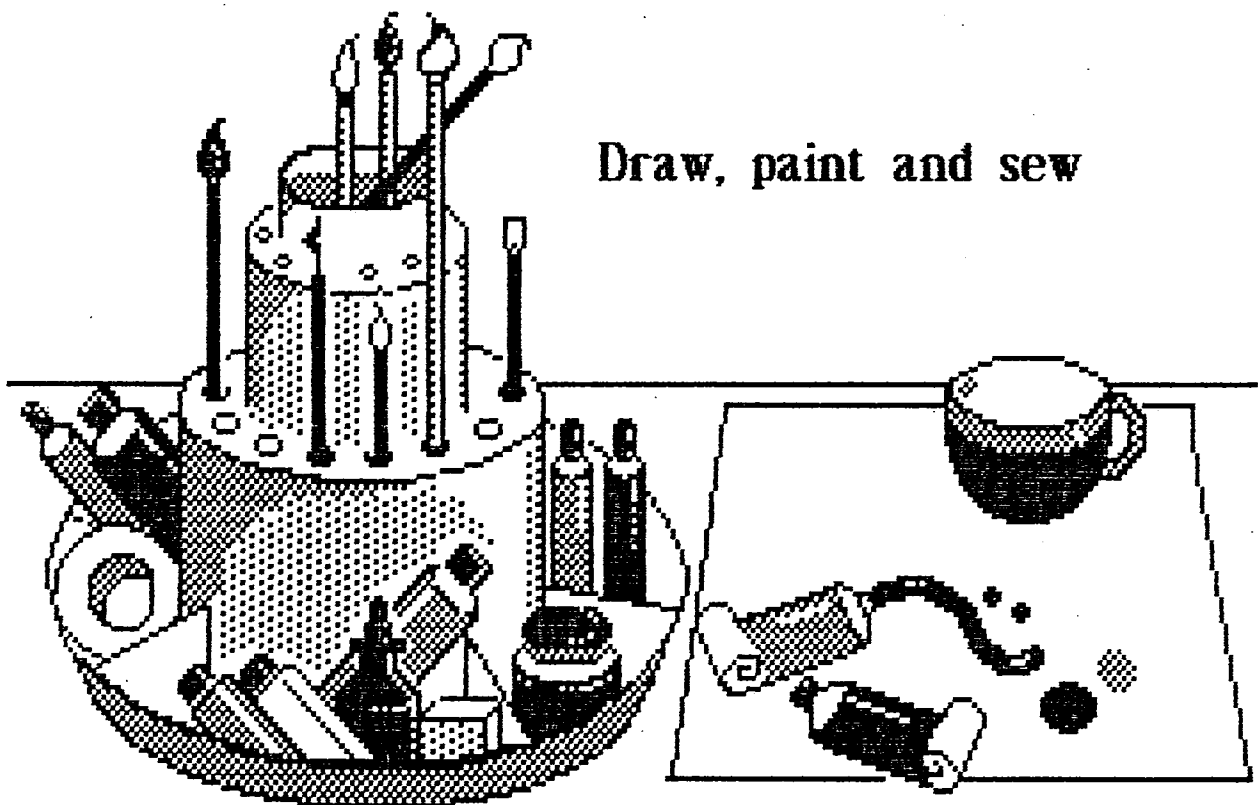
WOOL

SILK

Cross Stitching
Craft Sewing
Mending
Sewing Machine

SEWING

Draw, paint and sew



Sewing

Topics

Cross stitching
 Craft kits
 Book bag kits
 Mending
 Sewing machines
 Buttons, snaps, etc.

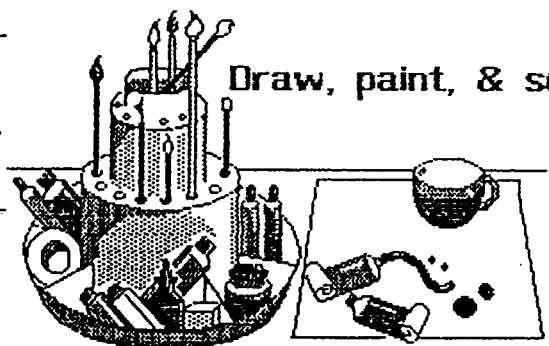
Activities

1. Sew on buttons, snaps, etc.
 Remove buttons etc. from clothing to sew into place
2. Stitching Licenses
 Earn a license following successful sewing machine operator lessons and practice.
3. Mini Pillow
 Make a mini pillow to operate sewing machine
4. Cross Stitching
 Buy kits according to students' skill levels
5. Craft Kits
 Provide a limited choice of stuffed toy projects to sew and assemble
6. Class Quilts
 Make a quilt to decorate the classroom, as a tree skirt, gift for retiring school employee, etc.
7. Mending Seams
 Find torn seams for mending use machines.
8. Hemming
 Shorten the hem on pant legs or skirts

Materials

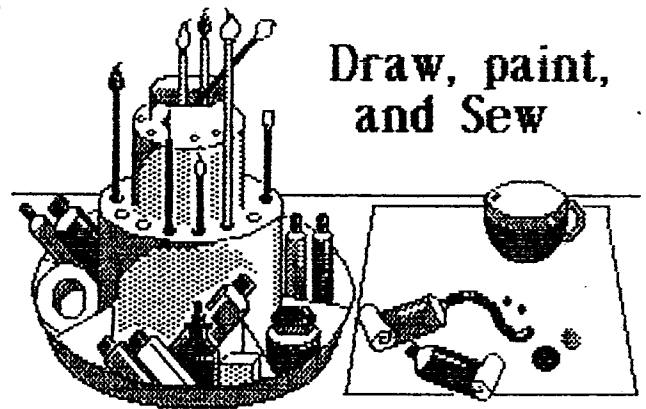
craft kits, fabrics,
 clothing samples, stuffing, buttons, snaps,
 threads, sewing tools, licenses, machines

Draw, paint, & sew



Sewing - Lesson One

The Sewing Machine



Draw, paint,
and Sew

Materials: Overhead transparencies of sewing machine parts. **Source:** See & Sew by Butterick Publishing.
Worksheets about sewing and machines by Nasco - Activities for Clothing Classes.
Sewing Machine Guide Books with the parts diagrams removed for study and the threading diagrams available.
Student sewing kits and class texts.

Design a lesson to teach the names and purposes of each sewing machine part. The students should be able to locate and explain each part's use before any sewing begins.

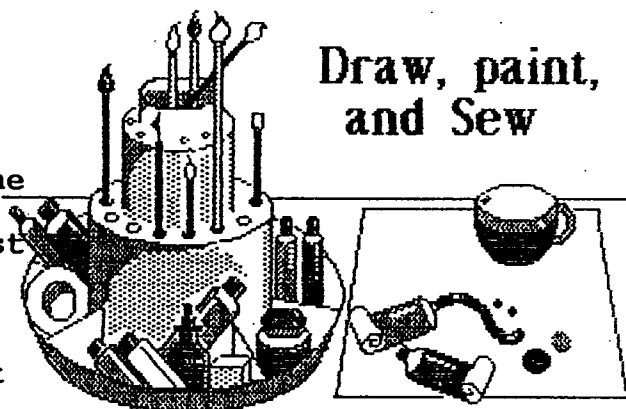
Teach threading of the machine whenever actual stitching of fabric begins.

Lesson Two is the practice of nonthreaded machine sewing.

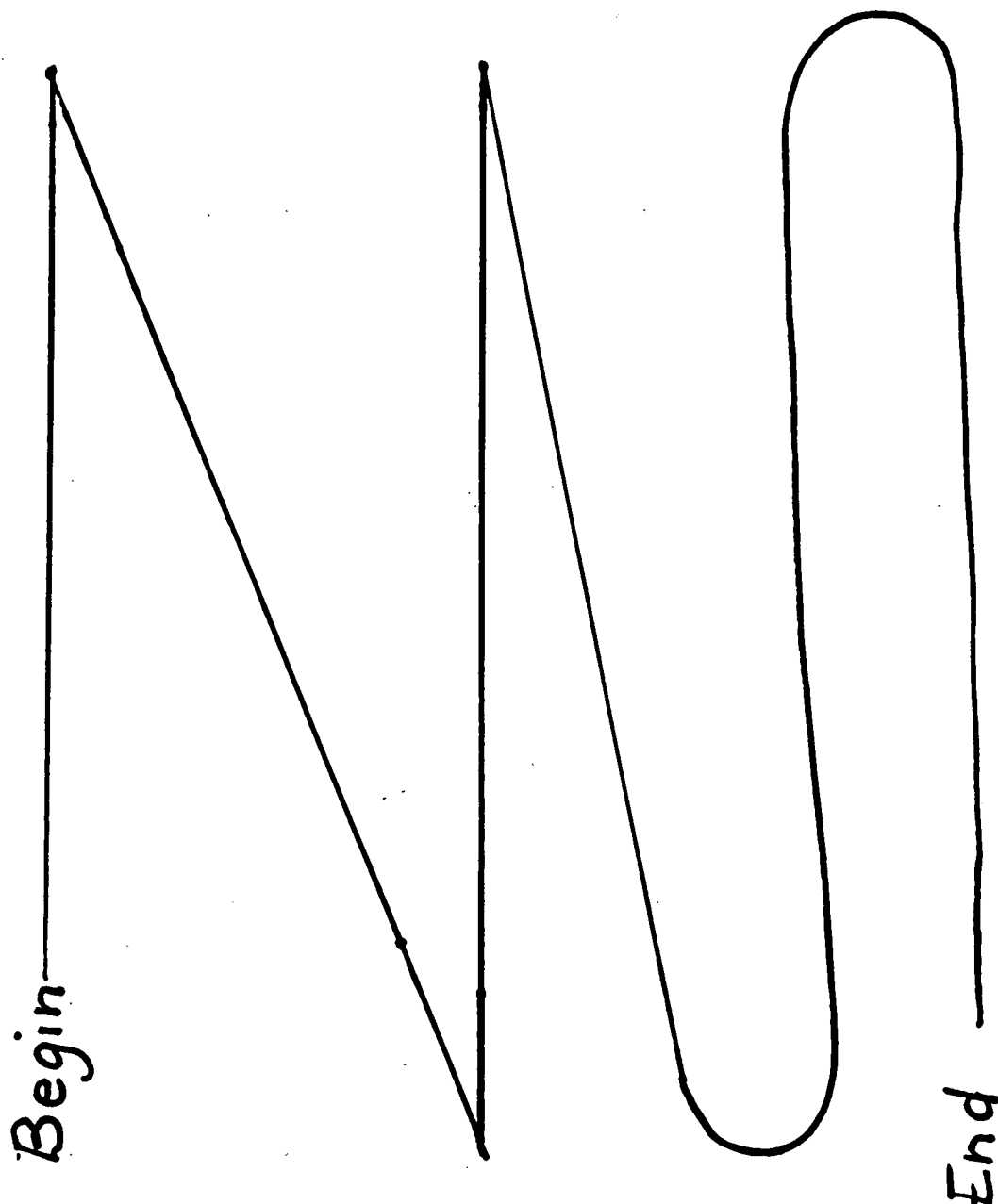
Completion of lessons one and two allows the issuing of the Stitching License.

Stitching without thread

Draw 10 worksheets on half width papers similar to the example below. Students will sew on the black line in longest stitch setting. Check the practice sheets for accuracy. Repeat pages stitched poorly. Prepare pages 11 and 12 as test pages to score. Score on the pass/fail method. Issue licenses to students passing both tests.



Draw, paint,
and Sew



STITCHING LICENSE

THIS STITCHING LICENSE HAS BEEN

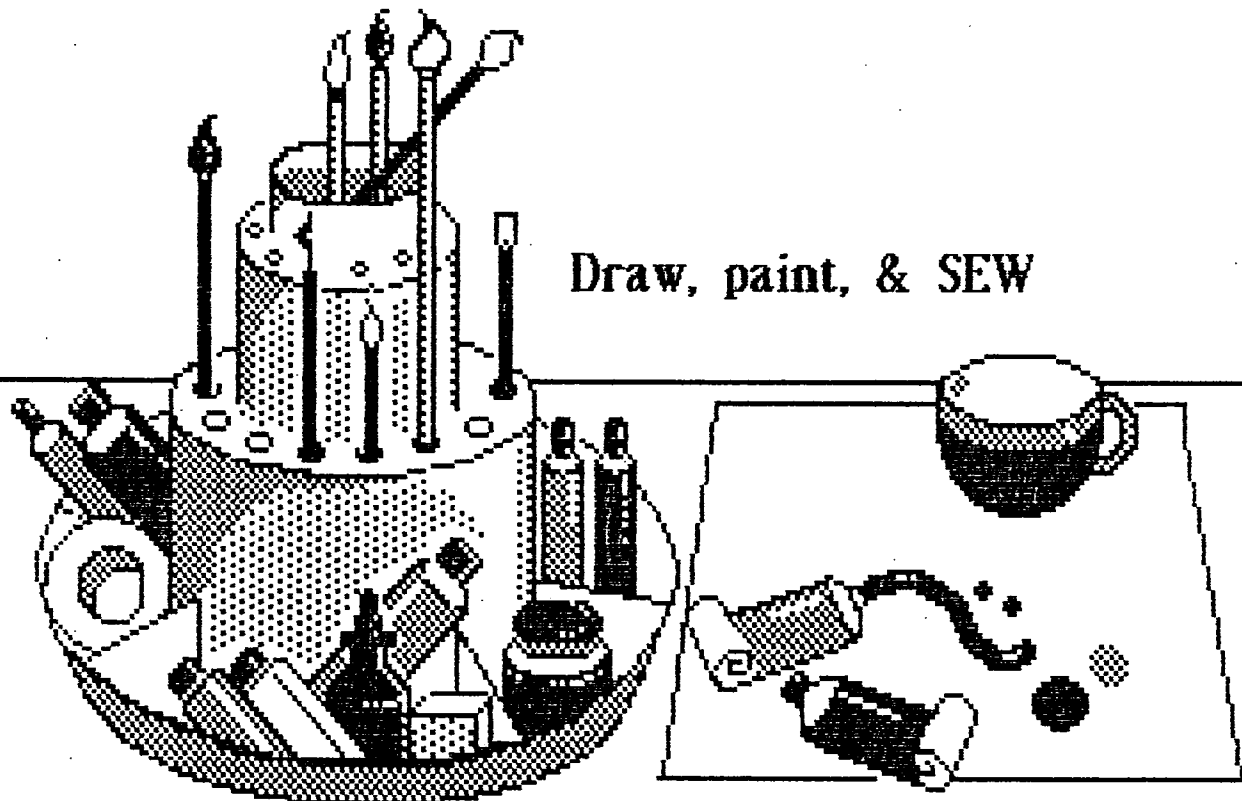
AWARDED TO

INSTRUCTOR

DATE

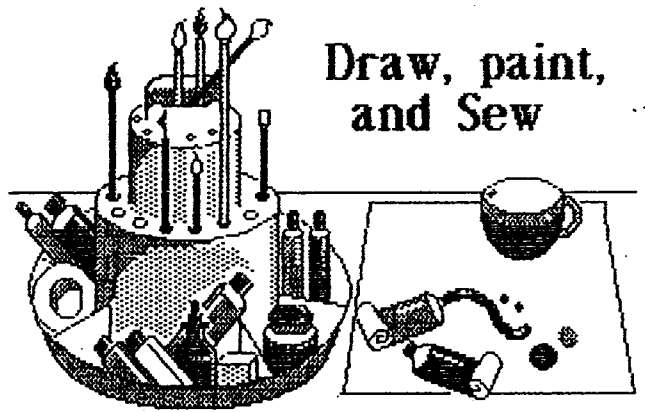
LICENSEE HAS THE PRIVILEGE TO
OPERATE A SEWING MACHINE.

Draw, paint, & SEW



MINI PILLOW

Draw, paint,
and Sew



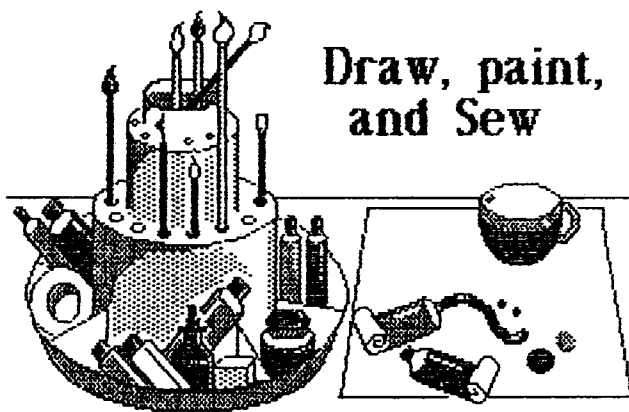
Method:

1. Prepare a pattern of a rectangle about 7 inches by 10"
2. 1/4 yard of fabric, stuffing, and thread are needed.
3. Sewing kits and sewing machines must be used.

Students:

1. Prepare fabric for pattern by placing pattern on the straight of the grain. Remember to cut double.
2. Pin the pattern onto the fabric. Have teacher check before step 3.
3. Cut out the pattern, use sewing chalk to mark 5/8" seam line on the fabric.
4. Baste on 5/8" line by hand. Remove after machine sown.
5. Thread machine.
6. Stitch 5/8" seam with wrong sides together; leaving a 1 1/2 inch space unstitched to reverse the pillow.
7. Reverse pillow and press with an iron.
8. Stuff with stuffing and stitch shut with hidden stitch

Draw, paint, and Sew



Cross Stitching

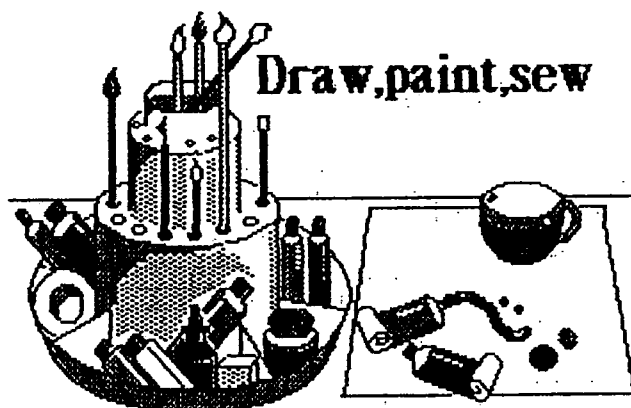
Teach with kits purchased. Read instruction sheets carefully with special explanations about thread strands and stitch method.

Crafts

Purchase crafts and follow given instructions.

Cross Stitch Method

Continental Method

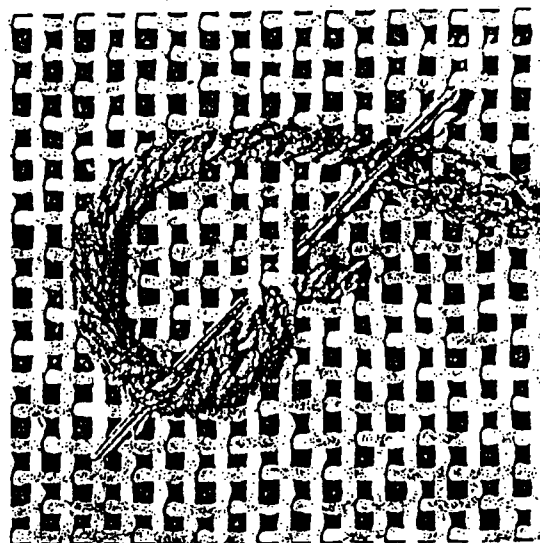
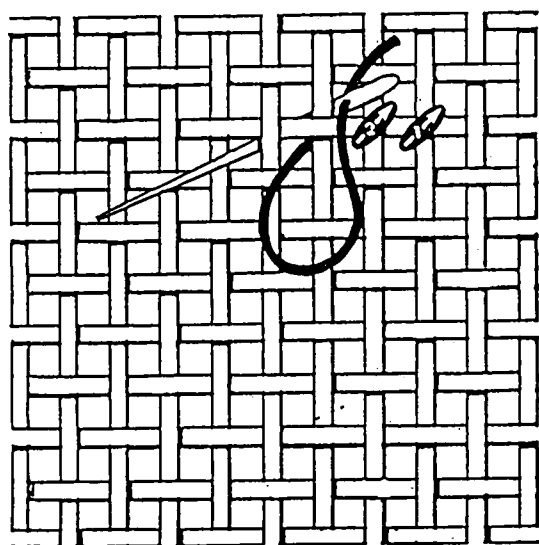


This is the most common and widely used cross stitch method. It uses the tent stitch. It is also used on petit point. The stitch is worked from right to left which means that the canvas must be inverted as each line is finished.

All stitches should slant in the same direction, so it is important to decide the top area and always keep the stitches in the correct angle.

Start in the upper right hand corner . Begin by bringing the stitch up from the back.

The first stitch is made by inserting the needle one square to the right in the row above and bringing it

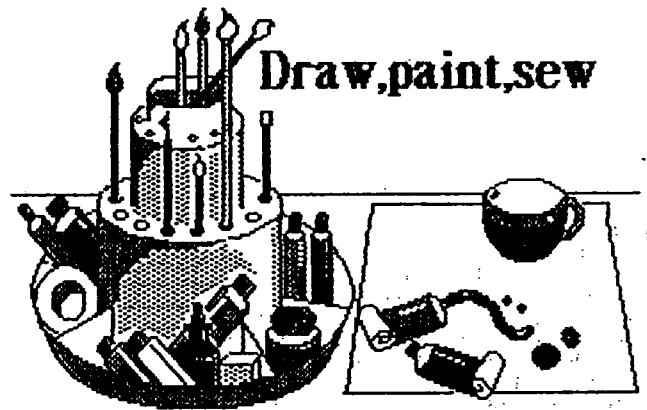


out in the square to the left of first stitch. Diagonal stitch

Sewing

Cross Stitch Method

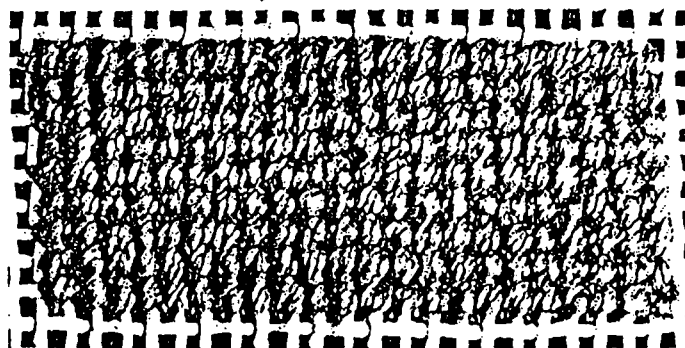
Tent Stitch



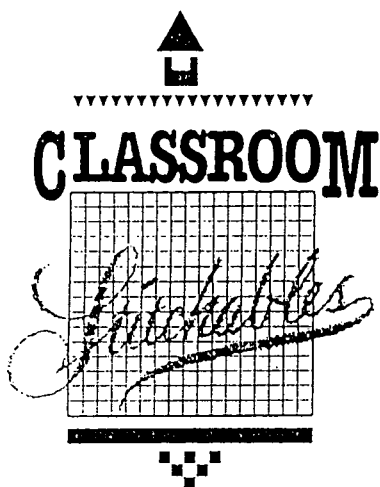
The tent stitch is the basic stitch used in needlepoint. It is a diagonal stitch worked on an angle over an intersection of canvas threads from the lower left-hand square to the upper right.

There are three methods to stitch using the tent stitch: the continental method, the half-cross method, and the basket- weave method.

Whatever method is used is fine but follow the same pattern while stitching the project.



CLASSROOM STITCHABLES



An exclusive from H.P. Faber & Company. You won't find a better teaching tool or value anywhere! Our stitchables are:

- ▶ Complete projects
- ▶ Great confidence builders
- ▶ Positive teaching & learning experiences
- ▶ Lots of fun!
- ▶ Discounted just for you!!!
- ▶ Each kit is complete with fabric, frame, needle, floss and easy-to-follow instructions.

Smaller Kits:

Mfr Sug Price: \$3.99 each

FABER'S Price: \$2.88 each

Larger Kits:

Mfr Sug Price: \$5.99 each

FABER'S Price: \$3.88 each

Three Steps to Mastering Cross-Stitch

We've selected groups of kits that make learning cross-stitch as easy as 1-2-3! You start with stamped cross-stitch, move on to no-count, and work your way up to counted cross-stitch.

**Step 1 Stamped Cross-Stitch**
(4" round finished size)

Printed on cotton, these kits provide the beginning stitcher with the most elementary stitching experience. The stitcher simply works the stamped numbers indicated by the instructions.

#CS-7667 Little Country Lamb

#CS-7603 Fun Day Penguin

#CS-7665 Born to Shop

#CS-7565 Friendship Rose

#CS-7503 Calico Cat

#CS-7734 Home Sweet Home Wreath

#CS-7521 I Love You

#CS-7733 Crayon Room Sign

Mfr Sug Price: \$3.99 each

FABER'S Price: \$2.88 each



**Small Kits**

Finished size approximately 6" height

Squirrel #SS-9000

Bunny #SS-9003

Dolphin #SS-9004

Mole #SS-9001

Baby Elephant #SS-9002

Mr Sug Price: \$6.00

FABER'S Price: \$3.88/each

Medium Kits

Finished size approximately 8" height

Rabbit #SS-9021

Camel #SS-9024

Wombat #SS-9025

Puppy #SS-9022

Teddy Bear #SS-9023

Goose #SS-9026

Mr Sug Price: \$9.00 each

FABER'S Price: \$5.88 each

Large Kits

Finished size approximately 9" height

Lion #SS-9144

Panda #SS-9145

Tiger #SS-9146

Cat #SS-9147

Mr Sug Price: \$12.00 each

FABER'S Price: \$7.88 each



Quilting unit

Color Wheel

Objective: The students will use the skills of sequencing, sorting, labeling, contrasting, designing, and organizing to make a color project in the form of a wheel or chosen design.

Time: One week

Materials: Swatches of fabric, construction paper of all colors and shades, colored magazine pictures, basic paint colors, brushes, scissors, glue, newspapers

Set: "When we see the world everyone assumes the colors viewed. Take the time now, go over to the window and look for as many different green colors outside." (Student viewing)
"Every color has various tints, shades, hues of value."
"I want you to choose a color and find or make a collection of your color. After collecting your color items arrange your colors in a sequence that you can explain."

Procedure:

Students will use the suggested materials above to cut-out or create the various colors. The students could choose to match the picture colors with paints and form a painted wheel. Other students may choose to make swatches of fabrics to display a part of the color spectrum.

Students will display and explain to the class why their arrangement was made in personal fashion. Students should be able to label the areas into tints, shades, and hues.

Closure:

Students will arrange entire class color sequences about the room in a sequential arrangement in the order of the color wheel.

Evaluation:**What Counts !**

The student will use at least ten different colors.

The student will make a display.

The student will make an explanation for the sequence.

Quilting unit

Dyes for fabrics

Objective: Students will observe plants have pigments which can be transferred as dyes onto fabrics.

Time: 2 days

Materials: Plants from walk in the woods either as fieldtrip or individuals collection. (Use leaves, berries, grapes, fruit juices, peelings onions)
White cotton fabrics
Heat source for boiling water
Kettles, drying racks, boards, tacks, hammers
Aprons of plastic for clothing protection
Rubber gloves, and wooden spoons

Set: "Today manufactures of processed fabrics use mostly chemical dyes to color material". "Early homesteads and the pioneers only had natural ingredients to make colors." "We will gather many kinds of plants and transfer the pigments to make colored fabrics".

Procedures:

- Students can help the teacher.
"Use several methods to transfer the color"
1. Cook the plants in boiling water to make a dye. (onion skins, grapes)
 2. Pound the dye into the fabric
 3. Squeeze natural juices into a pan then dip the cloth into the pan
- Dry the fabric in the sun or warm shade if possible on a flat surface.
- Next day, wash in soap for colorfast testing and remove residues. Dry, iron, cut into patches

Closures:

Outline the reasons Indians and pioneers used natural dyes and that weeds and plants were easily collected in the woods or pastures.

Evaluation: Students will write an explanation of the process used, to dye their own quilt patch.

Teen Living Unit

Ohio Star Banner

Objective: The students will be able to construct the form of the Ohio Star quilt form on paper and/or fabric.

Skills: Web sheet lists possible related directions

Materials: Hand-out pages 53-58, "Materials for One Ohio Star"
Magazines, wall paper books, scissors, paste
Fabric $\frac{1}{2}$ yard of each a dark, light, medium
Fabric $\frac{1}{2}$ yard for backing and batting

Procedure: Web the words "Ohio Star"

Use student ideas for projects.

Practice procedure: Make the Ohio Star pattern from paper to discover various plans and study color.

Directions: Cut 4" squares of wallpaper

Make - 5 one color (light)

Make - 3 one color (dark)

Make - 1 last color (medium)

To arrange:

Light colors - 4 whole and 1 triangular fourths

Dark colors 1 whole and 2 triangular fourths

Medium 1 triangular fourths

Show teacher example of the shape to construct allow students to create own.

Upon successful completion follow the fabric construction method for the project.

Adapted from Reeves
Lynne Dern

Materials for One ⁷⁹Ohio Star

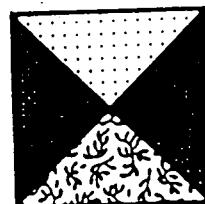
Skill Level: Intermediate
 Approximate Finished Size: 11½"
 Approximate Construction Time: 45 minutes

Buy:

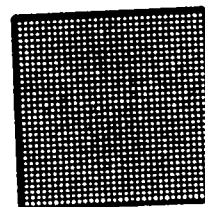
- ¼ yd. light calico
- ¼ yd. medium calico
- ¼ yd. dark calico

Cut or Tear To Make :

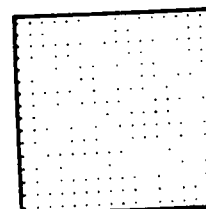
- ☐ one — 5½" square light *Blue*
- ☐ one — 5½" square medium *White*
- ☐ two — 5½" squares dark *Red* 4



- ☐ one — 4½" square dark *Red* 1



- ☐ four — 4½" squares light *Blue* 4



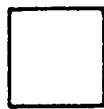
Once the pieces are cut, check them off in the box provided.



Sample Paste-Up Block — Paste in your fabric swatches



light calico

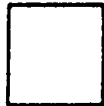


cornerstone

and

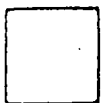


medium calico

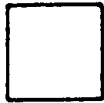


lattice

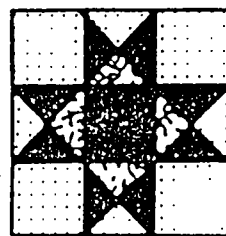
or



dark calico

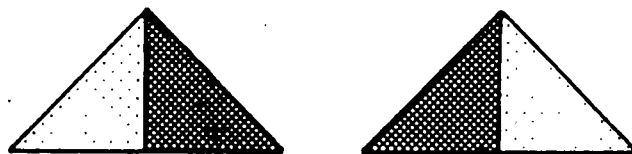


solid block



	<p><i>Light</i></p>				
<p><i>Light</i></p>	<p><i>White</i></p>	<p><i>Red</i></p>	<p><i>White</i></p>	<p><i>Blue</i></p>	<p><i>Light</i></p>
	<p><i>Red</i></p>	<p><i>White</i></p>	<p><i>Blue</i></p>	<p><i>White</i></p>	
	<p><i>White</i></p>	<p><i>Red</i></p>	<p><i>Blue</i></p>	<p><i>White</i></p>	
	<p><i>Light</i></p>				

Sewing the Pieces for One Ohio Star⁸¹



Making the

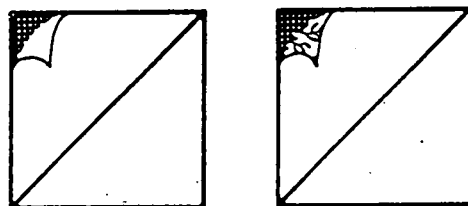


1. Place the 5½" light square and the 5½" dark square right sides together.

2. Place the 5½" medium square and 5½" dark square right sides together.

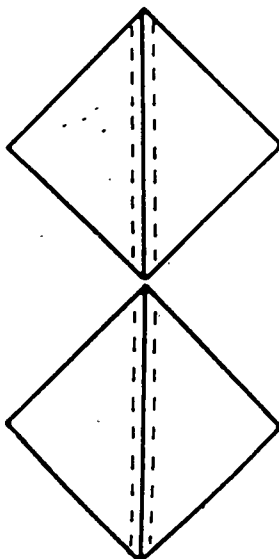
3. Press.

4. Draw on diagonal lines. III. 1



III. 1

5. Sew on both sides of the diagonal line. III. 2

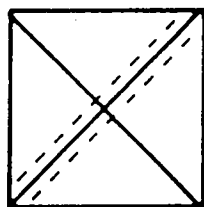
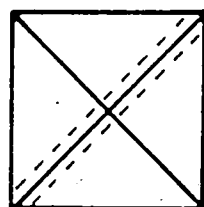


¼" seam allowance
15 stitches per inch

III. 2

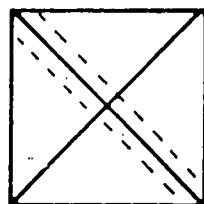
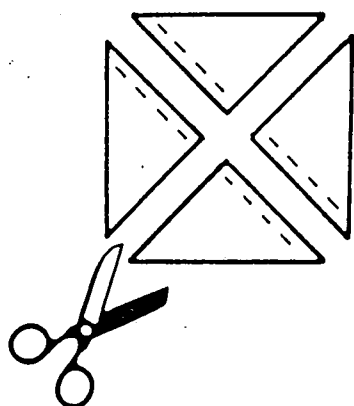


6. Draw on diagonal lines the opposite way. III. 1



III. 1

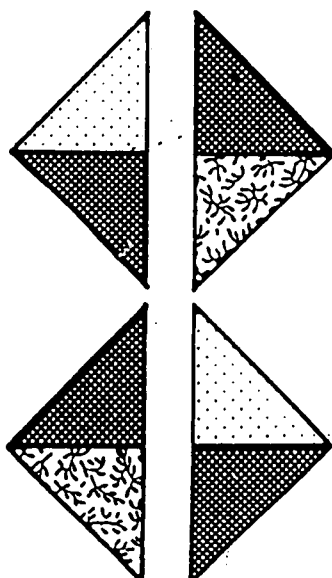
7. Cut apart on all lines. III. 2



III. 2

8. Press the seam allowance to the dark side.

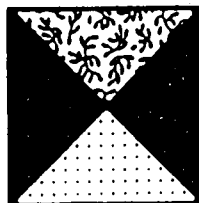
9. Sort and stack the identical pieces into four equal piles. III. 3



III. 3



Making the



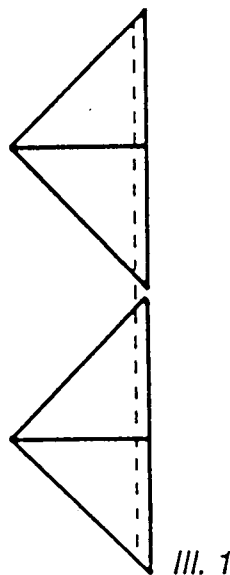
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*2 1/2" border
12" x 12" (1 square in corner)*

1. Place the first set right sides together. The seams have already been pressed toward the dark side and will lay flat. Make certain that the center matches.

2. Sew the triangles right sides together.

3. Flashfeed all sets. III. 1

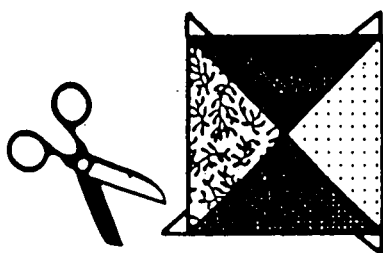


III. 1

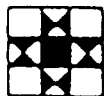
4. Press the seams flat toward the dark/medium side.

5. Clip the threads holding the squares together.

6. Trim the tips off all the corners. III. 2

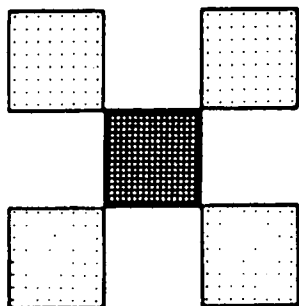


III. 2



SEWING

Making the



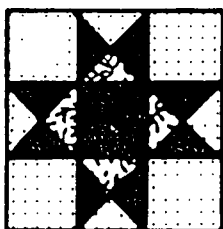
84

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1. Cut or tear the one 4½" dark square and the four 4½" light squares.

Use the 4½" square cardboard template provided in the back of the book.

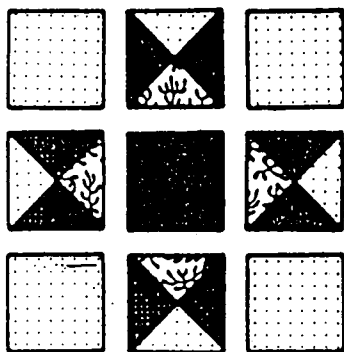
Making the



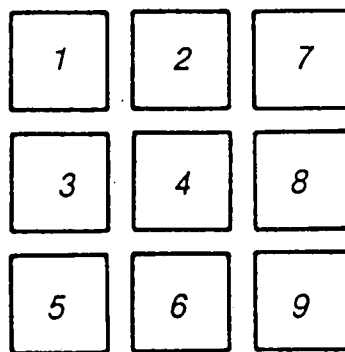
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1. Lay out the pattern following the illustration. III. 1

2. The numbers indicate the order the pieces are sewn together. III. 2

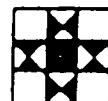


III. 1



III. 2

3. Now turn to page 91 for information on sewing one quilt block together.



NUTRITION



NUTRITION

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FACTS ABOUT NUTRITION

1. What are nutrients? Chemical substances which are used by the body to perform natural functions of the body.

There are six basic nutrients: carbohydrates, fats, water, vitamins, minerals and proteins

2. What is nutrition? The science of eating the foods needed to provide the nutrients necessary for proper body functioning. Aspects of nutrition includes eating a balanced diet.

3. What is a balanced diet? Eating the foods from the four basic food groups which will meet the six nutrient needs. A balanced diet is a daily routine which will provide energy in the form of calories for the body to do work and perform functions.

4. Carbohydrates are the major source of energy in your diet. Plants provide most foods in this nutrient. There are three basic kinds of carbohydrates: sugars, starches, and fiber.

5. Proteins are necessary for every body cell. Foods high in proteins re meats, fish, poultry, eggs, milk, beans, peanuts, cheese, and other animal foods. Two kinds of proteins are complete and incomplete proteins.

6. Fats are concentrated sources of food energy which provides twice as much energy per unit weight as proteins or carbohydrates. Fat is stored in the body for future use. Fats are present in plants and animal products.

Two basic kinds are saturated and unsaturated fats. Bad fats are solid at room temperature and can clog arteries. Cholesterol when present in the blood will block passages.

7. Minerals are needed by the body to build and regulate tissues and body functions. They are present in a variety of foods.

8. Vitamins are necessary for the normal growth and development of the body. Most vitamins are received by eating a variety of foods.

9. Water is necessary in every cell of the body for normal functioning. Minimum of six or eight glasses are required daily.

10. Recommended Daily Allowances are established to inform people of requirements of nutrients and servings of foods to meet these requirements.

11. Basic Four Food Groups: Milk group, Meat group, Fruit and Vegetable Group, and Grain Group

12. Requirement amounts differ according to age, size, energy levels, activity, and growth stage.

13. Bulimia disease is an eating disorder that the victim eats in binges then purges by vomiting, laxatives, or diuretics to remove the food.

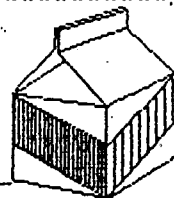
14. Anorexia nervosa is an eating disorder in which people starve themselves.

Topics

Basic 4 foods
Daily servings
Dieting
Food labels



Nutrition



Activities

1. **Collage of Foods**
Collect labels from foods then arrange into four groups; work as lab groups to compete for best overall presentation
2. **Ingredient Label Study**
Collect nutrients¹ labels; compare and contrast vitamins, minerals, and nutrients
3. **Diet Fads**
Collect a variety of books to display many diet plans. Compare the likes and differences within each planned diet
4. **Calorie Search**
Fill a brownbag sack with ten food words. Words should be possible lunch combinations. Use calorie guides to find the low cal meal.
5. **Cheese tasting Day**
Arrange a variety of cheeses for tasting on soda crackers. Check for reduced prices after the holidays in department stores.
6. **Exotic Food Tasting**
Choose uncommon fruits, vegetables, meats, etc. to display and taste. (kiwi, red banana)

Materials

Magazines, newspaper ads, boxtops, nutrient labels, brownbag, library diet books, calorie guides, groceries, U.S.D.A. nutrient charts



NUTRITION

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BASIC FOUR FOODS

Milk Group
Meat Group
Grain Group
Fruit-Vegetable Group
Low to no value Group

Write the food group next to the food.

1. salmon _____
2. venison _____
3. celery _____
4. grapes _____
5. macaroni _____
6. oranges _____
7. rice _____
8. eggs _____
9. pepsi _____
10. tomato _____
11. turkey _____
12. lettuce _____
13. carrots _____
14. baked beans _____
15. milkshake _____
16. cheerios _____
17. swiss cheese _____
18. almonds _____
19. chocolate _____
20. barley _____

Write the names of foods that provide these nutrients.

NUTRIENT	SOURCES I EAT REGULARLY
Carbohydrates	
Proteins	
Fats	
Calcium	
Phosphorus	
Iron	
Iodine	
Fluorine	
Vitamin A	
Vitamin D	
Vitamin E	
Vitamin K	
Thiamin	
Riboflavin	
Niacin	
Vitamin C	
Water	

NUTRITION

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Looking for Nutrients



Use a text to find three foods to provide the following:

NUTRIENT	FOOD CHOICE	FOOD CHOICE	FOOD CHOICE
Vitamin C			
Iodine			
Vitamin D			
Calcium			
Vitamin A			
Zinc			
Phosphorus			
Fiber			
Vitamin B 12			
Protein			
Water			
Fat			
Carbohydrates			
Iron			

Seafood Nutrition

100 grams = 3.53 ounces

Species	Calories per 100 grams	Cholesterol mg. per 100 grams	% Protein	% Fat	Sodium mg. per 100 grams	Iron mg. per 100 grams
Anchovy	106	N/A	19.6	3.10	148	15.20
Pacific Cod	70	58	16.7	0.70	73	N/A
Croaker	92	54	18.6	2.00	80	16.63
Dolphin	106	N/A	18.6	3.20	N/A	N/A
Flounder	88	48	18.1	1.40	121	8.56
Grouper	89	N/A	20.1	1.00	N/A	15.60
Halibut	119	47	18.7	4.30	156	10.04
Mackerel	198	N/A	19.6	9.60	48	10.12
Pacific Ocean Perch	91	N/A	18.5	1.40	70	N/A
Pollack	91	58	19.7	1.30	N/A	6.15
Pink Salmon	124	60	20.1	4.80	78	9.30
Sardine	139	N/A	18.9	6.80	100	23.13
Shark	87	N/A	19.1	1.20	N/A	14.00

Snapper	88	40	19.4	1.10	90	42.95
Swordfish	118	60	19.4	4.40	102	N/A
Bluefin Tuna	171	46	23.5	8.50	76	15.00

Shellfish Nutrition

100 grams = 3.53 ounces

Species	Calories per 100 grams	Cholesterol mg. per 100 grams	% Protein	% Fat	Sodium mg. per 100 grams	Iron mg. per 100 grams
Clams	85	40	15.5	2.00	36	3.60
Blue Crab	78	120	15.9	1.30	337	2.30
Crayfish	76	N/A	16.3	0.70	182	131.40
Northern Lobster	96	60	17.2	1.80	210	1.60
Mussels	84	N/A	11.6	1.60	289	3.70
Oysters	72	50	7.9	1.70	386	6.57
Bay Scallops	76	40	14.8	0.60	255	1.80
Northern Shrimp	85	90	19.4	0.60	537	0.32

Sources: NOAA TECHNICAL MEMORANDUM F/SEC-11, Chemical and Nutritional Composition of Finfishes, Crustaceans, Mollusks, and their products, January 1981 by Virginia Sidwell, NMFS; and The Nutritive Value of American Foods, USDA Handbook 456, U.S. Government Printing Office, Washington, D.C.

Reading for Healthy Choices

1. List the first three ingredients:

2. How much cholesterol is present?

3. Is this a good choice for protein?

_____ Why _____

4. Which mineral is less than 2% ?

5. What vitamins does milk add ?

6. How many grams of potassium ?

7. Is honey in the recipe?

8. What food group is this?

9. Nutrientwise which is greater?

10. What is the average serving size?

The Honey Graham Cereal

PROVIDES 25% OF DAILY NEEDS FOR 7 VITAMINS AND IRON AS ESTABLISHED BY THE U.S. GOVERNMENT



Every morning can be a golden when you start with a nutritious breakfast of Golden Grahams, juice, milk and toast.

NUTRITION INFORMATION PER SERVING
SERVING SIZE 1 OUNCE (1/4 CUP)
SERVINGS PER PACKAGE 18

	Golden Grahams 1 oz.	plus 1/4 cup vitamin A & D fortified skim milk*
CALORIES	110	150
PROTEIN, g	1	5
CARBOHYDRATE, g	24	30
FAT, g	1	1
CHOLESTEROL, mg	0	0
SODIUM, mg	280	340
POTASSIUM, mg	55	260

PERCENTAGE OF U.S. RECOMMENDED
DAILY ALLOWANCES (U.S. RDA)

	Golden Grahams 1 oz.	plus 1/4 cup vitamin A & D fortified skim milk*
PROTEIN	2	10
VITAMIN A	25	30
VITAMIN C	25	25
THIAMIN	25	30
RIBOFLAVIN	25	35
NIACIN	25	25
CALCIUM	1	15
IRON	25	25
VITAMIN D	10	25
VITAMIN B ₆	25	25
FOLIC ACID	25	25
PHOSPHORUS	4	15
MAGNESIUM	2	6
ZINC	2	2
COPPER	2	2

*CONTAINS LESS THAN 2 PERCENT OF THE U.S. RDA OF THESE NUTRIENTS.

† GOLDEN GRAHAMS PLUS 1/4 CUP 2% MILK CONTAINS 170 CALORIES, 3 GRAMS FAT AND 10 MILLIGRAMS CHOLESTEROL. ALL OTHER NUTRIENTS REMAIN AS LISTED.

INGREDIENTS: CORN MEAL, SUGAR, WHOLE WHEAT, WHEAT STARCH, BROWN SUGAR SYRUP, PARTIALLY HYDROGENATED SOYBEAN OIL WITH FRESHNESS PRESERVED BY BHT, HONEY, SALT, NONFAT MILK, BAKING SODA, DEXTROSE, TRISODIUM PHOSPHATE, ARTIFICIAL FLAVOR.

VITAMINS AND MINERALS: VITAMIN C (SODIUM ASCORBATE), A B VITAMIN (NIACIN), IRON (A MINERAL NUTRIENT), VITAMIN A (PALMITATE), VITAMIN B₆ (PYRIDOXINE HYDROCHLORIDE), VITAMIN B₁ (THIAMIN MONONITRATE), VITAMIN B₂ (RIBOFLAVIN), A B VITAMIN (FOLIC ACID) AND VITAMIN D.

General Mills, Inc.

GENERAL OFFICES
MINNEAPOLIS, MINNESOTA 55440

Made in U.S.A.

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CARBOHYDRATE INFORMATION

	Golden Grahams 1 ounce	plus 1/4 cup vitamin D fortified 2% milk†
COMPLEX CARBOHYDRATES, g	15	15
SUCROSE AND OTHER SUGARS, g	9	15
TOTAL CARBOHYDRATES, g	24	30

VALUES BY FORMULATION AND ANALYSIS.

This package is sold by weight, not by volume. You can be assured of proper weight even though some settling of contents normally occurs during shipping and handling.

READING FOR NUTRIENTS

1. What is the serving size? _____
2. How many calories per serving? _____
3. What nutrient is first? _____
4. Which nutrient is highest in grams? _____
5. How much salt is present? _____
6. How much cholesterol? _____
7. Percentage of USRDA of Vit.A _____
8. What ingredient is listed first? _____
9. What is the amount of saturated fat? _____
10. What vitamin is present? _____

NUTRITION INFORMATION		
SERVING SIZE: 1 OZ. (28.4 g, ABOUT 1/3 CUP)		
SERVINGS PER PACKAGE: 16		
	CEREAL	WITH 1/2 CUP VITAMINS A & D SKIM MILK
CALORIES	90	130*
PROTEIN, g.....	3	7
CARBOHYDRATE, g.....	22	28
FAT, TOTAL, g.....	0	0*
UNSATURATED, g.....	0	
SATURATED, g.....	0	
CHOLESTEROL, mg.....	0	0*
SODIUM, mg.....	220	280
POTASSIUM, mg.....	160	360
PERCENTAGE OF U.S. RECOMMENDED DAILY ALLOWANCES (U.S. RDA)		
PROTEIN	6	15
VITAMIN A.....	15	20
VITAMIN C.....	**	2
THIAMIN	25	30
RIBOFLAVIN	25	35
NIACIN.....	25	25
CALCIUM	**	15
IRON.....	100	100
VITAMIN D	10	25
VITAMIN B ₆	25	25
FOLIC ACID	25	25
VITAMIN B ₁₂	25	35
PHOSPHORUS.....	15	25
MAGNESIUM	15	20
ZINC.....	25	30
COPPER	10	10
*2% MILK SUPPLIES AN ADDITIONAL 20 CALORIES, 2 g FAT, AND 10 mg CHOLESTEROL.		
**CONTAINS LESS THAN 2% OF THE U.S. RDA OF THIS NUTRIENT.		
INGREDIENTS: WHEAT BRAN WITH OTHER PARTS OF WHEAT, SUGAR, CORN SYRUP, SALT, MALT FLAVORING.		
VITAMINS AND MINERALS: IRON, NIACINA- MIDE, ZINC (OXIDE), VITAMIN B ₆ (PYRIDOXINE HYDROCHLORIDE), VITAMIN B ₂ (RIBOFLAVIN), VITAMIN A (PALMITATE), VITAMIN B ₁ (THIAMIN HYDROCHLORIDE), FOLIC ACID, VITAMIN B ₁₂ AND VITAMIN D.		
MADE BY KELLOGG CO.		

Guide to Reading Labels

The Food and Drug Administration (FDA) has developed Federal guidelines governing food products to assure that foods are safe, wholesome and properly labeled. These laws and regulations are helpful to consumers for a number of reasons; among them health concerns for some people who have food allergies and also for those people who are closely watching their sodium, fat and calorie intake.

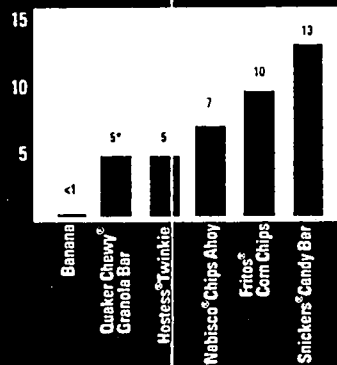
Most consumers become confused when reading product labels because they are unaware that there are two listings on the label—one providing nutritional information, the other providing ingredient information. Nutrition labeling is required by law if any vitamins, minerals or protein have been added to a food, or if advertising or labeling contains a nutrition claim (like "low-sodium" or "sugar-free") or nutrition information. If none of the above is present, food manufacturers are not required to provide such information. However, many major food manufacturers, like the Quaker Oats Company, provide this information on packages or upon request as a consumer service.

The ingredient label lists specific ingredients in the product in descending order of predominance by weight. Nutrition labeling lists the serving size, number of servings per container, calorie, protein, carbohydrate, fat, sodium and potassium content and the percentage of U.S. Recommended Daily Allowances of protein, vitamins and minerals.

Here's some additional information you can expect to find on a product label:

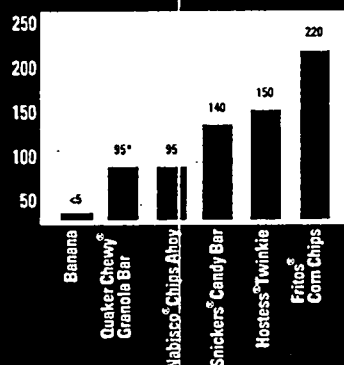
- When applicable, the word "imitation" followed by the food being simulated.
- Inclusion or exclusion of a specific ingredient, such as a beverage that appears to include fruit juice, but does not.

FAT (Grams Per Serving)



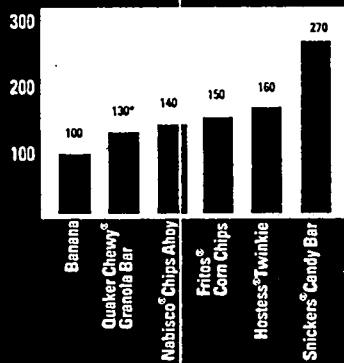
Manufacturer and USDA supplied information
*Average of all flavors

SODIUM (Milligrams Per Serving)



Manufacturer and USDA supplied information
*Average of all flavors

CALORIES (Per Serving)



Manufacturer and USDA supplied information
*Average of all flavors

- Ingredients listed by their specific names. But there are exceptions: spices and flavoring may be declared in general terms; coloring must be acknowledged; many dairy products need not specify if they are fresh, concentrated, reconstituted or dried.
- Any chemical added to prevent or retard deterioration must reveal its function.
- The generic word "flavor" must appear if flavorings are used. The government permits 1,700 flavor ingredients (there are 40 in the average processed food). "Natural flavor" can come from a spice, herb, fruit, vegetable, yeast, meat, fish, poultry, egg or dairy product.

Compiled from information supplied by the Food and Drug Administration and the Code of Federal Regulations, Title 21, Part 101.

What Some Snacks Lack

Americans love to snack. That's not surprising given our hurried, on-the-go lifestyles when time to prepare meals sometimes seems a luxury.

Although knowing what to look for when buying a snack is important, so is knowing what's missing from a snack.

Look for wholesome ingredients, like those listed below, when selecting a snack.

- real fruit
- wheat germ
- oats
- whole wheat
- oat, wheat and rice bran

PRODUCT	SERVING SIZE	CALORIES	PROTEIN grams % of calories	FAT grams % of calories	CARBOHYDRATES grams % of calories	SODIUM (mg)
M&M's® Plain	1.7 oz.	240	3g 5%	10g 38%	33g 56%	40mg
Reeses® Peanut Butter Cups	1.8 oz.	280	6g 9%	17g 55%	26g 37%	180mg
Snickers®	2 oz.	270	8g 12%	13g 43%	33g 48%	140mg
Quaker Chewy® Granola Bars (Average of All Flavors)	1 oz.	130	2g 6%	5g 35%	19g 60%	95mg
Cheetos® Cheese Puffs	1 oz.	160	1g 3%	10g 56%	16g 40%	330mg
Fritos® Corn Chips	1 oz.	150	1g 2%	10g 60%	16g 43%	220mg
Doritos® Tortilla Chips	1 oz.	140	2g 6%	17g 45%	18g 51%	240mg
Ruffles® Regular Potato Chips	1 oz.	150	2g 5%	10g 60%	15g 40%	200mg
Pillsbury Microwave Popcorn® Butter Flavor	1 oz.	130	1g 6%	12g 48%	14g 43%	210mg
Nabisco® Chips Ahoy (3 cookies)	1 oz.	140	2g 6%	7g 45%	18g 51%	95mg
Oreo® (3 cookies)	1 oz.	140	1g 3%	16g 39%	20g 57%	170mg
Nabisco® Ritz (4 crackers)	1/2 oz.	70	1g 6%	4g 51%	9g 51%	120mg
Nabisco® Wheat Thins (8 crackers)	1/2 oz.	70	1g 6%	13g 39%	9g 51%	120mg
Quaker Wheat Rice Cakes (2 cakes)	18g	70	2g 11%	0g 0%	12g 48%	100mg
Dannon® Lowfat Strawberry Yogurt	8 oz.	240	9g 15%	13g 11%	43g 72%	120mg
Del Monte® Chocolate Pudding Cups	5 oz.	190	4g 8%	6g 28%	31g 65%	280mg
Jell-O® Chocolate Pudding Pop	1.25 oz.	80	2g 10%	2g 22%	13g 65%	85mg
Klondike® Vanilla Nuggets	1 oz.	70	1g 5%	6g 73%	5g 27%	15mg
Apple (1 medium)	4.5 oz.	80	1g 5%	1g 6%	21g 104%	<5mg
Banana (1 medium)	4 oz.	100	1g 5%	<1g 5%	27g 102%	<5mg
Fruit Corners® Fruit Roll-Ups®	1/2 oz. (1 roll)	50	1g 8%	1g 18%	12g 96%	5mg
Fruit Corners® Fruit Wrinkles®	1 pkg.	100	<1g 4%	2g 18%	21g 84%	70mg
Sunkist® Fun Fruits	1.1 oz.	100	1g 4%	1g 8%	21g 84%	10mg
Planter's® Dry Roasted Mixed Nuts/Salted	1 oz.	160	5g 12%	14g 79%	7g 17%	270mg
Hostess® Chocolate Cup Cake	1.8 oz.	170	2g 5%	16g 32%	29g 68%	250mg
Hostess® Twinkie	1.5 oz.	160	1g 2%	5g 28%	26g 65%	150mg

Manufacturer and USDA supplied information.

That's The Snack, Jack

Snacking is a favorite American pastime. We snack while watching television, during sporting events, when socializing with friends, after school, between lunch and dinner and any other time the urge to munch hits. Knowing the facts about snacks can help you watch what you eat and maintain a healthy, wholesome diet. Following are some facts to help you choose a smart snack.

- For active, on-the-go families, nutritious snacks combined with several balanced mini-meals may be a healthy alternative to eating three large meals a day.
- Some snacks can boost intake of nutrients and important calories that may be missing from a regular diet.
- Plan your snacks. Foods grabbed on the run are usually high in calories and low in nutritional value, which may cause weight gain and lead to poor nutrition and eating habits.
- According to the Academy of General Dentistry, teens should eat snacks high in fiber and complex carbohydrates and avoid snacks high in sugar. Fiber stimulates saliva production which helps wash away excess sugar from teeth, thus helping to prevent cavities.
- Older adults should choose snacks lower in calories since they are usually less active and less able to burn additional calories as quickly as their younger counterparts.
- Parents should be careful not to become over zealous with low-fat diets for their children. The American Academy of Pediatrics recommends moderate decreases in saturated fats and cholesterol to allow for adequate growth and development.

Quaker Has a Knack For Snacks

When it comes to nutrition, Quaker is a name many people trust — and with good reason. For nearly ten years, Quaker has been bringing consumers wholesome, nutritious snacks. Remember, when it comes to snacks, Quaker Chewy Granola Bars are a sensible alternative to many other snacks.

Words To Snack By

The "language of labels" is being spoken more and more in households across the country. In order to select a snack that's good for you, you have to "speak" the lingo.

Following are common terms found on snack packages. Knowing what they mean can help you make the right choice.

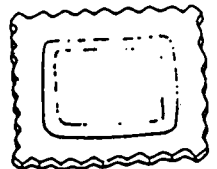
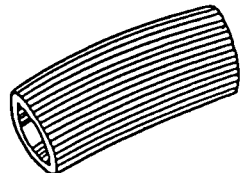
CALORIE	The unit of energy furnished to the body by food. If the body does not burn calories provided by food, then excess weight gain results.
PROTEIN	Needed for growth, maintenance and repair of cells and tissues. One gram of protein contains four calories. An adequate supply of protein in the diet is essential for good health.
FAT	Can be a major source of hidden calories, which can be stored in unlimited amounts. One gram of fat contains nine calories. Too much fat in a diet can lead to weight gain and increased risk of heart disease.
CARBO-HYDRATES	Main source of energy for the body, often accompanied by fiber, vitamins and minerals. One gram of carbohydrates contains four calories. Sugar, a component of carbohydrates, may promote weight gain when consumed in excess.
SODIUM	Most of our sodium intake is from common table salt (sodium chloride). An excessive amount may cause retention of fluid in the body and may contribute to high blood pressure.

Facts About Snacks

Use the chart on your right to help select a snack that's right for you. It lists calories, protein, fat, carbohydrate and sodium levels for a variety of snack foods.

PASTA FACTS

- Pasta is an all-inclusive Italian word to describe all various shapes and sizes of products made of flour and water. Semolina is milled from the heart of durum wheat, the hardest and one of the purest of all wheats.
- More than 150 pasta shapes are commercially available; some estimates indicate more than 350 shapes worldwide.
- A five-ounce serving of cooked pasta contains 210 calories, 7 grams of protein, 41 grams of carbohydrates and 1 gram of fat. When cooked in unsalted water, pasta contains less than 0.5 milligrams of sodium per serving. Pasta contains six of the eight essential amino acids.
- Americans eat more than 2 billion pounds of pasta annually — that's about 10 pounds per person.
- If you measured the spaghetti from a very hearty meal, it would stretch nearly 150 feet laid end to end.
- Seventy-five to eighty percent of durum wheat grown in the U.S. is produced in North Dakota.
- Uncooked pasta can be stored for up to one year in the dark under normal conditions.
- In America, Easterners buy more long goods (spaghetti, etc.); Midwesterners prefer short goods like macaroni. Specialty goods are usually popular in cities with a substantial Italian-American contingent.
- Pasta can cut a family's meat budget by 30-50 percent. Pasta can extend an entree having only a pound of meat to a meal large enough to satisfy six hungry adults.
- Versatile pasta can be served as a tempting main dish every night for a year without once repeating a recipe.
- Pasta is an excellent source of complex carbohydrates. Simple carbohydrates, like sugar, give a quick lift that disappears within minutes . . . but their calories can stay behind to plague weight conscious dieters. Complex carbohydrates must be broken down for digestion, and supply the brain and muscles with a slower, constant source of energy. They also satisfy hunger longer, yet without a heavy price to pay in added calories.



LONG GOODS

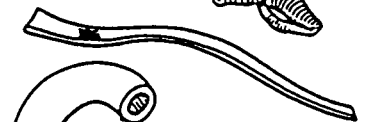
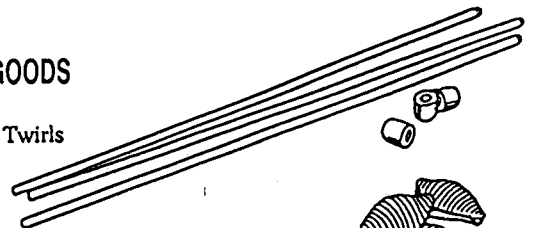
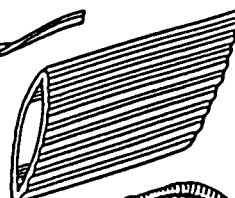
Spaghetti
Vermicelli
Linguine
Fettuccine

SHORT GOODS

Macaroni
Shells

SPECIALTY GOODS

Rigatoni
Rotini/Twists/Twirls
Mostaccioli
Ziti



PASTA COOKERY

Make pasta part of your weekly menu. Here are some tips on cooking pasta and some delicious recipes that are sure to become family favorites!

The Best Way To Cook Pasta

1. Bring a quart of water for every four ounces of pasta to a rolling boil; if desired, add two tablespoons of salt per pound of pasta.
2. Add the pasta, slowly, to keep the rolling boil.
3. Stir frequently, to prevent sticking. Do not cover!
4. Heat colander, serving bowl, or platter.
5. Test for doneness after about five minutes. Pasta that's ready is "al dente" — "to the tooth" — tender, yet firm. *Do not overcook.*
6. Drain the pasta in a colander and serve at once.

Cheese-Stuffed Lasagne Rolls

(Makes 4 servings; 340 calories per serving)

- | | |
|------------------------------|----------------------------------|
| 8 Lasagne noodles | 1/4 teaspoon marjoram |
| 3 quarts boiling water | 2 cups low fat cottage cheese |
| 4 cups chopped tomatoes | 1 1/4 cups diced fresh mushrooms |
| 1/4 cup chopped parsley | 1/3 cup chopped scallions |
| 1 large clove garlic, minced | Dash pepper |

Gradually add lasagne noodles to rapidly boiling water and cook uncovered, stirring occasionally, until tender. Drain in colander.

Place tomatoes, parsley, garlic and marjoram in large skillet. Cover and cook over low heat about 20 minutes.

Stir until blended: cheese, mushrooms, scallions, and pepper. Spread evenly over each lasagne noodle leaving 1/2 inch from each end. Spoon 1 cup tomato sauce in bottom of greased, 2-quart casserole. Set lasagne rolls upright in casserole. Pour remaining tomato sauce over and around rolls. Cover and bake in 375 degree oven for 25 minutes.

Fettuccine Almost-Alfredo

(Makes 2 servings; 266 calories per serving)

- | | |
|--------------------------------|-------------------------------------|
| 4 ounces fettuccine | 1 tablespoon grated Parmesan cheese |
| 1 1/2 quarts boiling water | Dash coarsely ground black pepper |
| 1/2 cup low-fat cottage cheese | |

Gradually add the fettuccine to rapidly boiling water so that the water continues to boil. Cook, uncovered, stirring occasionally, until tender. Drain in a colander. Meanwhile, put the cottage cheese and Parmesan cheese into an electric blender or food processor, and blend into a smooth thin sauce. Toss the cooked drained fettuccine with the sauce. Sprinkle with the coarse ground pepper and serve at once.

Chicken Stuffed Shells

(Makes 36 hors d'oeuvres; 20 calories each)

- | | |
|--|--|
| 2 ounces large macaroni shells (NOT jumbo) | 1 1/2 tablespoons margarine |
| 3 cups boiling water | 2 tablespoons Dijon-style mustard |
| 1 whole boneless, skinless, chicken breast | 2 tablespoons honey |
| 2 tablespoons grated onion | 2 tablespoons raisins |
| | 2 tablespoons finely chopped walnuts, optional |

Gradually add shells to rapidly boiling water; cook uncovered, stirring occasionally, just until tender. Drain in colander, rinse with cold water.

Pound chicken breast to flatten. Saute onion and chicken in margarine over medium heat; covered, about 12 minutes. Put chicken mixture, mustard, and honey into food processor; process until smooth; add raisins. Fill shells and sprinkle with walnuts.

Linguine With Stir-Fried Vegetables

(Makes 4 servings; 290 calories per serving)

- | | |
|-----------------------------------|--------------------------------|
| 8 ounces linguine | 1 cup diagonally sliced celery |
| 1 tablespoon salt | 1/2 teaspoon basil |
| 3 quarts boiling water | 1/4 teaspoon salt |
| 1 1/2 tablespoons vegetable oil | 1/4 teaspoon pepper |
| 1 clove garlic, minced | 1 cup sliced mushrooms |
| 2 cups diagonally sliced zucchini | 1 cup cherry tomatoes |

Gradually add linguine and 1 tablespoon salt to rapidly boiling water so that water continues to boil. Cook uncovered, stirring occasionally, until tender. Drain in colander.

In large skillet heat oil. Add garlic, zucchini, celery, basil, 1/4 teaspoon salt and pepper. Stir-fry about 6 minutes or until vegetables are crisp-tender. Add mushrooms and tomatoes and stir-fry about 4 minutes or until heated through. Serve with linguine.

Heartland Macaroni and Cheese

(Makes 6 servings; 290 calories per serving)

- | | |
|-----------------------------------|---|
| 2 cups elbow macaroni | 1 package (8 ounces/12 slices) pasteurized process cheese product |
| 1 tablespoon salt (optional) | 1/2 teaspoon prepared mustard |
| 3 quarts boiling water | 1/2 cup chopped parsley |
| 3 tablespoons butter or margarine | 3 tablespoons chopped pimiento |
| 3 tablespoons flour | |
| 2 1/2 cups skim milk | |

Gradually add macaroni and salt to rapidly boiling water so that water continues to boil. Cook uncovered, stirring occasionally, until tender. Drain in colander.

While macaroni is cooking, melt butter in a medium saucepan over low heat. Add flour and cook over low heat, stirring constantly, until thick. Gradually stir in milk and continue cooking and stirring until mixture just begins to boil. Add remaining ingredients and cook, stirring frequently, until cheese is melted.

Combine macaroni and sauce in a 2-quart-casserole. Cover and bake in a 350°F. oven about 30 minutes or until heated through.

Pasta Fruit Salad

(Makes four servings; 400 calories per serving)

- | | |
|--------------------------------|--|
| 8 ounces small macaroni shells | 1 unpared red apple, cored and very thinly sliced |
| 1 tablespoon salt, optional | 2 cups fresh raspberries, or strawberries |
| 3 quarts boiling water | Freshly grated coconut, or mint sprigs for garnish |
| 1 banana sliced | |
| 1/4 cup mayonnaise | |

Gradually add shells and salt to rapidly boiling water. Cook uncovered, stirring occasionally, until tender. Drain in colander and rinse with cold water.

Combine shells, banana, apple slices and about 3/4 cup of the berries. Puree remaining berries by pushing through a strainer. Mix puree into the mayonnaise; mix well. Add to salad and toss to coat. Garnish as desired.

* If strawberries are used, slice one cup and set aside. Slice remaining strawberries into blender container. Blend until pureed. Stir puree into mayonnaise and add to salad.

REASON THIS OUT

Here's a brain twister for you. Match up the words below with the correct meaning. Beware, even though all the words can be matched up, some of the meanings can't!

_____ Pasta
 _____ Macaroni
 _____ Vermicelli
 _____ Linguine
 _____ Durum
 _____ Complex Carbohydrate
 _____ Die
 _____ Al Dente

_____ Marco Polo
 _____ Spaghetti
 _____ Angel's Hair
 _____ Ravioli
 _____ Semolina
 _____ Amino Acids
 _____ Chef Carlo Middione

1. Pasta contains 6 of these.
2. Intricate part of cars.
3. Inventor of pasta.
4. "Dumplings" or "my dear."
5. White clam sauce.
6. Means "leftover."
7. Town in North Dakota.
8. Traveled to the Orient.
9. "Italian cereal."
10. Yankee Doodle's feathered cap.
11. "Small tongues."
12. Angelita.
13. Capellini.
14. "Length of string."
15. Hardest and finest quality wheat.
16. "Green strings."
17. On staff at San Francisco's Culinary Academy.
18. Gives long-lasting energy.
19. "Small lines."
20. A color used in pasta making.
21. "Little worms."
22. Used to form different pasta shapes.
23. Coarsely ground endosperm of hard wheat.
24. An all-inclusive Italian word for products made of flour and water.
25. Vegetable paste.
26. Musical instrument.
27. "To the tooth."

Pasta Discovery

Since pasta is an all-American favorite, it won't be difficult to get a lively discussion going after the showing. To make it easy, here are some discussion topics and activities you might want to use:

1. Ask the students about the people interviewed in the film? What was each person's specialty . . . and how did they rate pasta foods?
2. Have the students outline the pasta-making process and include the following information:
 - What kind of wheat is used and why? (Durum, to give pasta its golden color and the ability to retain its shape when cooked.)
 - What are the pasta categories; give examples. (Long goods — spaghetti, linguine; short goods — macaroni; specialty products — shells, bows, stars; egg noodles — pasta made with eggs.)
 - How is pasta baked before packaging? (It isn't baked, it's carefully air-dried.)
 - How many pasta shapes are there? (More than 150.)
 - Why is pasta an almost perfect food? (It's a source of six of the eight essential amino acids for adults; low in salt, fat and calories; a source of carbohydrate.)
 - How long can pasta be stored? (At least a year on the shelf.)
3. Have the students prepare their favorite pasta dishes to share with the class (they may want to use the recipe handout included in this kit to learn some new pasta cookery).
4. How about some pasta art? Students can create their own three-dimensional artworks by using different pasta shapes. A coating of shellac will serve to preserve it.

Answers to the "REASON THIS OUT" handout.

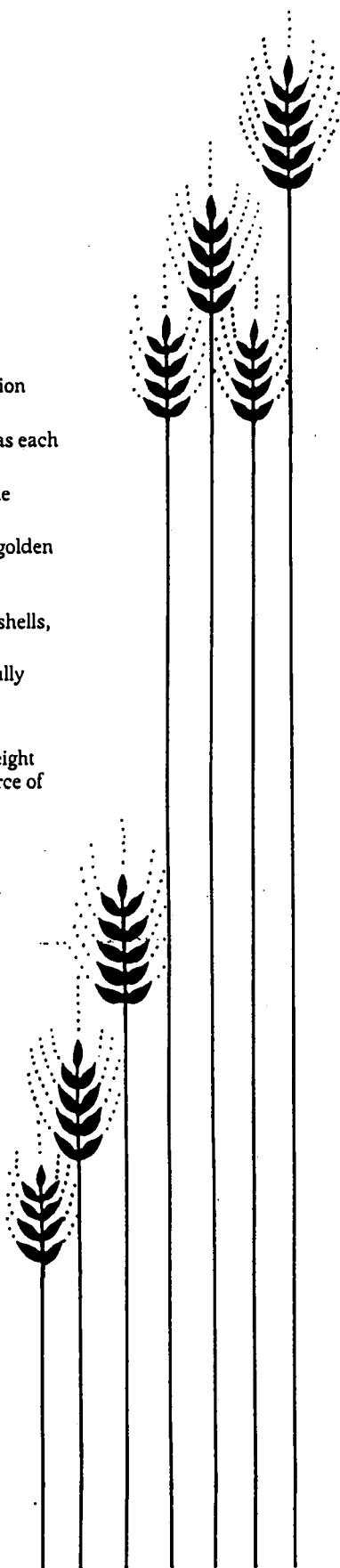
<u>(24)</u>	Pasta	<u>(8)</u>	Marco Polo
<u>(4)</u>	Macaroni	<u>(14)</u>	Spaghetti
<u>(21)</u>	Vermicelli	<u>(13)</u>	Angel's Hair
<u>(11)</u>	Linguine	<u>(6)</u>	Ravioli
<u>(15)</u>	Durum	<u>(23)</u>	Semolina
<u>(18)</u>	Complex Carbohydrate	<u>(1)</u>	Amino Acids
<u>(22)</u>	Die	<u>(17)</u>	Chef Carlo Middione
<u>(27)</u>	Al Dente		

Pasta Film Facts

"PASTA! A Food For All Reasons"

#17600 / 13:30 minutes / sound and color

Sponsored by The National Pasta Association
 Distributed by Modern Talking Picture Service, Inc.
 Collateral materials by Concepts®, a division of
 Modern Talking Picture Service, Inc.



The First Noodle

It wasn't the noodle, but pasta that has the distinction of being among the first early cooking attempts. The chef remains anonymous . . . and there was probably more than one . . . our early ancestors, scattered across the face of the Earth. It happened soon after the goodness of wheat was discovered (about 10,000 years ago). Suddenly, nomads gave up their roaming ways and settled down to an agrarian lifestyle. With the knowledge of fire and crop cultivation, men and women could begin to control their destinies and enjoy the fruits of their labors. At some point these prehistoric farmers brought home grain and someone decided to toast it on hot stones. Perhaps just to see what would happen, the toasted grain was mixed with water and ground into a paste. And, a new taste sensation was born . . . pasta!

It was a truly universal dining delight. The Chinese have enjoyed pasta for over 5,000 years. Dating back to antiquity, an Etruscan tomb carving depicts the complete pasta-making process. About 1000 B.C., the Greeks fondly called pasta "marcus," which means "divine food," believing it was a gift from the gods.

Fettuccine and ravioli were two of pasta's early forms. Italian sailors ate leftovers stuffed into pasta dough. Their "raviole" literally meant leftovers — things of little value. A grand supper featuring lasagne was praised in the writings of the Roman poet, Horace. And, in A.D. 1279 Ponzio Bastone left a will bequeathing a basket of macaroni to his fortunate heirs. Even the Pope was involved with pasta . . . an official papal declaration on pasta quality standards was issued in the 13th century.

During the same century, an English cookbook described a recipe for a dish very similar to Fettuccine Alfredo . . . and Boccaccio's *Decameron* tells of a magic land where happy citizens danced on mountains of cheese and ate free pasta to their hearts' content.

By the 17th century, Italy began assembly-line production to satisfy demand for pasta. The highly kneaded dough was pushed through a *trafila*, or die, to create the finished pasta form. Each locale had its own favorite shape and it was believed that each shape had its own special flavor, even though the same ingredients were used.

Thomas Jefferson is credited with introducing pasta to America. Visiting Naples, he became

intrigued with the local pasta industry and brought four cases of "maccaroni" and a pastamaking machine home with him, to the delight of a few fortunate friends.

However, more than Jefferson's curiosity was necessary for pasta to become a staple of the American diet. Someone who already knew and loved pasta as a national dish, was needed . . . the Italian. The first U.S. pasta factory was founded in 1848, but it took the Italian immigrants at the turn of the century to create the demand which justified really big commercial pasta making ventures.

And, how is pasta today? Just as delicious and versatile as ever. The United States is a large consumer of pasta — about ten pounds a person or about two billion pounds. Italy, however, is first. Italians eat about sixty pounds a person a year. As a matter of fact, the spaghetti eaten in a very hearty meal would stretch nearly 150 feet if laid end to end (*The Complete Book of Pasta*). That must be why it is said that the spaghetti Americans eat every year would reach to the moon and back hundreds of times!

But, what about the First Noodle? Well, noodles are certainly in the Pasta family. Noodles are distinguished from pasta because they contain egg and are ribbon shaped. It is thought they originated in Germany (hence the word "noodle", from the German "nudel").

A Pasta Potpourri

"Pasta" is the generic word for macaroni, spaghetti, and egg noodles and is an all-inclusive Italian word to describe all the various shapes and sizes of products made with flour and water.

Pasta is made in an astounding variety of shapes. It seems pasta creators are limited only by their imagination. In the U.S., it is estimated that pasta is produced in over 150 shapes, with the number going to 350 if international pasta producers are included. Just to keep some order in the kitchen, manufacturers came up with these pasta categories:

- long goods — spaghetti, linguine, vermicelli
- short goods — elbow macaroni, rigatoni, ziti
- specialty items — manicotti, lasagne, shells
- egg noodles — pasta made with eggs

And, pasta names are enough to fire a gourmand's imagination:

- fettuccine — small ribbons
- mostacciolo — small mustaches
- spaghetti — a length of string
- linguine — small tongues
- manicotti — small muffins
- stellini — little stars
- capellini — angel's hair
- vermicelli — little worms
- macaroni — from the Italian "macarone" meaning dumpling
- conchigliette — little shells
- tripolini — little bows
- cannelloni — large reeds
- rotini — little wheels

But, by any name, pasta is Pasta . . . truly a world-class food!

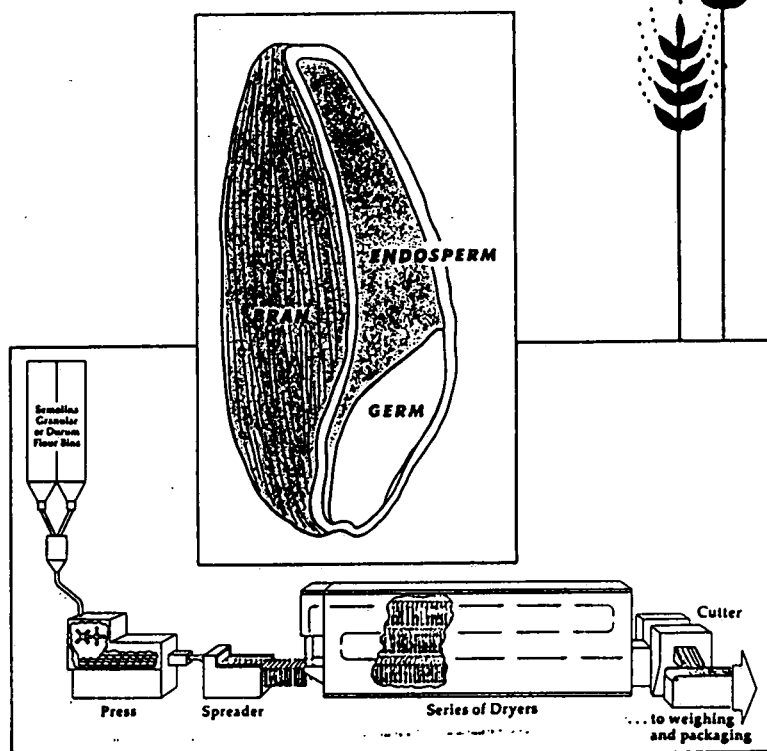
A Linguine Harvest

A little flour plus a little water ought to make pasta, and it might, but not the kind you would want to serve for dinner! Pasta's key to success is durum wheat. It is from durum that pasta receives its golden color, nutty flavor and the ability to retain both shape and firmness when cooked. Durum is the hardest wheat known, and in the United States, 75-80 percent of the annual durum harvest is grown in North Dakota. The quality of American durum is so exceptional that over 60 million bushels are exported annually to such pasta loving countries as The Netherlands, France and Italy.

Durum products which are used to make pasta include:

- Semolina — coarsely ground endosperm of durum wheat; golden color, granular texture; used in spaghetti and macaroni.
- Durum Flour — fine granulation of durum produced as a by-product when grinding semolina, or ground directly from durum; used in noodle products.

In making pasta, we've come a long way from the days of toasting wheat on hot rocks. High technology pasta making takes place in sealed compartments. Most of the process occurs automatically, so it's possible that the macaroni



that you serve for lunch may not have been touched by human hands until you opened the box!

The process may be automatic, but quality and cleanliness are jealously guarded, and research is ongoing to improve the yields, quality, and disease resistance of durum wheat.

Once the wheat has been milled, it is shipped to the pasta manufacturer. There, it is mixed with water and kneaded into a smooth, elastic dough. The dough is pushed through dies to make the different pasta shapes. Linguine, spaghetti and lasagne are extruded through bar dies to produce long strands or strips. Bows and ravioli are stamped out like cookies with a cookie cutter. Shapes like shells, elbows, alphabets, and cartwheels are extruded from round dies.

Pasta is not baked. It is dried slowly in constantly circulating, filtered, humid air. This is where making pasta can be tricky. If it dries too quickly, it will break easily; if it dries too slowly, it could spoil.

CALORIES

Most foods, except water, coffee and tea, contain calories. The calorie is a measure of energy value in foods. It's important to consider both the nutritional value and number of calories in the food you eat.

Your best guide is to choose your calories by the "nutritional company" they keep. Instead of counting calories, you should make calories count. Nutrition information labeling, found on food packages, is one of the best ways of knowing the number of calories and which nutrients you are getting from a particular food.

The number of calories you need daily depends on many factors, such as your age, sex and activity level. However, the following chart gives you approximate calorie needs for various life stages.

Males —	Calories
11 to 14 years	2800
15 to 18 years	3000
19 to 22 years	3000
23 to 50 years	2700
Females —	Calories
11 to 14 years	2400
15 to 18 years	2100
19 to 22 years	2100
23 to 50 years	2000
pregnant	+300
lactating	+500

If you eat more calories than your body can use, your body will store the unused calories in the form of fat. If you eat fewer calories than your body uses, stored fat in your body will be used.

WHAT'S A SERVING?

The Daily Food Guide divides the food we eat into servings. It's easy to misjudge what is a serving of a food. The following list indicates a serving size according to the Daily Food Guide. Note the varying amounts of calories in each.

Fruits-Vegetables Group Approximate Calories

½ cup cooked cabbage	15
½ cup coleslaw	60
1 baked potato	95
½ banana	50
½ cantaloupe	80
½ grapefruit	40
1 orange	65
1 cup raw leafy vegetables	10
½ cup strawberries	30

Breads-Cereals Group

1 slice whole wheat bread	65
1 muffin	130
½ cup cooked macaroni	80
½ cup cooked cereal	65
1 cup ready-to-eat cereal	110
½ cup cooked rice	90
One 4-inch pancake	60
1 piece cornbread (2½-inch square)	180

Milk-Cheese Group

1 cup whole milk (8 ounces)	160
1 cup skim milk (8 ounces)	90
Two 1-inch cubes or 2 thin slices Cheddar or Swiss cheese (2 ounces)	135
1 cup vanilla pudding	280
1½ cups vanilla ice cream	385
1½ cups cottage cheese	330
1½ cups cream of tomato soup	260

Meat-Poultry-Fish-Beans Group Approximate Calories

2 hard-cooked eggs	160
2 thin slices beef (lean only, 3 ounces)	185
Ground beef patty (3 ounces)	235
Chicken thigh and drumstick (3 ounces)	200
1 cup cooked dried beans or peas	225
¼ cup peanut butter	375
½ cup tuna, oil pack	165
½ cup hulled sunflower seeds	400
1 cup walnuts	785

Fats-Sweets-Alcohol Group

1 tablespoon butter or other fat	100
1 tablespoon French dressing	65
1 tablespoon jam	55
1 tablespoon vegetable oil	120
1 tablespoon honey	65
1 tablespoon granulated sugar	45
1 chocolate candy bar (1 ounce)	150
1 cola (12 ounces)	140
1 piece cherry pie (1/6 of 9-inch pie)	280
1 cake-type doughnut (3¼ x 1 inch)	165
1 sugar cookie (2¼ x ¼ inch)	35
1 beer (12 ounces)	150
3½ ounces table wine	90
2-inch slice angel food cake	125
2-inch slice chocolate cake with frosting	300

NUTRITION

PROTEIN

Beef supplies complete, high-quality protein which has all of the eight essential amino acids in proportions most useful to the body. Plant proteins are incomplete because when eaten singly, they do not provide all of the essential amino acids in sufficient quantity. Complete proteins, such as those in beef, help to build, maintain and repair body tissues; form body hormones and enzymes; and increase resistance to infection and disease.

One 3-ounce (85g) cooked serving of lean beef will supply 57% of the amount of protein recommended* for most people.

B-VITAMINS

Beef contains significant amounts of several B-vitamins.

Niacin (a B-vitamin) promotes healthy skin and nerves, aids digestion and fosters normal appetite.

Vitamin B-12 is needed for normal functioning of body cells and of the nervous system.

One 3-ounce (85g) cooked serving of lean beef will supply 18% of the amount of niacin and 38% of the amount of vitamin B-12 recommended* for most people.

U.S. RDA*

for the Key Nutrients in Beef

Protein	45 grams
Niacin	20 milligrams
B-12	5 micrograms
Iron	18 milligrams
Zinc	15 milligrams

A gram is about 1/30th of an ounce and weighs about the same as a paper clip. A milligram is one-thousandth of a gram. A microgram is one-millionth of a gram.

IRON

One of beef's most important nutrients is iron. Iron is present in every cell in the body. One of its most important functions is to carry oxygen to cells and carbon dioxide away from cells. The iron in meat, called heme (hēm) iron, is easily utilized by the body. Also, including meat in a meal helps the body better use the non-heme iron present in other foods such as legumes and grain products.

One 3-ounce (85g) cooked serving of lean beef will supply 15% of the amount of iron recommended* for most people.

ZINC

Zinc is a mineral the body needs to form enzymes and insulin.

One 3-ounce (85g) serving of lean beef will supply 40% of the amount of zinc recommended* for most people.

OTHER COMPONENTS

CHOLESTEROL

All animal tissues contain cholesterol. This substance is necessary for the body to form various hormones and liver bile which is important to digestion. It is also a part of all the body's membranes such as cell walls and the protective sheath around nerve fibers.

Cholesterol is found in the food we eat and it is also made in our bodies. Therefore, a person who consumes a diet low in cholesterol may not necessarily have low blood cholesterol.

Different types of cholesterol are present in the blood. Two appear to be of particular importance when considering blood cholesterol levels. HDL cholesterol carries cholesterol from the tissues and arteries back to

the liver where it is eventually eliminated from the body. LDL cholesterol carries cholesterol from the liver and distributes it to the body tissues and arteries. As more cholesterol is deposited, the arterial walls thicken and eventually restrict normal blood flow. A person with a high level of LDL cholesterol has an increased risk of developing coronary heart disease, while a high level of HDL cholesterol reduces the risk. Smoking and consuming a diet high in fat, especially saturated fat, tends to increase LDL cholesterol. Regular exercise raises HDL cholesterol. A high level of blood cholesterol is only one of the risk factors which contributes to heart disease.

FAT

A certain amount of fat in meat is necessary for flavor and juiciness. Fats also carry vitamins A, D, E and K and help the body use other nutrients.

Some consumers may wish to reduce the amount of fat in the diet in order to cut down on calories. One way to reduce fat and still include meat in menus is to choose lean cuts of beef.

See Reference Sheet 4 for a list of beef cuts under 200 calories per three-ounce cooked serving. Broiling rather than panfrying these cuts will further help reduce calories. Also, be sure to trim off all of the visible fat before cooking and eating. In stew and other dishes cooked in liquid, let the liquid cool slightly until fat hardens and can be lifted off the surface.

Last, know the proper size of servings. A serving of cooked lean beef is about 3 ounces (85g). It will supply approximately 192 calories. A 3-ounce cooked serving of beef will be approximate in size to a deck of playing cards.

LEAN BEEF CUTS

REFERENCE SHEET 4

Three-ounce trimmed, cooked portions of the following beef cuts will provide 200 calories or less per serving:

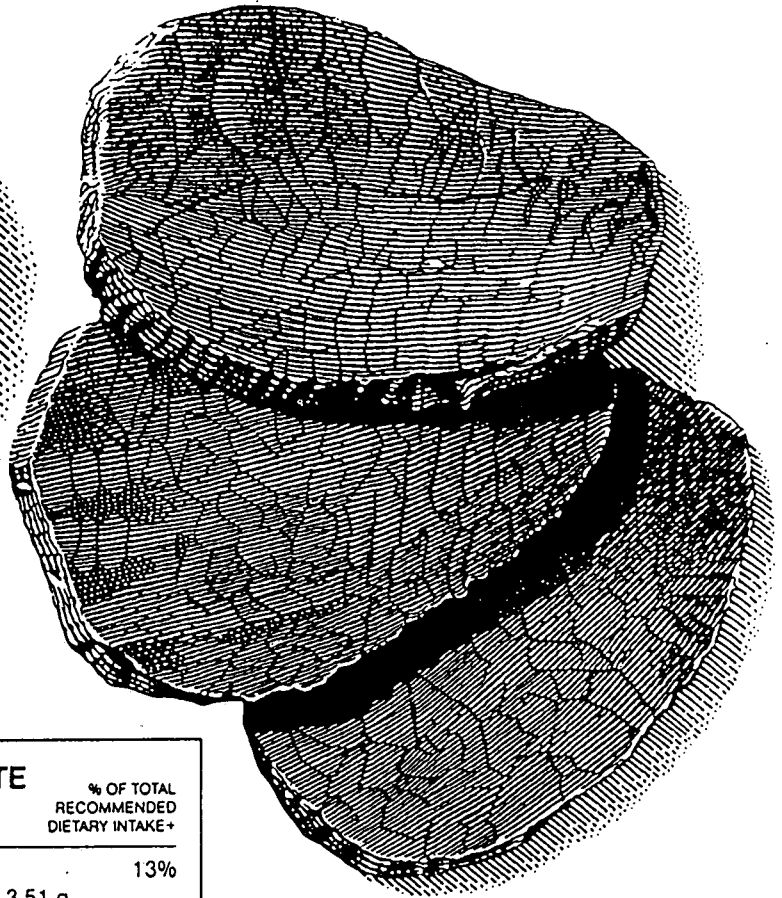
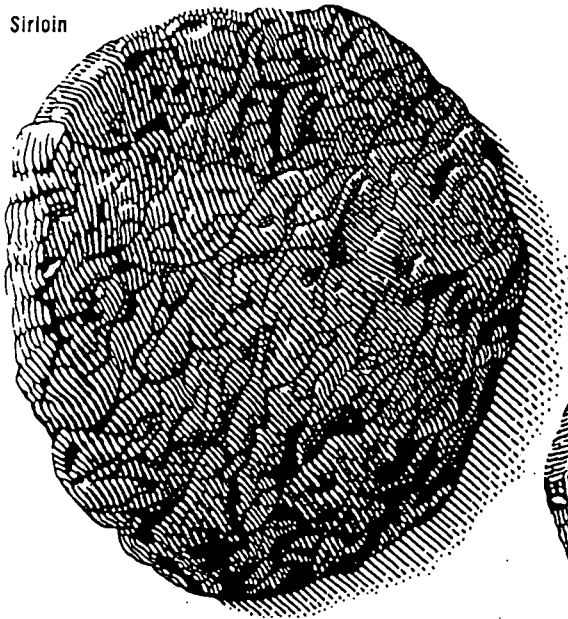
Top Round	Tenderloin
Bottom Round	Top Loin
Eye of Round	Chuck Arm
Tip	Brisket, Point Portion
Sirloin	

ESTIMATING PORTION SIZES

A Guide to Three-Ounce Servings

Ground Beef Patty (85% lean, broiled)
One patty this size: 204 calories

Beef Eye of Round (lean only)
Three slices this size: 155 calories



MEAT NUTRI-FACTS

192
calories

PER 3 OUNCE
COOKED SERVING

BEEF COMPOSITE

Separable lean only,
choice, cooked

% OF TOTAL
RECOMMENDED
DIETARY INTAKE+

Total Fat	9.0 g	13%
Saturated	3.51 g	
Monounsaturated	3.92 g	
Polyunsaturated	.33 g	
Cholesterol	76 mg	25%
Sodium	55 mg	2%

• CALORIES	192	9%
• PROTEIN	25.85 g	57%
• IRON	2.72 mg	15%
• ZINC	6.01 mg	40%
• THIAMIN	.082 mg	5%
• NIACIN	3.56 mg	18%
• B-12	2.28 mcg	38%

Meat Nutri-Facts information is available at the meat case in many supermarket chains. This program provides consumers with meat nutrition information in a graph format.

+Percentages for fat and cholesterol are based on the American Heart Association guidelines; percentages for sodium and calories are based on recommendations from the Food and Nutrition Board of the National Academy of Sciences for females aged 15-18 years. Nutrient percentages are based on the U.S. RDA.

How you look . . . how you feel . . . what you are depends a lot on what you eat. Your body needs a variety of foods every day to keep it going and growing. The Daily Food Guide (below) can be used to help you make food choices that satisfy your needs for growth, activity and taste.

DAILY FOOD GUIDE

Fruits-Vegetables:

4 Basic Servings Daily. Count $\frac{1}{2}$ cup or typical portion, such as 1 medium potato, 1 orange, $\frac{1}{2}$ grapefruit or 1 cup raw leafy vegetables as a serving. Include one vitamin C* source each day and one vitamin A** source every other day.

Breads-Cereals:

4 Basic Servings Daily. Count 1 slice bread, $\frac{1}{2}$ to $\frac{3}{4}$ cup cooked cereal, cornmeal, pasta, grits or 1 cup ready-to-eat cereal as a serving. Select whole grain, enriched, restored or fortified products.

Milk-Cheese:

Basic Servings Daily:
Adults — 2 Servings
Children under 9 years — 2 to 3 Servings
Children 9 to 12 years — 3 Servings
Teens — 4 Servings.
Count 1 cup milk, $\frac{3}{4}$ cup yogurt, $1\frac{1}{2}$ cups ice cream, two 1-inch cubes or 2 thin slices Cheddar or Swiss cheese, $1\frac{1}{2}$ cups cottage cheese or $1\frac{1}{2}$ cups cream soup as a serving.

Meat-Poultry-Fish-Beans:

2 Basic Servings Daily. Count 2 to 3 ounces lean cooked meat, poultry or fish, 2 eggs, 1 cup cooked dried beans or peas, 4 tablespoons peanut butter or other nut butters, $\frac{1}{2}$ cup seeds or 1 to $1\frac{1}{2}$ cups nuts as a serving.

Fats-Sweets-Alcohol:

Basic Servings vary according to caloric needs. Includes butter, margarine, mayonnaise and other salad dressings, candies, jams, syrups, soft drinks, sugared beverages and alcoholic beverages, such as wine, beer and liquor.

Post on kitchen cupboard or bulletin board.

FOOD FOR FITNESS

A DAILY FOOD GUIDE

MILK GROUP

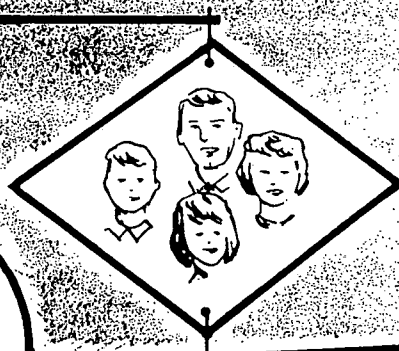
Some milk for everyone

Children under 9... 2 to 3 cups

Children 9 to 12... 3 or more cups

Teenagers 4 or more cups

Adults 2 or more cups



MEAT GROUP

2 or more servings

Beef, veal, pork, lamb,
poultry, fish, eggsAs alternates—
dry beans, dry peas, nutsVEGETABLE -
FRUIT GROUP

4 or more servings

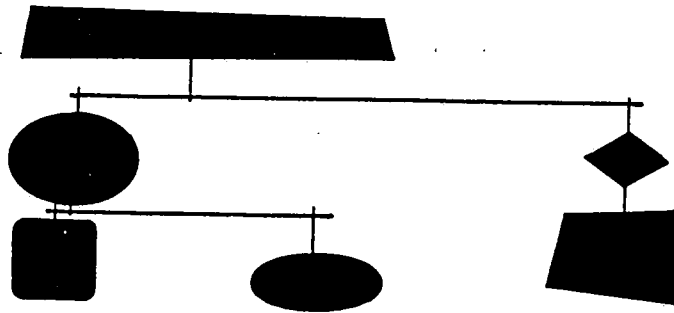
Include—

A citrus fruit or other fruit or
vegetable important for
vitamin CA dark-green or deep-yellow vege-
table for vitamin A—at least
every other dayOther vegetables and fruits, includ-
ing potatoesBREAD -
CEREAL GROUP

4 or more servings

Whole grain, enriched, or restored

Plus other foods as needed to complete meals and to
provide additional food energy and other food values



COUNT AS ONE SERVING OF MEAT FOR PROTEIN

- 2 to 3 ounces of lean cooked meat, poultry or fish
- 2 eggs
- 1 cup cooked beans or peas
- 4 tablespoons peanut butter

VITAMIN A-RICH VEGETABLES AND FRUITS

- | | |
|-----------|-------------------------|
| apricots | spinach |
| broccoli | sweet potatoes |
| cantaloup | turnip greens and other |
| carrots | dark green leaves |
| pumpkin | winter squash |

VITAMIN C-RICH VEGETABLES AND FRUITS

- | | |
|---|------------------|
| grapefruit and oranges and their juices | |
| cantaloup | brussel sprouts |
| strawberries | green pepper |
| broccoli | sweet red pepper |

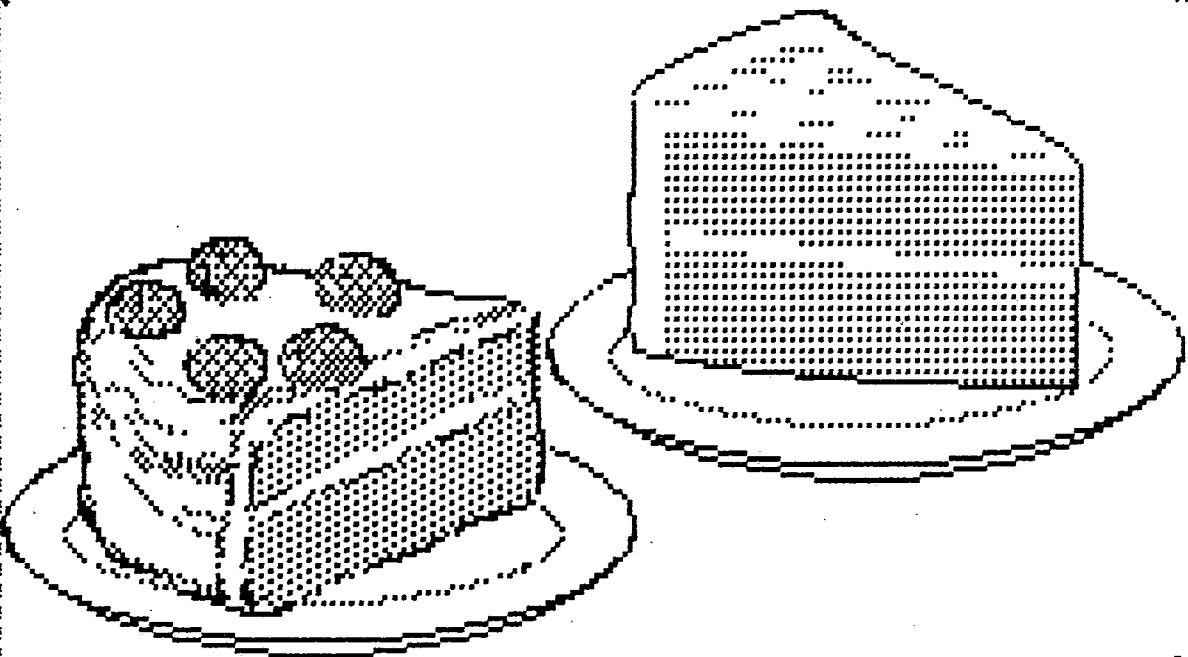
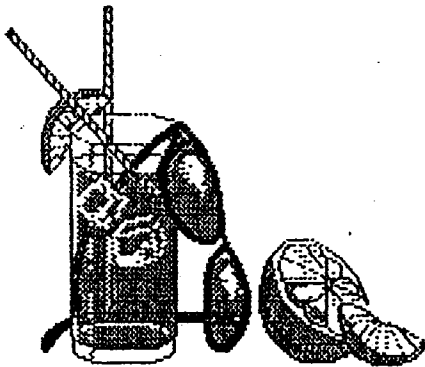
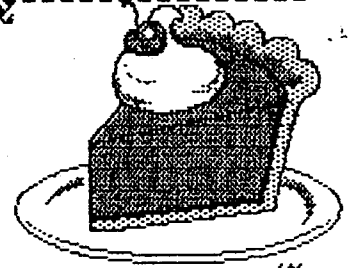
Fair sources of vitamin C are:

- | | |
|-----------------|------------------------------------|
| honeydew melons | spinach |
| tangerines | potatoes and sweet potatoes cooked |
| watermelons | in the jacket |
| asparagus tips | tomatoes or tomato juice |
| kohlrabi | turnip greens, kale |
| raw cabbage | |

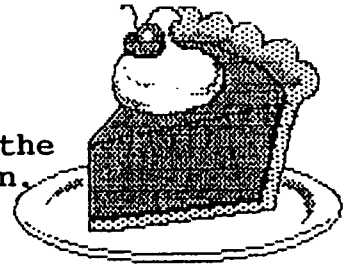
CALCIUM EQUIVALENT IN 1 CUP OF MILK

- 2 — 1-inch cubes cheddar cheese
- 1½ cups cottage cheese
- 2 cups ice cream

PREPARING & SERVING FOODS



PREPARING & SERVING FOODS



Preparation Vocabulary

1. Beat is to mix or stir quickly, bringing the contents of the bowl to the top and down again.
2. Blend is to stir until the ingredients are completely mixed.
3. Chop is to cut into small pieces.
4. Combine is to mix two or more ingredients together.
5. Cream is to blend until smooth and fluffy.
6. Grate is to rub back and forth on a grater to make small pieces.
7. Mince is to cut or chop into very fine pieces.
8. Peel is to remove the skin from a fruit or vegetable with a peeler, knife or rind remover.
9. Shred is to shave or cut off in long, narrow pieces with a knife or grater.
10. Stir is to move ingredients in a circular motion to mix or to prevent burning while cooking.
11. Toss is to tumble ingredients lightly with a spoon and fork.
12. Whip is to beat fast with an electric mixer, rotary beater, or wire whip to add enough air to make the mixture fluffy.

Cooking Vocabulary

1. Bake is to cook in the oven in dry heat without a cover. Usually refers to cakes, pies, and breads.
2. Boil is to cook in liquid hot enough to bubble rapidly.
3. Braise is to simmer gently in a small amount of liquid in a covered pan. Meat may be browned first.
4. Brown is to cook in a small amount of fat to brown the surface.
5. Broil is to cook under direct heat.
6. Chill is to put in the refrigerator until it is cold.
7. Cook is to prepare food by dry heat, moist heat, or direct heat.
8. Deep-fat fry is to cook in fat deep enough to cover or float the food.
9. Dry heat is to cook food uncovered without adding any liquid.
10. Fry is to cook in hot fat until done.
11. Moist heat is to cook in covered pan with added liquid.
12. Preheat is to heat the oven to the right temperature before putting in the food.
13. Roast is to cook in the oven in dry heat.
14. Sauté is to fry in a small amount of fat until done.
15. Simmer is to cook just below the boiling point.
16. Steam is to cook over boiling water.
17. Stew is to cook slowly in a liquid.

Preparation and Serving

Parties

Tips:

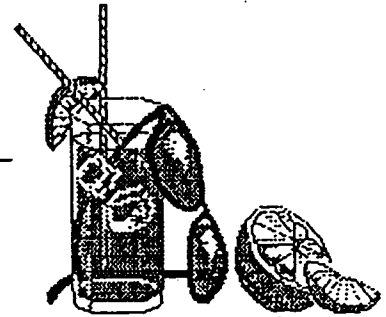
1. Always allow class to plan the party and menu with guidance concerning cost and time management.
2. When planning the menu decide the time of day and the guests being served. Example: senior citizens may not enjoy a pizza party
3. Prepare many foods in advance and freeze.
4. Prepare fresh fruits the day of the event.
5. Prepare salads only one day in advance or the same day as the event if time permits.
6. Choose a main dish that can be frozen in case the party is postponed due to weather etc.
7. Cookies are usually fine to freeze. Remember to individual quick freeze them in single layers before bagging them.
8. Breads and muffins freeze great.
9. Fruit punches should be made at least one day in advance.
10. Use the party preparation as teaching sessions for the preparation of fruits and fresh vegetables.
11. The event may serve as the culminating activity for the semester.
12. Divide the class into committees to prepare the foods, set up the serving area, decorate the tables, set the tables, serve the foods, greet the guests, and clean the area.

Topics

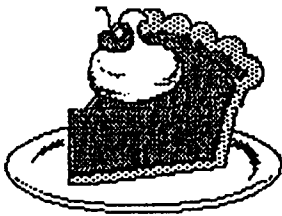
Microwaves
Appliances
Equipment
Methods
Terms
Small parties

Preparing & Serving Foods

Activities

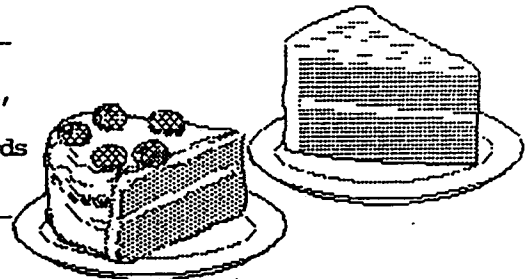


1. Microwave cookery
Prepare fruits, vegetables, meats, cakes, casseroles, rice, etc.
2. Appliance Show
Assign lab groups to demonstrate the use of an appliance as if a salesman
3. Equipment Relay
Within lab kitchenettes, teacher names an item, (wisk), each lab group races to locate the item for a point
4. Class Tea
Plan a small party following the preparation of selected foods
5. Teacher Appreciation Day
Make cookies and punch for the lounge
6. Trivia
Match cooking terms with definitions
7. Taste Testing Party
Prepare several recipes of chocolate chip cookies; vote for class favorite



Materials

Recipes, kitchen equipment, appliances, groceries, cookbooks, taste testing judging sheets, trivia cards



MICROWAVE COOKING

GUIDE TO EQUIPMENT AND TECHNIQUES

1. HOW A MICROWAVE WORKS

Microwaves are short, high frequency radio waves. Microwave ovens contain a magnetron tube that converts electricity into these microwaves, then transmits them into the oven. What happens when those waves come into contact with the food in the oven is a lot like boiling water. The microwaves cause friction by making moisture molecules in the food move; the friction produces heat; the heat cooks the food. Because the short, high frequency waves travel very quickly, many foods cook in record time.

Microwaved foods cook from the outside toward the middle. The microwaves themselves penetrate only the outside layers of food; after that the heat travels to the center of the food and finishes cooking it by ordinary heat conduction.

The microwave heats only the food not the air in the oven cavity, which also speeds up cooking time. Consequently, microwaves cook best foods that normally have moisture in them or don't require dry heat to cook.

Microwaves best cooked foods are: vegetables, fish, stews, soups, casseroles, and moist cakes and quick breads. Microwaves extract one third more fat from meat juices making it ideal for people needing low fat cooking.

EQUIPMENT FOR MICROWAVES

TURNTABLES

Although technology has greatly advanced in recent years, microwave ovens still have hot spots. (A good way to test for hot spots is to microwave a pastry shell without rotating it during the cooking time; if you see darker areas interspersed throughout the cooked dough, these are the hot spots.)

To prevent food from cooking unevenly you usually have to open the oven partway through cooking time and rotate the dish. Wind up turntables or carousels save time and manual turning.

BAKING DISHES

Many manufacturers make microwavesafe products that account for the microwaves's cooking pattern.

Since food toward the center of the dish takes longer to cook in the microwave, many foods cook best if arranged in a ring. Special microwave muffin pans have the cups

arranged in a ring instead of in a line. Microwave cakes and meat loaves benefit from baking in a ring shaped pan like bundt style.

TOOLS-- Wooden spoons are usually the best safe choice.

To pick up meat TONGS are better than a fork because the tongs will not pierce the meat and allow the moisture or juices to escape.

REMEMBER TO USE POTHOLDERS!!!! Because the microwave does not heat the container but the food inside may heat the dish to dangerous levels for the hand.

TECHNIQUES FOR COOKING IN THE MICROWAVE:

The length of time it takes to cook in the microwave is determined by the temperature, size, shape, and density of the pieces of food as well as the fat and liquid content as well as the amount of food you wish to cook. In most cases arrange the food in a circular formation or ring around the outer edge of the dish.

To cover or not to cover the food:

Where you need to retain moisture a cover is used. What is used to cover varies: paper toweling or wax paper for loose covering and to avoid splatters; aluminum foil to shield parts of foods that you want to cook or defrost more slowly; microwave safe plastic wrap for tight wrap or seal; some casseroles may also be suitable.

Steps to follow after time and temperature are decided:

1. Stirring things up ---- remember to periodically stop the cooking to stir because the center is the last to heat
2. Turn, turn, turn,-----remember to stop cooking time and give the food a quarter turn about half way through the cooking time or use a turntable.
3. Standing time----remember after removing the food covered from the oven it may continue to cook toward the center for up to 15 minutes; allow for standing time better to remove slightly undone and allow standing time then to remain in the oven until done then stand to overdone.

TIPS-----

1. To test the doneness of chicken pieces or pork chops, cut into the meat near the bone; if it's no longer pink near the bone, it's done. For safety, check each piece.
2. Cheese that overcooks in the microwave may become rubbery. After cheese is added to a dish, cook on medium, rather than high, power. Cheese or dishes topped with cheese should be removed when just beginning to melt; the cheese will melt completely during standing time. For a recipe that calls for a cheese topping, sprinkle on the

cheese after the food is removed from the oven; usually the internal heat of a dish is enough to melt the cheese.

3. For cakes and muffins, scrape away a wet-looking patch on top and see if the texture underneath is dry. If it is, and if no crumbs cling to a toothpick inserted halfway, baking time is done.

4. Cook meat loaf, patties or meatballs until meat is no longer pink in the center.

5. Cook fish until it barely turns opaque and flakes at the touch of a fork. Fish should appear almost underdone when it's removed from the microwave.

ALWAYS CONSULT THE MANUAL WITH THE MICROWAVE FOR RECIPE TIMES AND WATTS.

THE MANUAL WILL GIVE SUGGESTED METHODS TO COOK THE BASIC FOODS.

MICROWAVE COOKERY

REFERENCE SHEET 6

SUITABLE BEEF CUTS FOR MICROWAVE COOKERY

(refer to Retail Cuts of Beef Chart)

- | | | |
|--------------------------|------------------------|----------------------------------|
| ■ Beef Tenderloin Steaks | ■ Beef Flank Steak | ■ Fresh and Corned Beef Briskets |
| ■ Lean Beef Cubed Steaks | ■ Beef Tip Roast | ■ Ground Beef |
| ■ Beef Top Round Steak | ■ Beef Eye Round Roast | ■ Beef Liver |
| ■ Beef Top Sirloin Steak | ■ Chuck Pot Roast | ■ Beef Frankfurters |

MICROWAVE BEEF ROASTS

Since the microwave oven can save a considerable amount of time in the cooking of beef roasts, procedures for microwaving beef roasts are given in detail below. The key to the success of microwaving beef roasts is a medium-low or 30 percent power setting (approximately 200 watts). At a medium-low temperature the heat penetration is slowed and a more flavorful and tender product results.

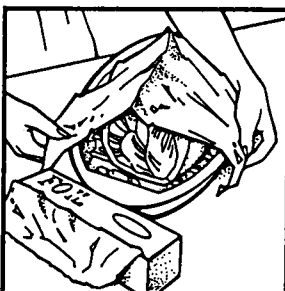
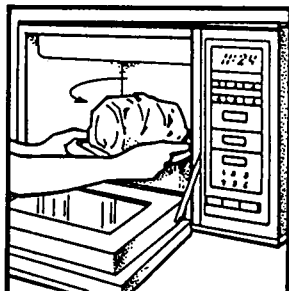
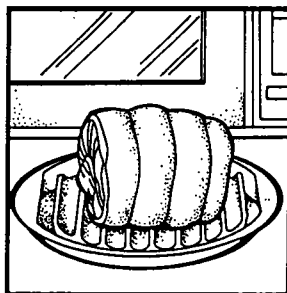
Type of Beef Roast	Raw Weight	Power Level	Minutes Per Pound Mid-Size and Full-Size
Beef Rib Eye	2 to 3 Pounds	MEDIUM-LOW	16 to 20
Beef Top Loin	2 to 3 Pounds	MEDIUM-LOW	16 to 18
Beef Eye Round	2 to 3 Pounds	MEDIUM-LOW	14 to 16
Beef Top Round	2 to 3 Pounds	MEDIUM-LOW	19 to 22
Beef Tip (Cap Off)	3 Pounds	MEDIUM-LOW	20 to 22
Beef Rump	2 to 3 Pounds	MEDIUM-LOW	20 to 22

GENERAL GUIDELINES

1. Place 2 to 3-pound beef roast, fat side down (if present), on rack in microwave-safe dish. Do not add liquid. Rub with Herb Seasoning Mix (see *Microwave Hints* reference sheet), if desired.

Note: Place a 2-pound beef rib eye or top loin roast cut side down so roast is stable and will not tip over.

3. Rotate dish $\frac{1}{4}$ turn and invert roast at midpoint of cooking time. Shield edges that appear to be overcooking with small pieces of foil.



2. Place waxed paper over top of roast; microwave at MEDIUM-LOW or 30 percent power (approximately 200 watts). Estimate the cooking time for the type of roast. (See chart.) Specific times vary with weight, shape and composition of roast as well as differences in microwave ovens.

4. When roast is 5 to 10 degrees below desired doneness, remove from oven, tent with foil and allow to stand 10 minutes before carving. To determine doneness during cooking, use a microwave thermometer or probe. To determine doneness after roast has been removed from microwave oven, use a quick recovery or regular meat thermometer. Final end temperature after standing should be 140°F. for rare, 160°F. for medium and 170°F. for well done. Cook roasts from beef round only to rare or medium rare. Carve into thin slices.

MICROWAVE COOKERY

VEGETABLES & FRUITS

HELPFUL HINTS AND RULES:

1. When preparing the fruits and vegetables cut the pieces into uniform sizes for even cooking. Large pieces take longer to cook than the smaller ones. Rearrange large items during cooking time and remember to allow standing time.
2. The cooking time is affected by the quantity of food. Always increase the cooking time whenever the amounts change.
3. Stir vegetables often and rearrange the fruits to allow even heating of all foods. Usually half time is best to rearrange.
4. Allow 6 minutes per pound whenever microwaving at high temperature. Standing time allows the food to crisp or finish cooking the center.

Potatoes:

1. weigh, wash, pierce
2. place in oven, cover with towel
3. remove, wrap in dishtowel standing time

Always serve potatoes warm. Microwave holding temperature may be used.

MICROWAVE COOKERY

How to prepare Baked Apples:

1. Choose baking apples, weigh, wash, core
2. Remove skin halfway down
3. Arrange in an 8" by 8" baking dish
4. Fill centers with brown sugar and cinnamon
5. Top with a pat of margarine
6. Cover with plastic cover
7. Bake according to weight
8. Allow standing time

How to prepare Baked Pears:

1. Choose baking pears, weigh, wash, core
2. Slice in half lengthwise
3. Place in an 8" by 8" baking dish
4. Fill the centers with brown sugar and cinnamon
5. Top with a pat of margarine
6. Cover with plastic cover
7. Bake according to weight
8. Allow standing time

How to prepare Peaches, Apricots, Nectarines and Tomatoes

To peel:

1. Use a glass mixing bowl
2. Fill half full with water
3. Heat on high until water boils
4. Remove from oven place several pieces of fruit in the water
5. Let stand covered with water
6. After about 1 to 1½ minutes the skin will loosen
7. Immerse fruit in cold water, peel
8. Prepare fruit for eating

MICROWAVE COOKERY

HOW TO PREPARE BOXED VEGETABLES:

1. It is not necessary to remove food from the box but cooks usually prefer to place vegetables in a dish
2. Add about 3 Tablespoons of water to dish
3. Microwave on high covered according to weight
4. Remove and let stand
5. While standing add flavorings

HOW TO PREPARE BASIC VEGETABLES:

Corn, Peas, Lima Beans, Greenbeans, Carrots

1. Place in microwave dish
2. Add small amount of water
3. Cover
4. Heat until done
5. Remove for standing time
6. Flavor and cover

HOW TO PREPARE BROCCOLI

1. Clean vegetable in salt water, rinse
2. Place in a baking dish
3. Add a small amount of water to steam
4. Cover
5. Heat and remove for standing time
6. Serve as desired

MICROWAVE COOKERY

QUICHE LORRAINE

Ingredients:

1 microwaved 9inch pastry shell
1 cup shredded swiss cheese
1/4 cup chopped green onion
3 eggs
1 cup half and half milk
1/4 tsp. salt
1/8 tsp. pepper
1/8 tsp. garlic powder
4 slices bacon, cooked and crumbled

Spinach Quiche

Follow above recipe above, substituting Monterey Jack cheese for swiss cheese and 1 pkg. (10 oz.) frozen chopped spinach, defrosted and drained, for bacon.

Sausage Quiche

Follow the recipe except substitute mozzarella cheese for the swiss and add 1 cup cooked crumbled sausage for the bacon.

Directions:

Prepare pastry shell as directed. Sprinkle with cheese and onion. Set aside. In a medium sized bowl beat eggs, milk, salt, pepper, and garlic powder.

Microwave at medium heat for 5 to 6 minutes or until mixture begins to thicken. Stir every two minutes.

Pour egg mixture into prepared crust. Sprinkle with bacon.

Microwave at medium for 8 to 15 minutes, or until set. Rotate every two minutes. Let stand for 5 minutes.

Beef Taco Chips

Code: M-1 Well Manual: Medium

TOTAL COOKING TIME: 4½ minutes

Serves 3 to 4

- ¼ lb. ground beef
- ¼ cup finely chopped onion
- ½ teaspoon chili powder
- ¼ teaspoon salt
- ⅛ teaspoon cumin
- Dash garlic powder
- ½ cup shredded Monterey Jack cheese
- 12 to 15 taco chips
- Taco sauce, optional

Crumble beef into 1-qt. casserole. Add onion, chili powder, salt, cumin and garlic powder. Microwave at HIGH for 1½ to 2½ minutes, or until beef is no longer pink, stirring once.

Arrange chips on 10-in. paper plate or paper towel-lined plate. Spoon meat mixture onto chips. Top with cheese. Microwave at [7] for 1½ to 2 minutes, or until cheese melts, turning plate 1 or 2 times. Serve with taco sauce.

Hot Mulled Cider

Code: B-1 Medium

TOTAL COOKING TIME: 11 minutes

Makes about 4 cups

- 1 qt. apple cider
- 4 cinnamon sticks
- 1 tablespoon whole allspice
- 6 whole cloves
- 1 tablespoon honey
- 1 orange, sliced

In large bowl or 2-qt. measure combine all ingredients. Microwave at HIGH for 10 to 11 minutes, or until mixture boils. Stir. Strain into mugs. Garnish with additional orange slices and cinnamon sticks, if desired.

Wrapping up great taste...

The recipes in this booklet use these special folding techniques. To help you get the best results please read them carefully.

Remember: Cooking times may vary due to oven types and other factors, so be sure to check food after the minimum cooking time to prevent over-cooking

Bounty Sandwich Fold



- 1 Place 1 Bounty Microwave paper towel on counter with sandwich diagonally in center.



- 2 Fold 3 corners toward center, covering the sandwich like an envelope.



- 3 Fold remaining corner over other 3 corners. Place folded side down on microwave-safe plate. Microwave as directed in recipe/chart.

Bounty Roll-up Fold



- 1 Place 1 Bounty Microwave paper towel on counter with food diagonally in center.



- 2 Fold 3 corners toward center, covering food like an envelope.



- 3 Roll up over remaining corner. Place loose corner down on microwave-safe plate. Microwave as directed in recipe/chart.

with Microwave Bounty Folds

Bounty Bundle



- 1 Place 2 connected Bounty Microwave paper towels on counter. Place food in center of Bounty on perforations.



- 2 Fold long sides toward center, enclosing food.



- 3 Fold both ends toward center, overlapping on food.



- 4 When recipe directs, hold packet under running water until soaked, but not dripping. Press to remove excess water.



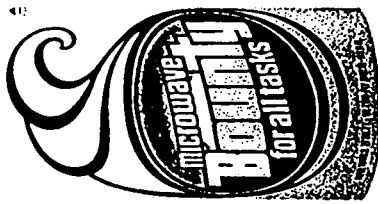
- 5 Place packet on microwave-safe plate, perforated-side up. Microwave as directed in recipe/chart. Open packet on perforations to serve.

Steamed Broccoli

- 2 connected Bounty Microwave paper towels
- 2 cups fresh broccoli flowerets, stalk sliced 1/4 inch thick
- 4 servings

Lay Bounty Microwave on counter. Place broccoli in center of Bounty on perforations. Fold as directed for Bounty Bundle. Hold packet under running water until soaked, but not dripping. Place packet on microwave-safe plate, perforated-side up. Microwave at High for 3 to 5 minutes, or until tender. Let stand for 3 minutes. Open packet along perforations to serve. Season with salt and pepper to taste.

Per Serving: 1.6gms. Fat, Sodium: 10 mg, Cholesterol: 0 mg



Bounty Microwave

The Start of Something Good.

Specially designed for microwave cooking.

Imagine a microwave cooking utensil so versatile that it can help you prepare quick, easy snacks, crisp vegetables, delicious dinner entrees, and everything in between; so practical that it has dozens of uses besides cooking, and so convenient that you don't have to wash it when you're done — you just throw it away. Sounds too good to be true? It isn't. Introducing Bounty Microwave,[®] the first paper towel with natural fibers and no artificial dyes or coloring, specially designed for microwave cooking.

Helps control moisture.

One of the secrets to great-tasting food is moisture. Too much or too little can spoil what you cook in your microwave. The solution to this problem is Bounty Microwave. Because it helps control moisture, bread products prepared with Bounty won't dry out or become soggy. Fresh vegetables, seafood, and poultry may be gently steamed in their own goodness with the help of Bounty Microwave. And to save clean-up time, cover soups, sauces, and bacon with a sheet of Bounty to help prevent messy spills and splatters.

Imagine the possibilities.

On the next few pages you'll find helpful tips, delicious recipes with calorie and other dietary information, plus handy folding techniques to get you started. After that, there's no telling what you can cook up using your imagination and Bounty Microwave.

Bounty Microwave Tips

- Absorb unwanted fat from ground beef. Line bottom of microwave-safe plate or casserole with 4 Bounty Microwave. Crumble 1 lb. lean ground beef over Bounty. Cover with 1 Bounty. Microwave at High for 4 to 6 minutes, or until beef is no longer pink, stirring after every 2 minutes to break apart beef. Remove Bounty from plate, allowing beef to remain on plate. Use in tacos, in spaghetti or in your family's favorite recipe.



- Cook crispy bacon slices. Layer 3 Bounty Microwave on microwave-safe plate. Arrange regular sliced bacon on Bounty-lined plate with no space between slices. Cover with 1 Bounty. Microwave at High as directed below. Do not overcook. Immediately remove bacon from plate to avoid sticking.



Bacon	Time
2 slices	1 3/4 to 3 minutes
4 slices	3 3/4 to 5 minutes
8 slices	7 1/2 to 9 minutes

- Prevent soggy sandwiches. For Cheese Dogs, place 1/2 slice (1 oz.) Cheddar cheese, cut into 2 strips, in hot dog bun. Place hot dog on cheese strips. Wrap in 1 Bounty Microwave using Roll-up Fold. Microwave at High for 30 to 50 seconds, or until heated through. For 2 Cheese Dogs, microwave at High for 50 seconds to 1 1/4 minutes, or until heated.



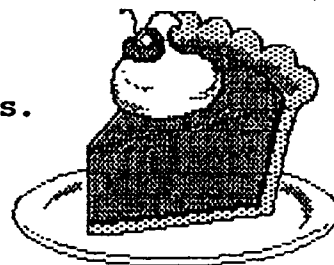
- Retain moisture in bread products. Place baked muffins or rolls on a folded Bounty Microwave in a microwave-safe basket or plate. Microwave at High as directed below, or just until warm.



Muffin or Roll	Time
1	8 to 12 seconds
2	11 to 15 seconds
4	18 to 22 seconds

¹²⁵ PREPARING & SERVING FOODS

Activities to teach basic preparation skills.



1. Teach biscuit making.

Skills: measuring, blending, kneading, rolling, cutting, and baking

2. Teach jello making.

Skills: measuring, boiling, stirring, chilling

3. Teach apple peeling; then cook for sauce.

Skills: peeling, dicing, simmering

4. Teach salad preparation

Skills: vegetable recognition, cleaning, shredding, grating, and tossing

5. Teach quick breads

Skills: recipe reading, measuring, mixing, baking

6. Teach basic potatoes

Skills: mashing, peeling, shredding, slicing, dicing

7. Teach egg cookery

Skills: scrambling, turning, flipping, boiling, poaching

8. Teach preparation of salmon patties

Skills: crushing crackers, breaking eggs, mixing, frying

9. Teach casserole cookery macroni and cheese

Skills: baking, milk scalding, macroni measurement

10. Teach rice cookery

Skills: measurement, boiling, resting or set aside time

Teacher's Appreciation Tea

Fresh Fruit Bowl
Cookies
Nutbreads or muffins
Party Mix
Golden Punch

Fresh Fruit Bowl

Melons balled
Strawberries
Pineapple
Red Grapes (seedless)

Prepare the fruits and mix.

Cookies

Make a variety of small cookies

Thumbprint
Angel Drops
7 Layer Bars
Peanut Butter
Chocolate Chip

Make two or three breads

Strawberry Loaf
Pumpkin Loaf
Banana Loaf

Party Mix

Cereal chex mix recipe

Golden Punch serves 28

Pineapple-orange frozen concentrate 6oz.
Lemonade frozen concentrate 2 cans 6 oz.
Apricot nectar, canned 3 cups
Water 9 cups
Orange slices, thin

Combine all ingredients and serve chilled.

Plan this party for noon or immediately following school dismissal.

Menu

Variety of Salads
Muffins & spreads
Spaghetti Pie
Cookies
Fruit Punch and coffee

Salads:

Fresh fruit salad
Coleslaw
Sunshine salad
Watergate salad
Heavenly Rice
Strawberry salad

Muffins:

Pumpkin
Banana
Bran
Carrot

Spaghetti Pie
Follow recipe

Cookies:

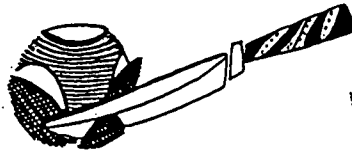
Make two kinds

Iced Tea, Fruit Punch, & Coffee



RADISH

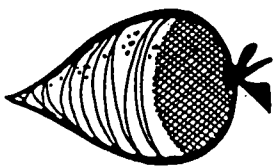
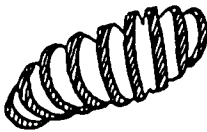
Radishes may be "sculptured" in many attractive ways. Radish roses are the most popular. Here is a new version. Starting at small end of a large, round radish make half circle slashes down sides of radish about $\frac{1}{4}$ inch deep at irregular intervals. The number of slashes will depend on size of radish. Using a vegetable parer and another radish prepare a paper-thin slice to insert in each slash. Use thin, pointed end of paring knife to spread slash as you insert radish petal deep enough to hold. Chill on ice in Gas refrigerator to allow petals to crisp and curl.



Radish Concertinas: Cut off stems and leaves of slim-jim radishes. Cut very thin crosswise slices in radish without cutting all the way through. Place in ice water until thoroughly chilled.

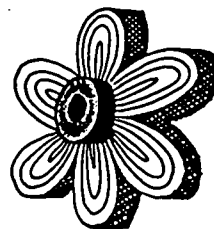
Radish Flower: Remove a $\frac{1}{4}$ to $\frac{1}{2}$ -inch slice from small end of ball-shaped radish; cut straight down on each side almost to stem end. Place in ice water to chill.

Radish Tulip: Slice off small end of ball-shaped radish. Make deep notches around cut edge. A few are attractive as a garnish for top of a large salad for a buffet party.

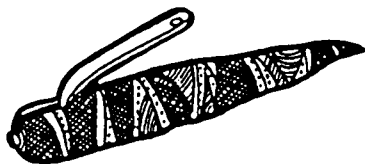


TURNIP

Turnip Daisy: Pare a medium-size white turnip. Cut crosswise into $\frac{1}{8}$ -inch slices. Working with tip of paring knife, divide each slice into fourths by cutting out thin slivers, from center to edge. Be careful not to cut through center of turnip. In same way, divide each fourth into 5 parts. Place in bowl of ice water; refrigerate covered. Food coloring added to water will give you a gay assortment of colors.

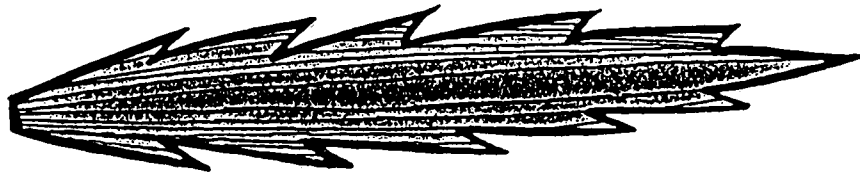
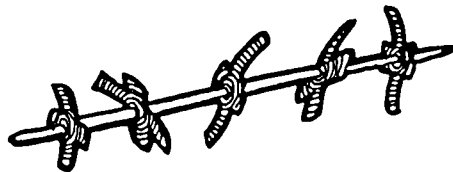


Other Flowers: Dogwood blossoms, narcissi, cosmos or wild roses may be made in same manner by shaping petals of correct number and size from a slice. Chives or parsley may be used for stems.

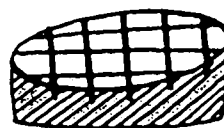
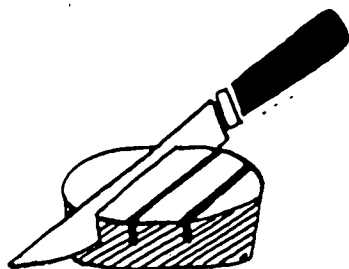


CARROT

Carrot Flower: Peel carrot. Using a beverage can opener drag point lengthwise of carrot to make a deep groove. Make about 4 grooves on each carrot. With a vegetable parer cut very thin crosswise slices. Place in cold water to crisp and curl. Beginning with larger petals lace on a wooden pick — a little off center to give different effect. Use about 3 or 4 large ones and same number of medium and small ones.



Carrot Feathers: Pare carrot; cut in thin lengthwise slices. Cut long, thin V-shaped notches with sharp paring knife at an angle along both sides of each lengthwise edge. Drop in ice water to crisp and curl prettily. Place in Gas refrigerator until serving time. Use them raw as a salad garnish in individual salads or on a platter.



Carrot Crisscrosses: Pare carrot. Cut into $\frac{3}{4}$ -inch crosswise slices. Make vertical cuts, closely spaced across cut surface of slice, but do not cut all the way through. Turn carrot a quarter way round. Repeat cuts at right angles to first cuts. You will have a pattern of tiny squares. Crisp in ice water. Tuck these in greens to garnish a meat or poultry platter. They may also be used as a center for Cucumber Lilies if used as a garnish for a large roast.



CUCUMBER

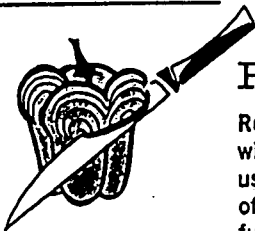
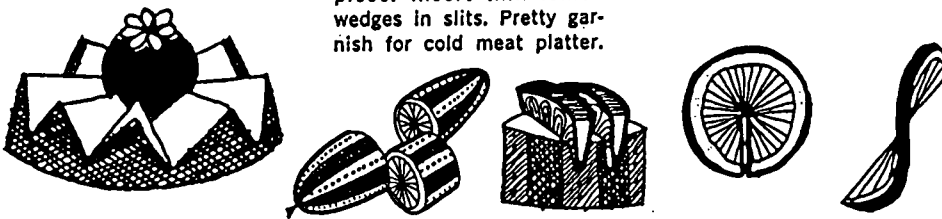
Water Lily: Cut a cucumber in half, crosswise. Hold cucumber in hand cut-side up. Mark off petal shapes by cutting through skin only. Length of petals should be about $\frac{3}{4}$ length of cucumber half. Carefully remove all green skin except skin on petals. With tip of knife, release green-skin petals from center of cucumber. Carefully remove center of cucumber to depth of flower petals. Hollow out the remaining center to form cup and use to hold salad dressing or cold sauces. If the petal cuts are brought almost to the bottom, the flower may be fanned out to hold a salad.



Cut top of 1-inch slice of cucumber in saw-tooth design. Top with small cherry tomato. Attractive as a garnish for tray of sandwiches.

Cut 1-inch piece of cucumber; level one side by cutting a small piece $\frac{1}{4}$ inch thick away. Make 2 slits at even intervals crosswise about $\frac{2}{3}$ of way through piece. Insert thin lemon wedges in slits. Pretty garnish for cold meat platter.

Cut paper-thin slices of cucumber. Make a slit in slice to center only; give a half turn to the slice for a cucumber twist. Use as garnish for top of tossed salad bowl.



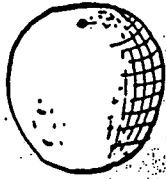
PEPPER

Red Pepper Poppy: Cut pepper in half crosswise if it is large; if small, cut off top and use rest for flower. Remove seeds. Mark off petal shapes on pepper as a guide. Carefully cut petal shapes. The number of petals is determined by size of pepper. Use half a ripe olive for center. Insert a wedge of carrot in olive to anchor it. Fasten with wooden pick. This poppy is nice to hold an egg, fish or vegetable salad. Before filling, cut a small slice from the bottom so it will stand, then set on frill of lettuce.

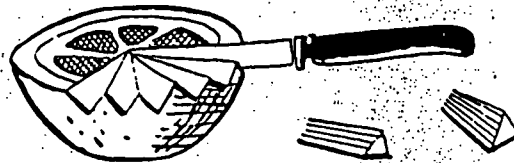
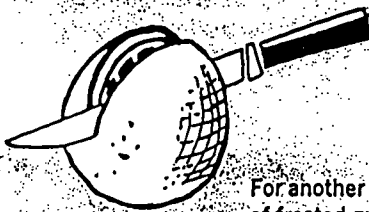
Green Pepper rings approximately $\frac{1}{4}$ inch thick make a nice garnish frame for deviled egg halves when serving a large platter of them.

Green Pepper cups are ideal for holding individual servings of vegetable snacks for an outdoor party.





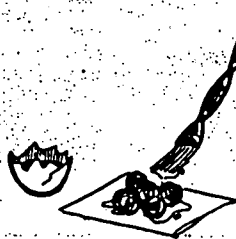
Fluted Oranges: Cut orange in half crosswise. Cut saw-toothed design from center to edge and remove wedges. They may be used by themselves or topped with a lime rose (directions for making same as for Lemon Rose) to add a festive note to a large roast. Especially attractive with pork roast.



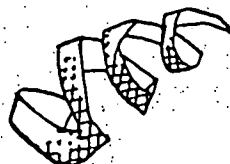
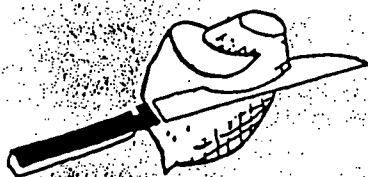
For another attractive garnish use orange sections with small clusters of frosted grapes.

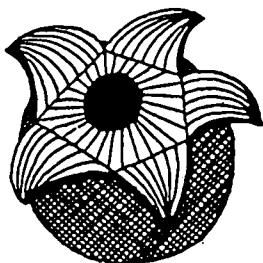


Frosted Grapes: Beat egg white until frothy. Dip seedless green grapes in beaten egg white; set aside. When almost dry, sprinkle with fine granulated sugar. Chill until dry.

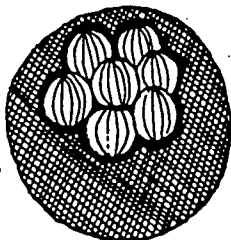


Lemon Rose: Cut a thin slice across bottom of lemon, but do not cut completely through. This will be the base on which the rose stands. Without removing knife, continue to cut in spiral fashion from point at which base is attached. Cut through thin outer skin only. Recurl spiral of peel onto base as it curls naturally. To retain fresh look of peel cover with foil or plastic wrap until ready to use. Place in Gas refrigerator. Cut lime, tomato, apple or grapefruit roses in the same manner.

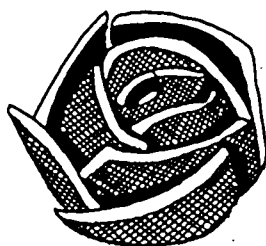




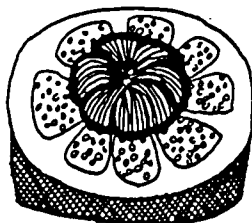
Tomato Toppers: With tip of paring knife, make 5 lines from center, halfway down sides of each, just piercing skin. Insert a fork firmly in the stem end of tomato. Hold marked end down and over full flame of Gas burner for just seconds. To form petals, gently peel back skin halfway down sides. Top each with half of ripe olive.



These are pretty made into a salad by making two cuts in the tomato pulp at right angles to one another and allowing tomato to fall apart. Fill the center with cottage cheese.



Small cherry tomatoes may be turned into an eye-catching garnish for a sandwich tray. Slice tomato in half crosswise; hollow out center. Insert a pitted large olive, hole up. Fill olive with blanched almond.



Thick slices of bright red tomato topped with a mushroom whirl: Remove stem from mushroom; peel caps. Coat each cap well with lemon juice. With tip of paring knife, cutting only halfway through each cap, cut out narrow, curving wedges from top of each cap. Prepare mushrooms by either browning in butter on thermostatic top burner of a Gas range or brushing with butter and broiling in smokeless Gas broiler.

Foods - Kitchen Terms

133

B	I	N	G	O
		F R E E		

Fill in the bingo sheet randomly with these words: wooden spoon, slotted spoon, pastry blender, spatula, potato peeler, can opener, wisk, butcher knife, ice cream dipper, paring knife, grapefruit knife, hot pads, funnel, nutcracker, grater, biscuit cutter, thermometer, melon baller, juicer, rolling pin, measuring spoon, bowls, cookie cutters, measuring cups, cooling racks, baster, potato masher, fork, cheese slicer, tongs

Preparation

Measurement Conversion Table

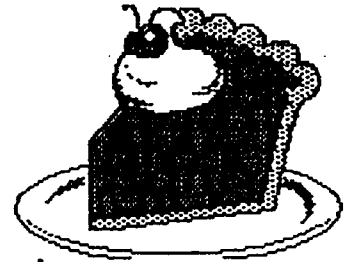
3 tsp. = 1 Tbsp.
 2 Tbsp. = 1/8 cup
 4 Tbsp. = 1/4 cup
 5 Tbsp. = 1/3 cup + 1 tsp.
 8 Tbsp. = 1/2 cup
 16 Tbsp. = 1 cup
 12 Tbsp. = 3/4 cup
 4 oz. = 1/2 cup
 8 oz. = 1 cup
 16 oz. = 1 lb.
 1 oz. = 2 T.
 2 cups fat = 1 lb.

2 cups = 1 pint
 2 cups sugar = 1 lb.
 5/8 cup = 1/2 cup + 2 T.
 7/8 cup = 3/4 cup + 2 T.
 1 oz. butter = 2 T.
 1 lb. butter = 2 cups
 2 pints = 1 quart
 1 quart = 4 cups
 A few grams = less than 1/8 t.
 Pinch = as much as tip of
 finger & thumb hold
 Speck = less than an 1/8 t.

Abbreviations:

ounce = oz.
 pound = lb.
 quart = qt.
 pint = pt.
 tablespoon = T. or Tbsp.
 teaspoon = t. or tsp.
 cup = c.

Preparing & Serving Foods

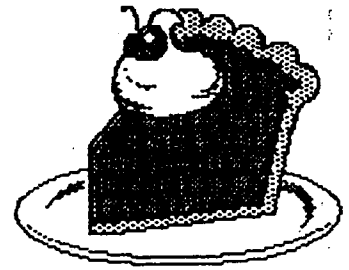


Complete the blank with correct word or amount.

1. A gallon contains _____ quarts.
2. A bushel contains _____ pecks.
3. A dozen is _____ items.
4. A tablespoon contains _____ teaspoons.
5. A cup contains _____ tablespoons.
6. There are _____ ounces in a pound.
7. How many sticks of butter equals $\frac{1}{2}$ cup? _____
8. A Quart contains _____ pints.
9. A pint contains _____ cups.
10. To divide a pie into fifths means _____ parts.

Draw three pies divided equally into thirds, fourths, and sixths.

Preparing & Serving Foods



Double this recipe for cookies.

Pineapple Cookies

1 cup soft shortening
 1 1/2 cups sugar
 1 egg
 1 can (9 oz.) crushed
 pineapple with juice
 3 1/2 cups flour
 1 tsp. soda
 1/2 tsp. salt
 1/4 tsp. nutmeg
 1/2 cup chopped nuts
 Makes 5 dozen

Double:

_____ cups shortening
 _____ cups sugar
 _____ eggs
 _____ cans pineapple
 _____ cups flour
 _____ tsp. soda
 _____ tsp. salt
 _____ tsp. nutmeg
 _____ cups nuts

Makes _____ dozen

PREPARING & SERVING FOODS

Make three different chocolate chip cookie recipes then have a taste test.

**Recipe #1**

2/3 cup soft shortening (part butter)

1/2 cup sugar

1/2 brown sugar packed

1 egg

1 tsp. vanilla

1 1/2 cups flour

1 tsp. soda

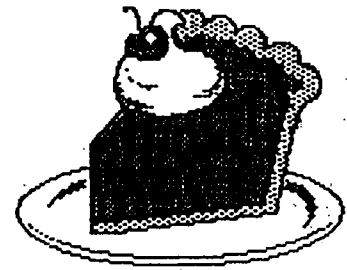
1/2 tsp. salt

1 pkg. (6oz) chocolate chips

Directions:

Heat oven to 375 degrees. Mix shortening, sugars, egg and vanilla thoroughly. Measure flour by dip level pour method. Blend dry ingredients; stir in. Mix in chocolate chips. Drop rounded teaspoonfuls 2" apart onto ungreased baking sheet. Bake 8 to 10 minutes. Cool slightly before removing from the sheet. Makes 4 to 5 dozen.

Preparing & Serving Foods



Cookie Taste Test

Recipe #2

1/4 lb. margarine
1 cup brown sugar packed
2 eggs
2 cups flour
2 tsp. baking powder
1 tsp. salt
1/3 cup milk
1 cup chocolate chips

Combine margarine and sugar. Add eggs one at a time, beating well after each addition. Mix dry ingredients; add to margarine mixture alternately with milk. Add chocolate chips. Mix well. Drop by teaspoonfuls onto ungreased baking sheet. Bake at 400 degrees for 15 minutes.

Preparing & Serving Foods



Cookie Taste Test

Recipe #3

1/2 cup shortening
1/2 cup sugar
1/4 cup brown sugar
1 egg
1 tsp. vanilla

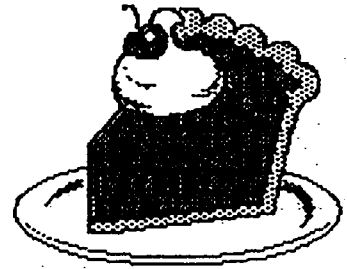
1 cup flour
3/4 tsp. salt
1/2 tsp. soda
1 6oz.pkg. chocolate chips

Directions:

Cream shortening, sugars, egg, and vanilla until light and fluffy. Sift together dry ingredients; stir into creamed mixture; blend well. Add chocolate.

Drop from a teaspoon onto a baking sheet about 2 inches apart. Grease the sheet and bake at 375 degrees for 10 to 12 minutes. Remove immediately from cookie sheet. Makes 3 dozen.

Preparing & Serving Foods



Chocolate Chip Cookie Taste Test

Recipes

#1

#2

#3

Appearance

Texture

Flavor

Recipe ease

Totals

Give a point value beside each area
for each recipe.

1 = superior

2 = very good

3 = average

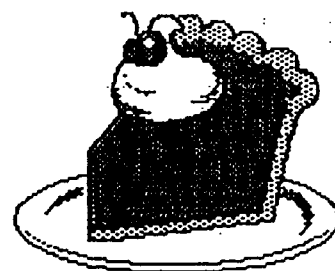
4 = poor

5 = very poor

The higher the point value the
lower the taste.

The winning recipe is number _____

Preparing & Serving Foods



Equipment Match

Write the proper name of the appliance or equipment to complete the preparation.

White Nut Bread

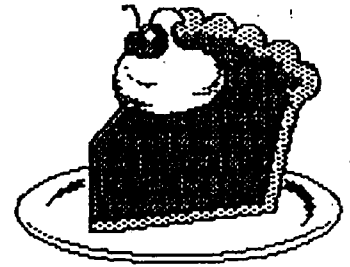
Ingredients

Measuring Equipment

3/4 cup sugar _____
 2 T. soft shortening _____
 1 egg _____
 1 1/2 cups milk _____
 3 cups sifted flour _____
 3 1/2 tsp. baking powder _____
 1 tsp. salt _____
 3/4 cup chopped nuts _____

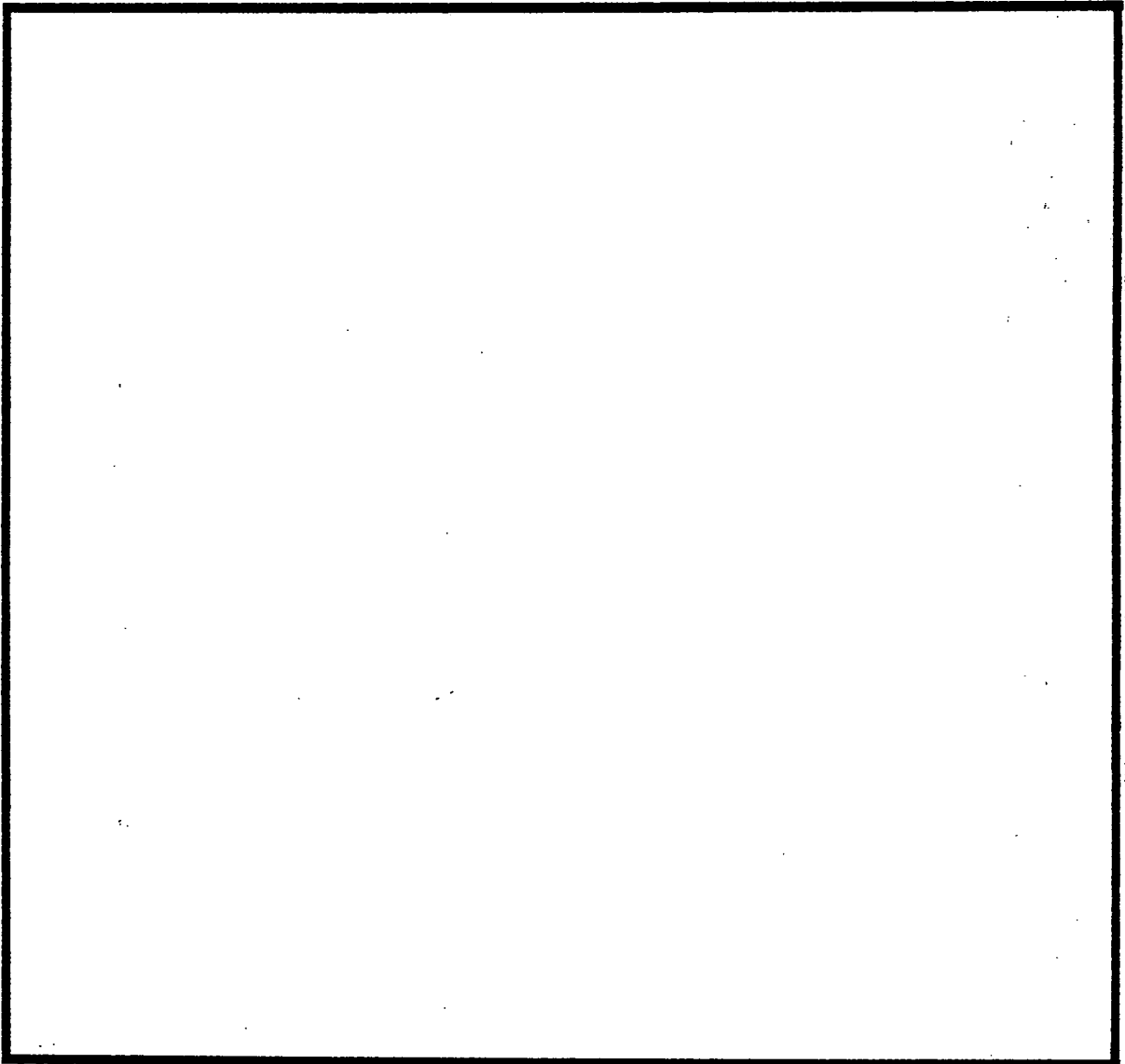
Heat oven to 350 degrees _____
 Grease a loaf pan _____
 Mix sugar, shortening, egg _____
 Stir in milk _____
 Sift flour _____
 Blend dry ingredients _____
 Chopped nuts add _____
 Bake for 60 to 70 minutes _____
 Use toothpick to test for doneness _____
 Cool on a rack _____

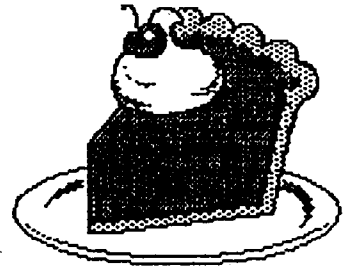
Preparing & Serving Foods



Kitchen Plan

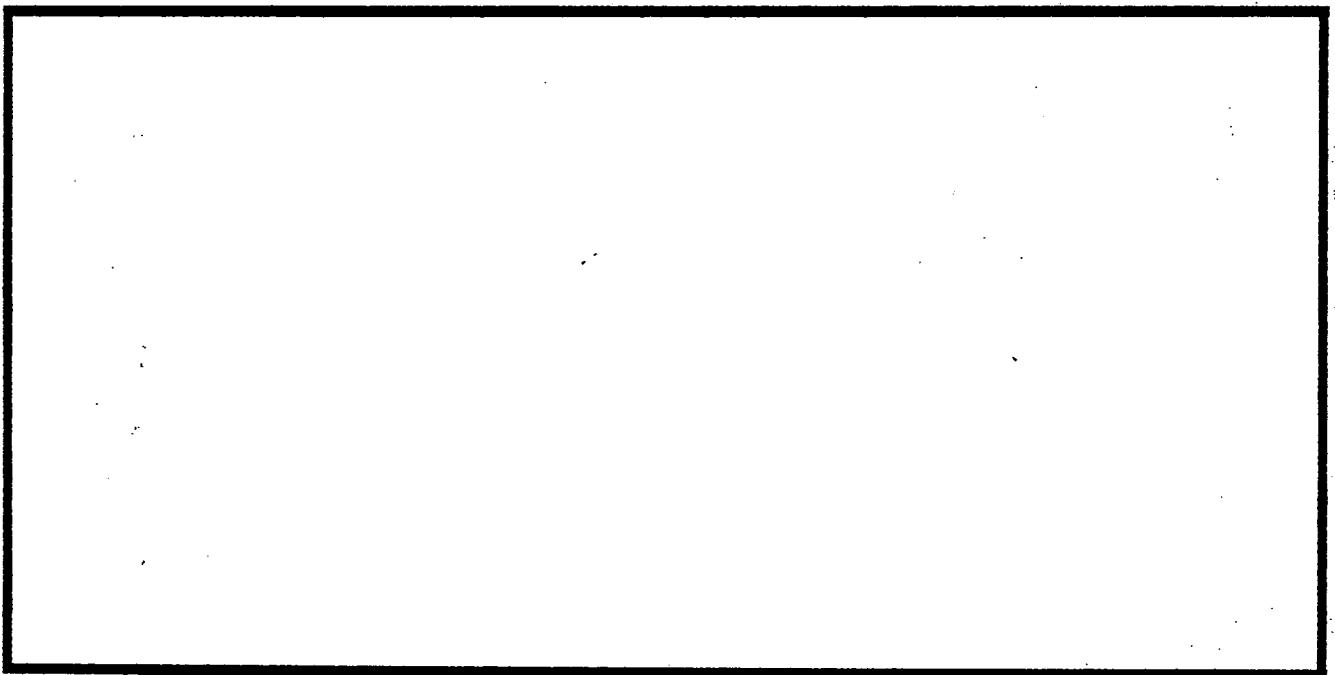
Draw a sketch of your kitchen below.
Include the placement of appliances and
equipment.



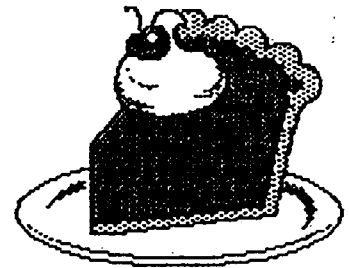
Preparing & Serving Foods

Draw and label the place setting
dinner plate, salad plate, bread and butter plate,
cup and saucer, water glass, iced tea glass,
knife (mark sharp edge), butter spreader, soup
spoon, dessert spoon, salad fork, and dinner fork

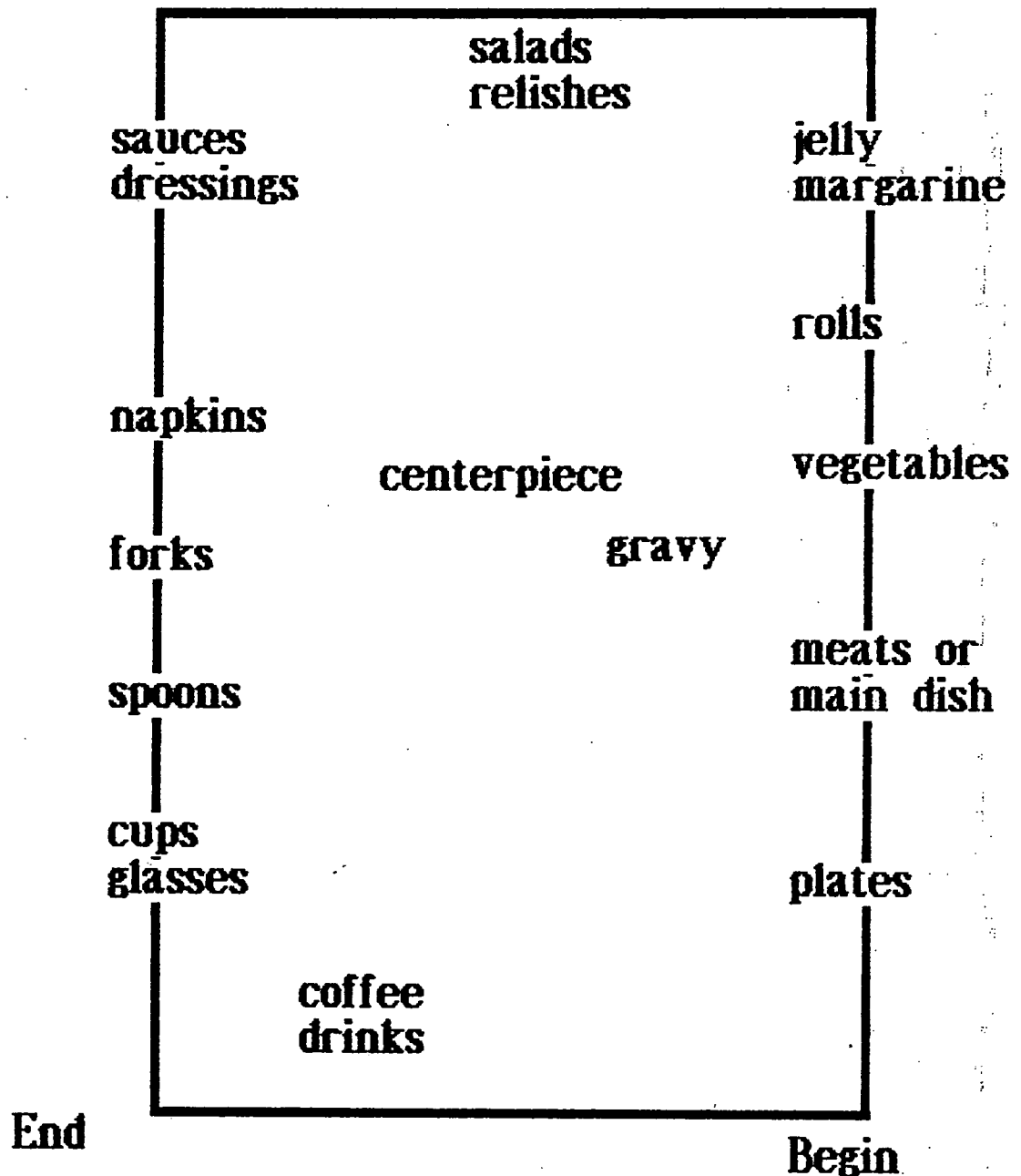
Remember to be 1 inch from the edge of table.



Preparing & Serving Foods

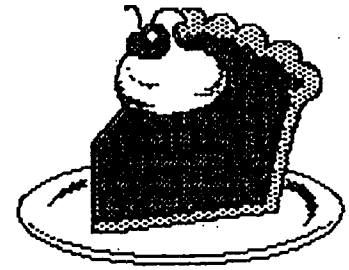


How to Set the Table for a Buffet

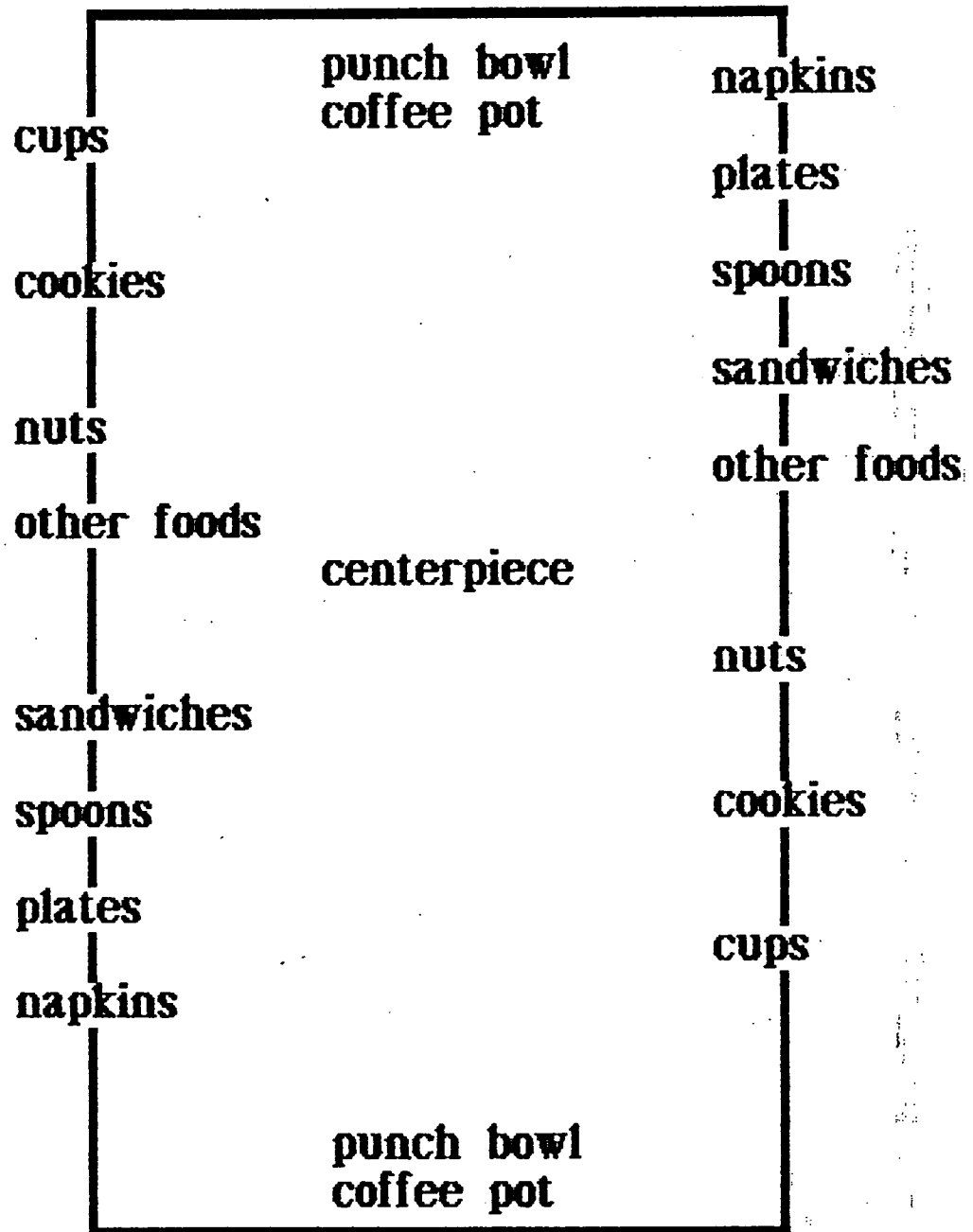


Organize in counter-clockwise direction

Preparing & Serving Foods

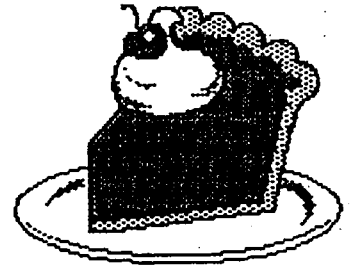


How to Set the Table for a Tea



Set the table in double fashion for two lines.

Preparing & Serving Foods



How to Prepare Eggs

Eggs in the Shell

Hints:

1. Begin with fresh eggs
2. Have eggs at room temperature to prevent cracking during cooking
3. Cover eggs completely with water
4. Choose large enough pan so eggs don't hit
5. Time accurately
6. Cook at a temperature below boiling

Soft Boiled

1. Place in cold water
2. Heat until water boils
3. Remove from heat, keep covered
4. Let stand off heat 2 to 4 minutes

Hard Boiled

1. Place eggs in cold water
2. Heat until water boils
3. Remove from heat
4. Cover pan
5. Let stand 15 to 18 minutes

Try these great recipes and ideas at home.

For class evaluation, omit the nuts and the frosting.

FAVORITE FUDGE BROWNIES

BROWNIES
5 oz. (5 squares) unsweetened chocolate, cut into pieces
¾ cup butter or margarine
1 tablespoon vanilla
2¼ cups sugar
4 eggs
1½ cups Pillsbury's BEST® All Purpose or Unbleached Flour
1½ cups coarsely chopped nuts, if desired

Heat oven to 375°F. Grease 13x9-inch pan. In small saucepan over low heat, melt chocolate and ¾ cup butter, stirring constantly until smooth. Remove from heat. Stir in 1 tablespoon vanilla and nuts.

In large bowl, combine sugar and eggs; beat about 7 minutes or until sugar is dissolved. Lightly spoon flour into measuring cup; level off. Add flour, chocolate

mixture and nuts to egg mixture; stir just until blended. Pour batter into greased pan. Bake at 375°F for 25 to 35 minutes. DO NOT OVERBAKE. Cool completely. HIGH ALTITUDE—Above 3500 Feet: No change.

FROSTING

1½ cups powdered sugar
2 tablespoons unsweetened cocoa
¾ cup butter or margarine, softened
2 tablespoons vanilla
Whole pecans or walnuts, if desired

In small bowl, combine all frosting ingredients except pecans; blend until smooth. Frost cooled bars; refrigerate 1 hour. Cut into bars; garnish each bar with whole pecan.

NUTRITION INFORMATION PER SERVING
SERVING SIZE 1 BAR WITH FROSTING
CALORIES 300
TOTAL FAT 12g
CHOLESTEROL 100mg
SODIUM 110mg
POTASSIUM 100mg

NUTRITION INFORMATION PER SERVING
SERVING SIZE 1 BAR WITH FROSTING
CALORIES 300
TOTAL FAT 12g
CHOLESTEROL 100mg
SODIUM 110mg
POTASSIUM 100mg

Make three types of brownies:
scratch
boxed oven
boxed microwave

Here's a delicious brownie variation made with the convenience of a mix.

ZEBRA BROWNIES

FILLING

2 (3-oz.) pkg. cream cheese, softened
¼ cup sugar
½ teaspoon vanilla
1 egg

BROWNIES

21½-oz. pkg. Pillsbury Fudge Brownie Mix
¾ cup water
¾ cup oil

Heat oven to 350°F. Generously grease bottom only of 13x9-inch pan. In small bowl, combine all filling ingredients; beat until smooth. Set aside. In large bowl, combine all brownie ingredients; beat 50 strokes with spoon.

Spread half of brownie batter in greased pan. Pour filling mixture over brownie batter, spreading to cover top with spoonfuls of remaining brownie batter. To marble, lightly pull knife through batter in wide curves; turn pan and repeat.

Bake at 350°F for 30 to 35 minutes or until set. DO NOT OVERBAKE. Cool completely. Refrigerate at least 1 hour. Cut into bars. Store in refrigerator. 36 bars.

HIGH ALTITUDE—Above 3500 Feet: Add ¼ cup flour to dry brownie mix. Bake as directed above.

NUTRITION INFORMATION PER SERVING
SERVING SIZE 1 BAR
CALORIES 120
TOTAL FAT 12g
CHOLESTEROL 100mg
SODIUM 110mg
POTASSIUM 100mg

Evaluate the differences among the three methods.

GREAT VARIATIONS WITH MICROWAVE BROWNIE MIX

Make your own "magnificent mistake." Try one or more of these ingredient additions to make your brownies special. Just stir them into the mix before microwaving.

- Chocolate, butterscotch, peanut butter or vanilla milk chips
- Candies such as gumdrops, candy-coated chocolate pieces, jelly beans or toffee pieces
- Nuts of any kind
- Coconut
- Raisins
- Granola
- Marshmallows
- Dried fruit bits
- Others

COOKERY TIME CHART

REFERENCE SHEET 1

For cooking in a conventional oven

DRY HEAT—TENDER CUTS

Broiling*						Roasting (300° F.-325° F. Oven Temperature)					
Primal Cut	Retail Cut	Approx. Thickness	Weight in lbs.	Approx. Total Cooking Time (Min.)		Primal Cut	Retail Cut	Approx. Weight (Pounds)	Meat Thermometer Reading	Approx. Cooking Time ¹ (Min. per lb.)	
Chuck	Chuck Blade Steak (high quality)	¾ in.	1½ to 1¾	14	Rare	Rib	Rib Roast ²	4 to 6	140° F. (rare)	26-32	
		1 in.	1½ to 2½	20	Medium				160° F. (med.)	34-38	
		1½ in.	2 to 4	35				6 to 8	170° F. (well)	40-42	
Rib	Rib Eye Steak	1 in.	8 to 10 ozs.	15					140° F. (rare)	23-25	
		1½ in.	12 to 14 ozs.	25					160° F. (med.)	27-30	
		2 in.	16 to 20 ozs.	35					170° F. (well)	32-35	
	Rib Steak	1 in.	1 to 1½	15			Rib Eye Roast ³	4 to 6	140° F. (rare)	18-20	
		1½ in.	1½ to 2	25					160° F. (med.)	20-22	
		2 in.	2 to 2½	35					170° F. (well)	22-24	
Short Loin	Porterhouse Steak	1 in.	1½ to 2	20		Short Loin	Tenderloin ⁴	2 to 3 (half)	140° F. (rare)	45-50 (Total)	
		1½ in.	2 to 3	30				4 to 6 (whole)	140° F. (rare)	45-60 (Total)	
		2 in.	2½ to 3½	40							
	Tenderloin Steak	1 in.	4 to 6 ozs.	15		Round	Rump, Boneless (high quality) Tip ⁵	4 to 6	140° F.-170° F.	25-30	
		1½ in.	6 to 8 ozs.	18				3½ to 4	140° F.-170° F.	35-40	
	Top Loin Steak	1 in.	1 to 1½	15				6 to 8	140° F.-170° F.	30-35	
		1½ in.	1½ to 2	25		Top Round	4 to 6	140° F.-170° F.	25-35		
		2 in.	2 to 2½	35							
Sirloin	Sirloin Steak	1 in.	1½ to 3	20		Other					
		1½ in.	2½ to 4	30							
		2 in.	3 to 5	40							
Round	Top Round Steak	1 in.	1½ to 1¾	20		Ground Beef Loaf (9" x 5")					
		1½ in.	1½ to 2	30							
Flank	Flank Steak	—	1 to 1½	12		1-1½ hours (Total)					
Other	Ground Beef Patties	1 x 3 in.	4 ozs.	15							
*This timetable is based on broiling at a moderate temperature. Rare steaks are broiled to an internal temperature of 140° F.; medium, to 160° F.; well-done, to 170° F.						¹ Based on beef taken directly from the refrigerator. ² Ribs which measure 6 to 7 inches from chine bone to tip of rib. ³ Roast at 350° F. oven temperature. ⁴ Roast at 425° F. oven temperature. Because a tenderloin roast is a small piece of meat, it only needs a short cooking period. A higher oven temperature is recommended in order to develop sufficient browning during the short cooking time. ⁵ Serve carved in thin slices.					

*This timetable is based on broiling at a moderate temperature. Rare steaks are broiled to an internal temperature of 140° F.; medium, to 160° F.; well-done, to 170° F.

¹Based on beef taken directly from the refrigerator.

²Ribs which measure 6 to 7 inches from chine bone to tip of rib.

³Roast at 350° F. oven temperature.

⁴Roast at 425° F. oven temperature. Because a tenderloin roast is a small piece of meat, it only needs a short cooking period. A higher oven temperature is recommended in order to develop sufficient browning during the short cooking time.

⁵Serve carved in thin slices.

MOIST HEAT—LESS TENDER CUTS

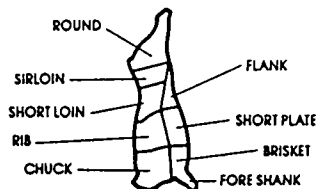
OTHER

Braising				Beef Variety Meats			
Primal Cut	Retail Cut	Approx. Weight or Thickness	Approx. Total Cooking Time (Hrs.)	Cut	Broiled or Fried	Braised	Cooked in Liquid
Chuck	Blade Roast	3 to 5 pounds	2 to 2½	Liver			
	Arm Pot-roast	3 to 5 pounds	2½ to 3½	Beef			
	Chuck Eye and Shoulder Roasts, Boneless	3 to 5 pounds	2½ to 3½	3 to 4 pounds		2 to 2½ hours	
				Sliced		20 to 25 minutes	
				Calf			
	Short Ribs	Pieces (2"x2"x4")	1½ to 2½	Sliced	6 minutes		
Round	Round Steak	¾ to 1 inch	1 to 1½	Kidney	10 minutes	1 hour	1 hour
Other	Cubes	1 to 1½ inches	1½ to 2½	Heart			
Cooking in Liquid				Whole		3 to 3½ hours	3 to 3½ hours
				Sliced		1½ to 2 hours	
				Tongue			3 to 4 hours
Primal Cut	Retail Cut	Approx. Weight or Size	Approx. Total Cooking Time				
Brisket	Fresh or Corned Beef	4 to 6 pounds	40 to 50 min. per pound				
Shank	Shank Cross Cuts	¾ to 1½ pounds	2½ to 3 hours (Total)				
Chuck, Short Plate, Flank or Round	Beef for Stew	1 to 1½ in. cubes	1½ to 2½ hours (Total)				

RETAIL CUTS OF BEEF WHERE THEY COME FROM AND HOW TO COOK THEM

BEEF

•RETAIL CUTS•
WHERE THEY COME FROM
HOW TO COOK THEM



ROUND

Round Steak
Braise, Pantry

Top Round Roast
Roast

Top Round Steak
Broil, Panbroil, Pantry

Boneless Rump Roast
Roast, Braise

Bottom Round Roast
Braise, Roast

Tip Roast, Cap Off
Roast, Braise

Eye Round Roast
Braise, Roast

Tip Steak
Broil, Panbroil, Pantry

SIRLOIN

Sirloin Steak, Flat Bone
Broil, Panbroil, Pantry

Sirloin Steak, Round Bone
Broil, Panbroil, Pantry

Top Sirloin Steak
Broil, Panbroil, Pantry

FORE SHANK & BRISKET

Shank
Cross Cut
Braise, Cook in Liquid

Brisket, Whole
Braise, Cook in Liquid

Corned Brisket, Point Half
Braise, Cook in Liquid

Brisket, Flat Half
Braise

CHUCK

Chuck Eye Roast
Braise, Roast

Boneless Top Blade Steak
Braise, Pantry

Arm Pot Roast
Braise

Boneless Shoulder Pot Roast
Braise

Cross Rib Pot Roast
Braise

Mock Tender
Braise

Under Blade Pot Roast
Braise, Roast

Blade Roast
Braise

Short Ribs
Braise, Cook in Liquid

7-Bone Pot Roast
Braise

Flanken-Style Ribs
Braise, Cook in Liquid

THIS CHART APPROVED BY
NATIONAL LIVE STOCK & MEAT BOARD



SHORT LOIN

T-Bone Steak
Broil, Panbroil, Pantry

Boneless Top Loin Steak
Broil, Panbroil, Pantry

Tenderloin Roast
Roast, Broil

Porterhouse Steak
Broil, Panbroil, Pantry

Tenderloin Steak
Broil, Panbroil, Pantry

RIB

Rib Roast, Large End
Roast

Rib Roast, Small End
Roast

Rib Steak, Small End
Broil, Panbroil, Pantry

Rib Eye Steak
Broil, Panbroil, Pantry

Rib Eye Roast
Roast

Back Ribs
Braise, Cook in Liquid, Roast

FLANK & SHORT PLATE

Flank Steak
Broil, Braise, Pantry

Flank Steak Rolls
Braise, Broil, Panbroil, Pantry

Skirt Steak
Braise, Broil, Panbroil, Pantry

OTHER CUTS

Ground Beef
Broil, Pantry, Panbroil, Roast (Bake)

Cubed Steak
Pantry, Braise

Beef for Stew
Braise, Cook in Liquid

Cubes for Kabobs
Broil, Braise

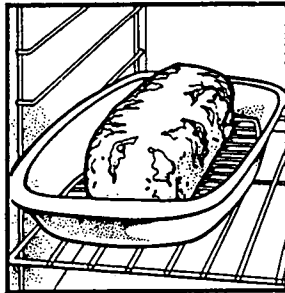
COOKERY METHODS

DRY HEAT METHODS

(tender cuts)

Roasting

1. Place roast on rack in open roasting pan. Do not cover. Do not add water.
2. Insert meat thermometer into the thickest part of the roast.
3. Roast in slow oven, 300°-325°.
4. Remove roast at 155°, 5° below medium doneness.
5. Tent roast with foil and allow roast to stand for 15 to 20 minutes to continue cooking to 160°.

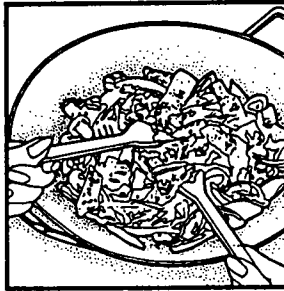


Broiling

1. Preheat broiler according to manufacturer's directions.
2. Place beef on rack of broiler pan.
3. Place pan in broiler so that the surface of beef is 2 to 5 inches from the source of heat.
4. Broil until top surface of meat is brown.
5. Turn beef over and broil until desired degree of doneness.

Panbroiling

1. Place beef in preheated frying pan. Do not add oil or water. Do not cover.
2. Cook 5/8 to 1-inch cuts slowly, turning occasionally. Cook 1/4 to 1/2-inch cuts over medium-high heat, turning once.
3. Remove excess drippings as they accumulate.



Stirfrying

1. Cook vegetables before beef and set aside.
2. Stirfry beef, half at a time, in a small amount of heated oil. Do not cover. Cook at a high temperature, stirring continuously. Remove beef and set aside.
3. When second batch of beef is cooked, add reserved beef, cooked vegetables and sauce.
4. Cook and stir until sauce is slightly thickened and beef mixture is heated through.

MOIST HEAT

METHODS

(less tender cuts)

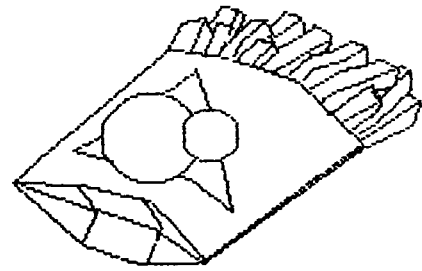
Braising

1. Brown beef in small amount of oil in a heavy utensil.
2. Remove excess drippings.
3. Add small amount of liquid and cover tightly.
4. Cook at low temperature on the range or in a 300°-325° oven until beef is tender.

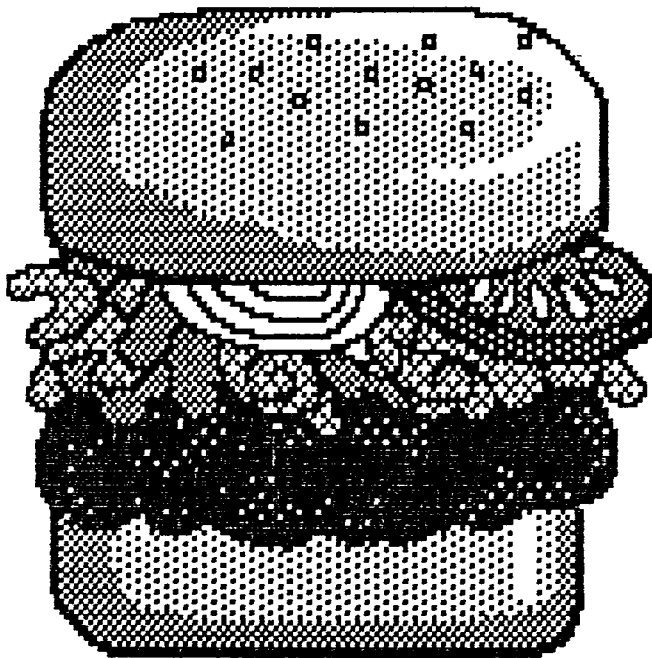


Cooking in Liquid

1. Brown beef on all sides in a small amount of oil.
2. Remove excess drippings.
3. Season as desired and cover with liquid.
4. Cover pan and simmer on top of the range or in the oven.
5. When making a stew, add vegetables before the end of the cooking time.



MEAL PLANNING AND RECIPES



BREAKFAST

#1

Cereal with skim milk
Toast with margarine
Grapefruit half
Glass of milk

#2

Poached egg
Toast with margarine
Orange juice
Glass of milk

#3

Biscuit with margarine
Scrambled egg
Orange
Glass of Milk

#4

Bagel with cream cheese
Slice of ham
Grapefruit juice
Glass of milk

#5

Pancakes with syrup
Slices of bacon
Orange juice
Glass of milk

#6

French Toast
Strawberries
Glass of milk

#7

Sliced peaches
Egg Sandwich
Glass of milk

#8

Banana
Oatmeal
Toast with margarine
Glass of milk

#9

Peanut butter toast
Fruit salad
Glass of milk

#10

Graham crackers
Grapefruit half
Slice of lean ham
Glass of milk

LUNCH

#1

Lettuce salad with dressing
Grilled cheese sandwich
Diced pears
Glass of milk

#2

Sliced tomatoes
Macaroni & cheese
Apple
Glass of milk

#3

Taco with lettuce,
tomato, hamburger
Banana
Glass of milk

#4

Orange wedge
Tuna noodle casserole
Greenbeans
Glass of milk

#5

Bacon, lettuce ,tomato
sandwich
Jello with fruit
Glass of milk

#6

Bowl of vegetable soup
Peanut butter sandwich
Vanilla pudding
Glass of milk

#7

Egg salad sandwich
Lettuce wedge
Apple
Glass of milk

#8

Hamburger sandwich
Tossed green salad
Grapes
Glass of milk

#9

Pizza
Tossed salad
Applesauce
Lemonade

#10

Chicken salad sandwich
Corn
Strawberries
Glass of milk

DINNER

#1

Tossed salad
Spaghetti & meat sauce
Applesauce
Garlic bread
Glass of milk
Cookie

#3

Sliced tomatoes
Rice
Hamburger gravy
Greenbeans
Pears
Glass of milk

#5

Salmon patties
Creamed corn
Baked potato
Strawberries
Glass of milk

#7

Fried chicken
Mashed potatoes & gravy
Peas and carrots
Jello fruit salad
Bread & margarine
Glass of milk

#9

Pan fried haddock
Boiled red potatoes
Greenbeans
Applesauce
Bread & margarine
Glass of milk

#2

Mixed fruits
Roast chuck (beef)
Potatoes & carrots on
roast
Bread and margarine
Glass of milk

#4

Apples diced
Ham slice
Creamed Peas
Boiled potatoes
Bread & margarine
Glass of milk

#6

Broccoli & margarine
Sliced turkey breast
Fried potatoes
Bananas & pineapple
Glass of milk

#8

Baked swisssteak
Mashed potatoes
Lima beans
Mixed fruit cup
Bread & margarine
Glass of milk

#10

Bran muffin & margarine
Pan broiled porkchops
Baked potatoes
Applesauce
Creamed peas
Glass of milk

Topics

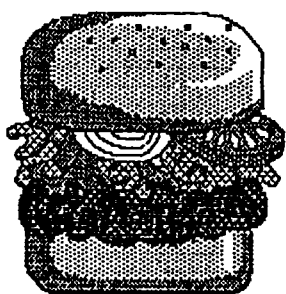
Menu choices
Grocery tips
Shopping

Meal Planning & Recipes



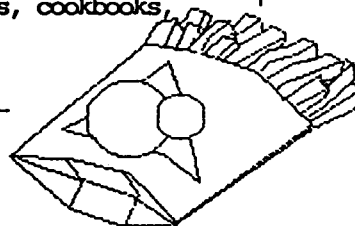
Activities

1. Newspaper Grocery Shopping
Use the ads to decide menus for a week of best buys
2. Price per pound
Gather many examples of food packages and the cost; mathematically find cost per ounce or per pound; best buys
3. Compare Canned to Frozen to Fresh
Cook and prepare a vegetable purchase in the three ways; compare taste, cost, ease in preparation
4. Recipe File
Collect recipes for each food group then file the recipes by category
5. Field Trips
Visit different styles of groceries then compare prices among warehouses, chainstores, and independent groceries
6. Speaker
Invite the County Extension Agent to come to class and share ideas



Materials

Newspaper ads, recipe cards, cookbooks,
card files, calculators



MEATBALL STEW

- | | |
|------------------------------------|--|
| 1 pound ground beef | ¼ teaspoon pepper |
| 1 egg | 1 can (16 ounces) stewed tomatoes |
| ½ cup dry bread crumbs | 1 package (24 ounces) frozen vegetables for stew |
| ¼ cup milk | 2 teaspoons salt |
| 2 tablespoons instant minced onion | |
| 1 teaspoon salt | |

Mix ground beef, egg, bread crumbs, milk, onion, 1 teaspoon salt and the pepper. Shape mixture by ¼ cupfuls into balls. Cook in Dutch oven over medium-high heat until brown; drain. Stir in stewed tomatoes, frozen vegetables and 2 teaspoons salt. Heat to boiling. Reduce heat; cover tightly and simmer on top of range or in 325° oven until vegetables are tender, 1¼ to 1½ hours. 4 or 5 servings.

GOLDEN GLAZED HAM

- | | | |
|--|-------------------------------------|-------------------|
| 1 4 to 5-lb. boneless cured and smoked ham or canned ham | ½ cup orange juice | ¼ teaspoon ginger |
| 1 10-oz. jar Kraft Pure Orange Marmalade | 1 tablespoon Kraft Prepared Mustard | Whole cloves |
| | ¼ teaspoon cloves | ½ cup raisins |

Heat oven to 325°. Place ham, fat side up, on rack in baking pan; score fat. Bake at 325°, 1 hour and 15 minutes. Combine marmalade, orange juice, mustard, ¼ teaspoon cloves and ginger; simmer 5 minutes. Spoon half of marmalade mixture over ham; stud with whole cloves and continue baking for 30 minutes. Combine remaining marmalade mixture with raisins; serve with ham. 10 to 12 servings.

Oven-Fried Chicken

- 3½ lbs. frying chicken, cut in 8 pieces
- | |
|-----------------------|
| ½ cup flour |
| 2 teaspoons salt |
| ¼ teaspoon pepper |
| 1 teaspoon paprika |
| ½ cup MAZOLA Corn Oil |

Heat MAZOLA in baking pan in hot oven (400°F.) about 10 minutes. Meanwhile, combine flour, salt, pepper, and paprika. Roll each piece of chicken in flour mixture until well coated. Lay chicken in hot MAZOLA, skin-side down. Bake, uncovered, 30 minutes; turn chicken, bake 30 minutes longer, or until chicken is well browned. Makes enough for 4 servings.

Note: For a much browner fried chicken, combine the paprika with ¼ cup bread crumbs. Then, after rolling chicken in flour, dip in milk, then in the bread crumbs. Proceed as above.

Fried Chicken with Gravy

- 1 frying chicken (2½ to 3 pounds)
- | |
|------------------------------------|
| 1 cup flour |
| 1 teaspoon salt |
| ¼ teaspoon pepper |
| 1 quart MAZOLA Corn Oil for frying |
| 3 cups milk |

Have butcher cut frying chicken into serving pieces. Wash; drain. Put flour, salt and pepper in paper bag. Place chicken in bag and shake well to coat each piece of chicken with the seasoned flour. Heat MAZOLA in chicken fryer or 3-quart kettle, to 375°F. or until 1-inch square of bread browns in 30 to 40 seconds. With a fork, carefully place chicken into hot MAZOLA

and fry, turning frequently, until tender and well browned, 25 to 35 minutes. Remove chicken; place on absorbent paper to drain.

Pour off MAZOLA used for frying, leaving ½ cup. Add ¼ cup of the seasoned flour left from coating chicken. Blend well. Gradually add milk, stirring constantly with wooden spoon. Bring to a boil and boil 2 minutes. Add additional salt and pepper to taste. Makes 4 to 5 servings.

RECIPES

Salmon Patties

1 lb. can of salmon
 2 eggs
 1/2 cup crushed crackers
 1/4 cup milk
 salt & pepper to taste

Remove the fish from the can and break apart with a fork. Mix in the above ingredients. If the consistency is not right add more crackers or liquid.

Put cooking oil in a skillet, heat to medium temperature.

Form the salmon cakes or patties with your hands and fry.

The frying should be until each side of the patty is evenly browned.

Tender, golden crust encloses flaky, delicate fish.

Pan Brownd Fish Fillets

1 1/2 pounds fish fillets
 Milk
 Salt and pepper
 Corn meal.

1/2 cup golden Fluffo for
 pan frying
 *6 stuffed olives

Dip pieces of fish in milk. Season with salt and pepper and roll in corn meal. Heat Fluffo in 10-inch frying pan. Put pieces of fish in heated Fluffo. Fry over moderate heat until underside has a crisp golden crust, about 2 or 3 minutes. Turn with broad spatula and fry until golden brown on other side, about 2 or 3 minutes. Fish is done when it flakes easily with a fork. Dot fish with thinly sliced stuffed olives. Serve hot. Makes 4 servings.

*To make plain brownd fillets, omit the sliced stuffed olives.

Variation: Sprinkle the fried fish with 2 tablespoons chopped almonds that have been lightly browned in 1 tablespoon Fluffo.

SCHOOL-DAY CASSEROLE

- 1 6-oz. pkg. macaroni
- ¼ to ½ lb. dried beef
- ¼ c. green pepper, chopped
- 4 T. butter
- 4 T. flour
- 2½ c. milk
- 1 c. sharp American cheese, grated

Cook the macaroni in boiling, salted water 7 minutes; drain. Cook meat in butter until edges curl. Add green pepper and saute. Blend in flour; add milk. Cook until thick, stirring constantly. Add ¾ cup cheese. Combine sauce and macaroni; pour into greased 1½-quart casserole. Top with remaining cheese. Bake at 350°F. for 30 to 40 minutes. Yield: 6 servings.

NOTE: For less sauce use 3 tablespoons butter and flour with 1½ cup milk. Yield: 6 servings.

TUNA-MACARONI CASSEROLE

- 2 T. onion, chopped
- 2 T. butter, margarine or oil
- 1 can condensed cream of celery soup
- 1 c. milk
- 1 7-oz. can tuna, drained and rinsed
- 1 t. salt
- Dash of pepper
- ¼ t. whole celery seed
- 1 c. sharp Cheddar cheese, coarsely chopped
- 2 c. elbow macaroni, cooked

Saute onion lightly in hot butter. Gradually stir in soup and milk. Fold in tuna, seasonings and half the cheese. Mix in drained macaroni. Place in casserole and top with remaining cheese. Bake at 350°F. for 10-15 minutes until cheese melts and casserole is bubbly.

BROCCOLI-RICE CASSEROLE

- 2 c. cooked rice or 1 sm. carton instant rice
- 1 can cream of chicken soup
- 1 8-oz. jar Cheez Whiz
- 1 pkg. frozen broccoli
- 2 c. buttered crumbs

Combine all ingredients except crumbs; place mixture in a greased 8x12 pan. Top with crumbs. Bake for 30 minutes at 375°F. Yield: 8 servings.

BAKED NOODLES SUPREME

- 1 med. pkg. of noodles
- 1 can cream of mushroom soup
- 1 can cream of chicken soup
- Bread crumbs

Cook noodles in boiling salt water. Place in baking dish. Heat soups and pour over noodles. Top with bread crumbs. Bake at 350°F. until soup bubbles. Let bake 10-15 minutes after soup begins to bubble. Yield: 6 servings.

CHEESEBURGER CASSEROLE

- 2 T. fat
- 1 lb. lean ground beef
- ¼ c. onion, chopped
- ¾ t. salt
- ¼ t. pepper
- ¼ c. catsup
- 1 8-oz. can tomato sauce
- 1 8-oz. pkg. cheese slices
- 1 can biscuits or sesame seed rolls

Combine fat, beef and onion in skillet; cook until meat is lightly browned. Drain; add salt and pepper. Stir in catsup and tomato sauce; heat thoroughly. Turn into an 8-inch square or 1½-quart casserole. Cut cheese into thin strips and spread over meat. Top with biscuits or rolls. Bake at 425°F. for 20-25 minutes or until biscuits are golden brown. NOTE: Tomato soup may be substituted for tomato sauce if desired. Yield: 4-6 servings.

CHICKEN CASSEROLE

- 1 can cream of mushroom soup
- 1 can cream of chicken soup
- 1 15-oz. can evaporated milk
- 1 can Chinese noodles
- 1 7-oz. can chicken
- Crushed cereal flakes or potato chips

Combine soups and milk. Spread noodles and flaked chicken in bottom of a greased baking dish. Cover with soup mixture. Bake at 325°F. for 45 minutes. Cover top with crushed cereal flakes or potato chips. Bake 15 more minutes. Yield: 8 servings.

APPLE-PORK CHOP CASSEROLE

- 4-6 pork loin chops
- 1 No. 2½ can sauerkraut, undrained
- 2 T. brown sugar
- 1 med. apple, chopped

Fry pork chops until well done. Place chops in bottom of casserole dish. Spread kraut and liquid over chops. Sprinkle with brown sugar and apple cover. Bake at 350°F. for 1 hour and 30 minutes. Add ¼ cup water at a time during baking if needed. Yield: 4-6 servings.

QUICK SPAGHETTI

- 1 lb. ground beef
- 1 med. onion, chopped
- ½ t. salt
- 1½ c. tomato juice
- ¾ c. catsup
- 1 c. spaghetti, broken into 1-inch pieces

Crumble beef into cold skillet with onion and salt; cook until browned. Stir in remaining ingredients; cover. Bring to a boil; reduce heat. Simmer 1 hour without removing cover. Yield: 4-6 servings.

DEEP-DISH PIZZA

- | | |
|--|--|
| 3 cups Bisquick® baking mix | 1 can (15 ounces) tomato sauce |
| ¾ cup water | 1 teaspoon dried oregano leaves |
| 1 pound lean ground beef | 1 jar (4½ ounces) sliced mushrooms, drained |
| 1 medium onion, chopped (about ½ cup) | 1 small green pepper, chopped (about ½ cup) |
| 2 to 3 teaspoons instant beef bouillon or 2 or 3 beef bouillon cubes | 2 cups shredded mozzarella cheese (about 8 ounces) |
| 2 cloves garlic, crushed | |

Heat oven to 425°. Lightly grease jelly roll pan, 15½x10½x1 inch, or cookie sheet. Mix baking mix and water until soft dough forms. Gently smooth dough into ball on floured surface. Knead 20 times. Pat dough in bottom and up sides of pan with floured hands. Or roll into rectangle, 13x10 inches, and place on cookie sheet; pinch edges of rectangle, forming ¾-inch rim.

Cook and stir ground beef, onion, bouillon and garlic until beef is brown and bouillon is dissolved. Mix tomato sauce and oregano; spread evenly over dough. Spoon beef mixture evenly over sauce. Top with mushrooms, green pepper and cheese. Bake until crust is golden brown, about 20 minutes. 8 servings.

CHEESE-STUFFED SHELLS *

- 2 eggs, beaten
- 2 containers (15 oz each) ricotta cheese
- 2 cups (8 oz) shredded mozzarella cheese
- 1 cup grated Parmesan cheese, divided
- ½ cup chopped parsley
- 1 tsp salt
- 1/8 tsp pepper
- 12 oz MUELLER'S jumbo shells, cooked and drained
- 3 cups prepared spaghetti sauce

In medium bowl stir together eggs, ricotta cheese, mozzarella cheese, ¾ cup Parmesan cheese, parsley, salt and pepper. Spoon about 2 tablespoonsful into each shell. Arrange in single layer in 13x9x2-inch baking dish. Spoon spaghetti sauce over shells. Sprinkle with remaining Parmesan cheese. Bake in 350°F oven 30 minutes or until heated through. Makes 8 servings.

*AS SHOWN ON FRONT

FLORENTINE STUFFED SHELLS

- | | |
|---|---|
| 3 Tbsp Argo® corn starch | 1 pkg (10 oz) frozen chopped spinach, thawed and well drained |
| 1-1/2 tsp salt, divided | |
| 3 cups milk | |
| 1/4 cup Mazola® margarine | 1/3 cup grated Parmesan cheese |
| 1-1/2 cups (6 oz) shredded Swiss cheese | 1/8 tsp pepper |
| 4 oz sweet Italian sausage, crumbled | 6 oz (about 16) MUELLER'S jumbo shells, cooked and drained |
| 1/4 cup chopped onion | |
| 2 cups coarsely chopped cooked chicken | |

In 2-quart saucepan stir together corn starch and 1 teaspoon salt. Gradually stir in milk until smooth. Add margarine. Stirring constantly, bring to boil over medium heat and boil 1 minute. Remove 1 cup sauce; set aside. Stir Swiss cheese into remaining sauce until melted. In small skillet, stirring frequently, cook sausage and onion 5 to 6 minutes or until sausage is no longer pink. Stir together sausage mixture, chicken, spinach, reserved 1 cup sauce, Parmesan cheese, remaining salt and pepper. Spoon about 2 tablespoonsful into each shell. Place in 11x7x2-inch baking dish. Spoon cheese sauce over shells. Bake in 350°F oven 20 to 25 minutes or until heated through. Makes 4 servings.

Quick Pizza

- 1 recipe "Easy-Mix" Biscuits (see page 10)
- *1 small-Mozzarella cheese, sliced very thin
- 2 cups (#2 can) tomatoes, drained
- 2 teaspoons oregano
- Salt
- Black pepper
- Cayenne
- 4 tablespoons MAZOLA Corn Oil
- ½ cup Parmesan style grated cheese

Prepare biscuit dough as directed in recipe. Divide dough into 4 equal parts. Roll each paper thin into rounds about 9 inches in diameter. Place on baking sheets or fit into pans. Arrange sliced cheese on top of biscuit rounds. Cover each round with a thin layer of tomatoes. Sprinkle tops with oregano, salt, pepper and a dash of Cayenne. Spread 1 tablespoon MAZOLA over each pizza. Then sprinkle tops with

grated cheese. Bake in moderate oven (400°F.) 25 to 30 minutes or until edges are brown. Makes 4 pizzas.

*One 8-ounce package processed Swiss or American or ½ pound sharp American cheese may be substituted for Mozzarella.

ORBITING EGG SALAD SANDWICH

4 hard-cooked eggs, chopped
8 slices crisply cooked bacon, crumbled
Miracle Whip Salad Dressing

8 slices white bread
Fresh spinach leaves
Tomato slices

Combine eggs, bacon and enough salad dressing to moisten. Spread bread with salad dressing. For each sandwich, cover bottom slice of bread with egg salad, tomato slices, spinach and second slice of bread. 4 sandwiches

Note: To prepare sandwiches ahead of time, omit lettuce and tomato; wrap securely and refrigerate. Add lettuce and tomato to sandwiches just before serving.

caesar salad

chef's salad

1 medium head romaine or lettuce,
torn into bite size pieces
1 avocado, peeled and sliced
2 tomatoes, cut into wedges
1 cup julienne cheese strips (about 1/4 pound)
1 cup julienne ham strips (about 1/4 pound)
4 hard cooked eggs, sliced
1/3 cup Mazola corn oil
2 tablespoons lemon juice
1/8 teaspoon herb seasoning
1/4 teaspoon salt
Dash freshly ground pepper

Place greens in salad bowl. Arrange avocado, tomatoes, cheese, ham and eggs on greens. Combine corn oil, lemon juice, herb seasoning, salt and pepper. Just before serving toss with salad. Makes 4 servings.

2 tablespoons lemon juice
2 tablespoons cider vinegar
1 tablespoon Worcestershire sauce
1/4 teaspoon dry mustard
1/2 teaspoon salt
1/4 teaspoon pepper
1/3 cup Mazola corn oil
1 clove garlic
1 small can anchovies
3 quarts salad greens
1/4 cup grated Parmesan or crumbled bleu cheese
1 egg
2 cups croutons

Combine first 8 ingredients in a small bowl. Cut anchovies into small pieces and add to dressing. Tear crisp, well drained salad greens into pieces and place in large salad bowl. When ready to mix salad, remove garlic from dressing, pour over greens; add cheese and toss lightly until all greens glisten and are coated. Break egg into salad and toss until well mixed. Sprinkle croutons over salad; mix lightly. Serve immediately. Makes 8 servings.

TO MAKE CROUTONS: Trim crusts from 4 slices of white bread. Brush both sides of bread with Mazola corn oil. Cut into cubes and toast in 350°F. (moderate) oven 10 to 15 minutes or until brown.



CARDINAL CHICKEN SALAD

1 tablespoon lemon juice
2 cups diced apples
4 cups finely chopped cooked chicken
1 1/2 cups finely chopped celery
1 cup green grapes, cut in half
1/4 cup Miracle Whip Salad Dressing
1/2 teaspoon salt
1/4 teaspoon pepper
1 8-oz. pkg. Philadelphia Brand Cream Cheese
1/4 cup Miracle Whip Salad Dressing

Sprinkle lemon juice over apples. Add chicken, celery, grapes, salad dressing and seasonings; mix lightly. Press mixture into 1 1/2-quart bowl; chill several hours. Unmold on serving platter. Combine softened cream cheese and salad dressing, mixing until well blended. Frost chicken salad. Garnish as desired. 8 servings

any bean salad

161

- 1 (1-pound 13-ounce) can beans
- 1 tablespoon chopped scallions
- 1 tablespoon chopped green pepper
- 1 tablespoon chopped pimiento
- 1/2 cup Mazola corn oil
- 1/4 cup vinegar
- 1 tablespoon sugar
- 1 teaspoon salt
- 1/4 teaspoon pepper
- 2 radishes, sliced

Drain beans; reserve liquid for marinade. Add water to liquid, if necessary, to make 1/3 cup. Combine beans, scallions, green pepper and pimiento in medium-size bowl. Mix corn oil, vinegar, sugar, salt, pepper and bean liquid together. Pour over vegetables and marinate in refrigerator at least 3 hours. Add radishes just before serving. Serve plain or on lettuce leaves. Makes 4 salad servings or 8 appetizer servings.

NOTE: Green beans, red or white kidney beans or chick peas may be used.

SUMMER BEAN SALAD: Follow recipe for Any Bean Salad, substituting 1 pound fresh beans or 2 (9-ounce) packages frozen beans, cooked and drained, for canned beans and use 1/3 cup cooking liquid in marinade.

Old-Fashioned Cole Slaw

- 4 cups shredded cabbage
- 2 teaspoons grated or minced onion
- 1/4 cup finely chopped green pepper or pimiento
- 1 teaspoon salt
- 1/4 teaspoon pepper
- 1/2 cup Never-Fail Mayonnaise or Basic Cooked Dressing

Place ingredients in large bowl in order given. Mix well. Cover and chill thoroughly. Makes 4 to 6 servings.

Egg Cole Slaw: Add 1 or 2 chopped hard-cooked eggs to the above recipe.

Pineapple Cole Slaw: Follow recipe for Old-Fashioned Cole Slaw. Omit green pepper and onion. Substitute 1 cup well-drained crushed pineapple for 1 cup of the cabbage.

Carrot Cole Slaw: Follow recipe for Old-Fashioned Cole Slaw. Substitute 1 to 2 cups shredded carrots for 1 to 2 cups of the shredded cabbage.

Lettuce Wedge Salad

- 1 small head iceberg lettuce
- 1/4 cup MAZOLA Corn Oil
- 2 tablespoons vinegar
- 1/2 teaspoon salt
- Few grains pepper
- 1/4 teaspoon Worcestershire sauce
- 1/2 teaspoon sugar
- Parsley

Cut lettuce into 4 wedges. Place in shallow dish or pie pan. Measure next six ingredients into jar and shake well. Pour dressing over lettuce. Arrange wedges on serving plate; pour on the dressing remaining in dish. Sprinkle with finely chopped parsley. Serve at once. Makes 4 servings.

Jackson Salad

- 1/2 medium head lettuce
- 2 hard-cooked eggs, chopped
- 1/3 cup MAZOLA Corn Oil
- 3 tablespoons vinegar
- 1 teaspoon salt
- 1/2 teaspoon paprika
- 1/2 teaspoon sugar
- 1/4 teaspoon Worcestershire sauce
- 1/2 teaspoon pepper

Break lettuce into small pieces in salad bowl. Place remaining ingredients into a jar. Cover tightly and shake well. Pour over lettuce. Toss gently to mix. Serve at once. Makes 4 servings.

Our Favorite Salad Bowl

- 1/2 clove garlic
- 1/4 teaspoon prepared mustard
- 1/2 teaspoon salt
- Few grains pepper
- 1/4 teaspoon Worcestershire sauce
- 1 1/2 tablespoons vinegar
- 4 tablespoons MAZOLA Corn Oil
- 1 quart assorted salad greens

Drop garlic clove in wooden bowl. Add prepared mustard, salt and few grains pepper. Blend thoroughly with fork. Add Worcestershire sauce, vinegar and MAZOLA. Beat with fork until thoroughly mixed. Add crisp and well-drained salad greens, broken into bite-size pieces. Toss lightly until all greens are coated with dressing. Serve at once. Makes 4 servings.

*SWEET POTATO PUFF 162

4½ cups Kraft Miniature Marshmallows	2 tablespoons Parkay Margarine
½ cup milk	½ teaspoon salt
3 eggs, separated	½ teaspoon nutmeg
1 17-oz. can sweet potatoes, drained, mashed	

Heat oven to 325°. Melt 2½ cups marshmallows with milk in saucepan over low heat; stir occasionally until smooth. Stir small amount of marshmallow mixture into yolks; return to hot mixture. Cook 3 to 5 minutes over low heat, stirring constantly. Combine potatoes, margarine and seasonings; stir into marshmallow mixture. Fold in stiffly beaten egg whites. Pour into 1½ quart soufflé dish or casserole. Bake at 325°, 45 minutes. Sprinkle remaining marshmallows on top; broil until lightly browned. 4 to 6 servings.

Savory Rice

¼ cup MAZOLA Corn Oil
1 cup rice
1 teaspoon salt
2½ cups meat stock*

Heat MAZOLA in heavy skillet. Add rice and cook, stirring constantly about 5 minutes or until rice is golden brown. Add salt and meat stock. Cover and bring to a boil. Cook, stirring occasionally, over low heat 45 to 50 minutes or until rice is tender. Add water if necessary. Makes 4 servings.

*If meat stock is not available, substitute one 10½-ounce can condensed consommé plus 1 can water.

French Fried Onions

3 large mild onions

1½ cups sifted flour
1 teaspoon salt
1½ teaspoons baking powder
2 eggs, slightly beaten
¾ cup milk
2 tablespoons MAZOLA Corn Oil

1 quart MAZOLA, for frying

Slice peeled onions ¼ inch thick; separate into rings. Sift together flour, salt and baking powder. Combine egg, milk and 2 tablespoons MAZOLA. Add to dry ingredients and mix only until smooth. Dip onion rings in batter and drain on wire cake rack placed over wax paper. Heat MAZOLA in heavy 3-quart kettle to 375°F. or until 1-inch square of bread browns in 30 to 40 seconds. Meanwhile, place onion rings in frying basket. (Do not overcrowd basket.) Fry until golden brown, about 3 to 4 minutes. Drain on absorbent paper. Keep in warm place until all onion rings have been fried. Sprinkle with salt and serve. Makes 4 servings.

Quick Spanish Rice

½ cup MAZOLA Corn Oil
1 cup chopped onions
¾ cup chopped green peppers
1 #2½ can (3½ cups) tomatoes
2½ cups water
1 tablespoon salt
¼ teaspoon pepper
1 small bay leaf, optional
¾ cup uncooked rice

Heat MAZOLA in kettle. Add onions and green peppers and cook slowly until slightly tender but not brown. Add remaining ingredients except rice; bring to a boil. Add rice when mixture boils again. Cover and cook slowly over low heat, about 45 minutes or until rice is tender. Stir mixture occasionally. Makes 6 servings.

Lasagna Casserole

2 teasp. seasoned salt
1 lb. ground chuck
2 cloves garlic, crushed
½ teasp. pepper
1 No. 2½ can tomatoes (3½ cups)
1 8-oz. can tomato sauce
1 pkg. spaghetti sauce mix
½ lb. lasagna (broad noodles)
½ lb. Mozzarella cheese, sliced
½ lb. ricotta cheese*
½ cup grated Parmesan cheese

In seasoned salt, in hot Dutch oven or deep kettle, brown chuck on both sides. Add crushed garlic and pepper; simmer slowly, uncovered, about 10 min. Stir in tomatoes, tomato sauce and spaghetti sauce mix; cover and simmer 30 min.

Meanwhile, cook lasagna in salted boiling water until tender; drain, rinse. Start heating oven to 350°F. Into 12"x8"x2" baking dish, pour one third of sauce; cover with strips of lasagna; then over lasagna arrange slices of Mozzarella and spoonfuls of ricotta. Repeat layers, ending with meat sauce, then top with Parmesan cheese. Bake about 20 min.

Makes 6 to 8 servings
*Carefully drained cottage cheese may replace ricotta.

Country Fried Potatoes

5 medium potatoes
 ¼ cup MAZOLA Corn Oil
 1 teaspoon salt
 ¼ teaspoon pepper

Wash and pare potatoes. Cut in thin slices. Heat MAZOLA in large skillet over medium heat about 3 minutes. Add potatoes and fry about 10 minutes or until brown on one side. Turn potatoes with broad spatula to complete cooking and brown other side. Season and serve. Makes 4 servings.

Broiler "French Fries"

4 medium potatoes
 ½ cup MAZOLA Corn Oil
 1 teaspoon salt

Wash and pare potatoes. Cut lengthwise into slices ¼ inch thick. Soak in salted cold water (2 tablespoons salt to 1 quart water) 20 minutes. Preheat broiler. Drain potatoes and dry thoroughly with towel. Brush potatoes with MAZOLA. Place on broiler rack 3 to 4 inches from heat. Broil 8-10 minutes. Turn potatoes and brush again with MAZOLA. Broil about 5 minutes longer or until tender and golden brown. Salt and serve. Makes 4 servings.

French Fried Potatoes

Wash and pare 6 medium potatoes. Cut lengthwise into strips ½ inch thick. Soak in cold, salted water 30 minutes. Heat 1 quart MAZOLA Corn Oil in 3-quart kettle to 375°F. or until 1-inch square of bread browns in 30 to 40 seconds. Meanwhile, drain potatoes; dry thoroughly; place in frying basket. (Do not overcrowd basket.) Fry potatoes until tender and golden brown, about 14 minutes. Drain on absorbent paper. Keep warm until all potatoes are fried. Season with salt just before serving. Makes 4 servings.

Potato Salad

6 medium potatoes
 1 cup thinly sliced onions
 1 cup sliced celery
 2 tablespoons chopped parsley
 1 teaspoon salt

¼ cup French Dressing
 ¼ cup Never-Fail Mayonnaise
 or Basic Cooked Dressing

Cook potatoes in jackets. Peel and let stand until cool enough to handle. Cube potatoes into shallow dish (there should be about 4 cups). Add onions, celery, parsley and salt. Sprinkle French Dressing over potatoes. Add ¼ cup mayonnaise or cooked dressing. Mix all together lightly. Cover with wax paper and chill thoroughly, at least 2 hours. Just before serving add the remaining ¼ cup dressing. Arrange on lettuce. Garnish with cucumber and tomato slices. Makes 6 servings.

**American
Fried
Potatoes**

6 uncooked potatoes
 (medium size)
 *½ cup thinly sliced onions

¼ cup golden Fluff
 1 teaspoon salt
 ½ teaspoon pepper

Slice or cube potatoes. Add onions. Heat Fluff in 9-inch frying pan. Add potatoes and onions and fry over medium heat until golden brown. Turn potatoes and onions frequently until they are well browned. Season with salt and pepper. Makes 4 servings.

*To make plain fried potatoes, omit the sliced onion.

Variations: Add 2 tablespoons of finely diced pimiento, or 2 tablespoons finely diced green pepper, or 2 tablespoons chopped parsley.

Never-Fall Mayonnaise

1 teaspoon sugar
 1 teaspoon dry mustard
 3/4 teaspoon salt
 Pinch Cayenne
 1 egg
 2 cups MAZOLA Corn Oil
 3 tablespoons vinegar

Combine first four ingredients in a bowl. Mix well. Add egg; beat well with rotary beater. Continue beating and add MAZOLA, a little at a time, beating continually until 1 cup is used. Then add one tablespoon vinegar and continue adding remaining MAZOLA, a little at a time. Beat in last two tablespoons vinegar. Makes about 2 1/4 cups.

Sunshine Salad

1 pkg. 30z. orange jello
 1/2 tsp. salt
 1 1/2 c. boiling water
 1 c crushed pineapple
 1 c. grated raw carrots
 1/4 c. diced celery

Dissolve jello in water.
 Chill unto thick. Add
 all other ingredients.

CHEESE BALLS

Heat oven to 400°. Cut 1/2 cup process cheese spread into 1 package (11 ounces) Betty Crocker® pie crust sticks or mix thoroughly. Mix until dough almost cleans side of bowl. Gather dough into ball; knead until smooth on lightly floured cloth-covered board. Shape dough into 1-inch balls. Place on ungreased cookie sheet. Bake until set and light brown, 10 to 12 minutes. About 4 dozen balls.

YOGURT VEGETABLE DIP

3 cartons (6 ounces each)	1 tablespoon parsley flakes
Yoplait® plain yogurt	1 1/2 teaspoons dried dill
(about 2 cups)	weed
1 cup mayonnaise or	1 teaspoon celery salt
salad dressing	1/2 teaspoon salt
1/4 cup chopped green onions	1/4 teaspoon onion powder
(with tops)	

Stir yogurt into mayonnaise gradually until well blended; stir in remaining ingredients. Cover and refrigerate at least 1 hour. Serve with green and red pepper strips or other vegetables. Refrigerate any remaining dip. About 3 cups dip.

The "greatest" in loaf breads for picnic, party, or family fare.

Date Nut Loaf Bread

3 cups sifted flour	1/4 cup golden Fluff
3 1/2 teaspoons baking powder	3/4 cup chopped nutmeats
1 teaspoon salt	*3/4 cup chopped pitted
3/4 cup firmly packed	dates
brown sugar	1 egg
	1 1/2 cups milk

Sift together the flour, baking powder, and salt into a mixing bowl. Blend in brown sugar. Cut in Fluff with pastry blender or two knives until mixture looks like coarse corn meal. Add nutmeats and dates. Combine egg and milk and add all at once to dry ingredients. Stir just enough to hold dough together. Put dough into a prepared 9 1/2 x 5 1/4 x 2 3/4-inch loaf pan. Bake at 350° F. about 60 minutes. Makes 1 loaf.

*To make basic nut bread, omit dates.

Variations: Omit dates, add 3/4 cup chopped cooked prunes, or 3/4 cup chopped dried figs, or 3/4 cup chopped dried apricots to flour-Fluff mixture.

Bran Muffins

1 egg, well-beaten
3/4 cup milk
1 cup bran
1/4 cup MAZOLA Corn Oil
3/4 cup seedless raisins
1 cup sifted flour
1/4 cup sugar
2 teaspoons baking powder
1/2 teaspoon salt

Beat egg; add milk, bran, MAZOLA and raisins. (Let stand until most of liquid is absorbed.) Sift together flour, sugar, baking powder, and salt; add to bran mixture and mix just enough to dampen flour; batter should be lumpy. Turn into greased muffin pans. Bake in hot oven (400° F.) 20 to 25 minutes. Serve hot. Makes 1 dozen.

Corn Muffins

1 cup sifted flour
1 teaspoon salt
3 teaspoons baking powder
1 to 2 tablespoons sugar
3/4 cup corn meal
2 eggs, well-beaten
1 cup milk
1/4 cup MAZOLA Corn Oil

Mix and sift first four ingredients. Add corn meal. Combine well-beaten eggs, milk and MAZOLA. Add to dry ingredients, mixing quickly, just enough to dampen the flour. Bake in greased muffin or corn-stick pans, in hot oven (425° F.) 25 minutes. Makes 12.

Corn Bread: Bake in greased 8-inch square pan in hot oven (425° F.) 30 to 35 minutes.

Waffled French Toast

2 eggs
1 cup milk
1/4 teaspoon salt
2 tablespoons MAZOLA Corn Oil
10 slices bread

Beat eggs slightly, add milk, salt and MAZOLA. Pour into a shallow dish; dip bread slices into egg mixture, coating both sides well. Bake in preheated

waffle iron according to manufacturer's directions or until steam no longer appears and bread is golden brown. Serve hot with syrup. Makes 5 servings.

Banana Bread

2 cups sifted flour
2 teaspoons baking powder
1/4 teaspoon baking soda
1/2 teaspoon salt
1 cup fully ripe, mashed bananas
1/2 cup MAZOLA Corn Oil
3/4 cup sugar
2 eggs

Sift together first four ingredients. Combine bananas, MAZOLA, sugar and eggs in large bowl. Beat with rotary beater until light and foamy. Add sifted dry ingredients; using a spoon, mix until well blended. Pour into well-greased loaf pan (8 1/2 x 4 1/2 x 2 1/2 inches). Bake in moderate oven (350° F.) 1 hour 10 minutes, or until bread is done. Let stand until cold before cutting. This bread keeps well.

Banana Nut Bread: Add 1/2 cup coarsely chopped walnuts to flour mixture.

STANDARD-TYPE BISCUITS

REGULAR

2 cups Gold Medal flour
3 teaspoons baking powder
1 teaspoon salt
 $\frac{1}{4}$ cup shortening
 $\frac{3}{4}$ cup milk

BUTTERMILK

2 cups Gold Medal flour
2 teaspoons baking powder
1 teaspoon salt
 $\frac{1}{4}$ teaspoon soda
 $\frac{1}{4}$ cup shortening
 $\frac{3}{4}$ cup buttermilk

STIR 'N ROLL BISCUITS

REGULAR

2 cups Gold Medal flour
3 teaspoons baking powder
1 teaspoon salt
 $\frac{1}{4}$ cup salad oil
 $\frac{3}{4}$ cup milk

BUTTERMILK

2 cups Gold Medal flour
2 teaspoons baking powder
1 teaspoon salt
 $\frac{1}{4}$ teaspoon soda
 $\frac{1}{4}$ cup salad oil
 $\frac{3}{4}$ cup buttermilk

STANDARD-TYPE METHOD

Heat oven to 450°. Bake 10 to 12 minutes.
About sixteen 1½-inch biscuits.

1. Measure dry ingredients into mixing bowl and stir thoroughly to blend. Cut shortening into flour mixture with pastry blender until mixture looks like meal.
2. Make a "well" in mixture and add liquid all at once. Stir vigorously with fork just until mixture rounds up in a ball and no dry ingredients remain in bowl. Avoid overhandling.
3. Turn dough onto lightly floured cloth-covered board. For ease in handling, roll the ball of dough around 3 or 4 times. Knead 20 to 25 times, working quickly.

4. Roll dough or pat out with floured hand to ½-inch thickness. Biscuits will double in size during baking. (This is the result of the leavening agent at work.)
5. Cut biscuits close together with floured biscuit cutter. Push leftover dough together lightly and roll out. Avoid working in more flour and do not knead.
6. Use spatula to transfer biscuits. For crusty sides, place 1 inch apart on ungreased baking sheet. For soft sides, place close together in ungreased round layer pan. Bake.

STIR 'N ROLL METHOD

Heat oven to 450°. Bake 10 to 12 minutes.
About sixteen 1½-inch biscuits.

1. Measure dry ingredients into mixing bowl. Pour oil and milk into measuring cup (do not stir); pour all at once into flour mixture. Stir with fork until mixture cleans bowl and forms ball.
2. To knead dough, turn onto waxed paper. Lift paper by one corner and fold dough in half; press down firmly and pull paper back. Repeat until dough looks smooth.
3. Pat or roll dough ½ inch thick between 2 sheets of waxed paper. Cut dough with unfloured biscuit cutter. Place on ungreased baking sheet. Bake.

"Easy-Mix" Flaky Biscuits

2 cups sifted flour
3 teaspoons baking powder
1 teaspoon salt
½ cup MAZOLA Corn Oil
¾ cup milk

Mix and sift dry ingredients together. Combine MAZOLA and milk. Pour all at once over entire surface of flour mixture. Mix with fork to make a soft dough. Shape lightly with hands to make a round ball. Place on wax paper and knead lightly ten times or until smooth. Pat out to ½ inch thickness or roll between 2 squares wax paper (about 12 inches square). Remove top sheet of paper; cut biscuits with unfloured 2-inch biscuit cutter. Place biscuits on ungreased baking sheet. Bake in hot oven (450°F.) 12 to 15 minutes. Makes 20 biscuits.

Note: For soft biscuits place biscuits close together with sides touching. For crusty biscuits place well apart.

Muffins

2 cups sifted flour
3 teaspoons baking powder
1 teaspoon salt
2 tablespoons sugar
1 egg, well-beaten
1¼ cups milk
½ cup MAZOLA Corn Oil

Mix and sift dry ingredients. Make a well and add remaining ingredients all at once; stir only enough to dampen flour, batter will be lumpy. Fill greased muffin pans ¾ full. Bake in hot oven (400°F.) 25 to 30 minutes. Makes 12.

Cheese Muffins: Add 1 cup grated cheese to mixed and sifted dry ingredients. If desired, sprinkle tops of muffins with paprika before baking.

Nut Muffins: Add ½ cup coarsely chopped walnuts to mixed and sifted dry ingredients.

Peanut Butter Muffins: Cut ½ cup peanut butter into mixed and sifted dry ingredients.

Blueberry Muffins: Increase sugar to ¼ cup. Add 1 cup fresh or drained canned blueberries to mixed and sifted dry ingredients.

Sugared Apple Muffins: Add 1 cup chopped apples to mixed and sifted dry ingredients. Combine ½ teaspoon cinnamon with 2 tablespoons sugar. Sprinkle over tops of muffins before baking.

Jam Muffins: Fill muffin cups ½ full. Place 1 teaspoon of your favorite jam or jelly in the center of batter. Add more batter to fill cup ¾ full.

Biscuit Variations

Drop Biscuits: Increase milk to ¾ cup. Mix dough and drop by spoonfuls on baking sheet.

Buttermilk Biscuits: Substitute buttermilk for milk. Add ¼ teaspoon baking soda to dry ingredients before sifting.

Cheese Biscuits: Add ½ cup grated cheese to sifted dry ingredients.

Orange Biscuits: Add 2 teaspoons grated orange rind and 2 tablespoons sugar to mixed and sifted dry ingredients. Combine ½ cup MAZOLA, ¼ cup milk and ½ cup orange juice. Mix dough and drop by spoonfuls on baking sheet.

Scones: Follow directions for Biscuits. Toss on lightly floured board, knead slightly. Divide into 4 equal parts. Roll each into a round ½ inch thick; cut into quarters to make 4 triangles.

Fried Drop Biscuits: Make Drop Biscuit dough. Heat 1 quart MAZOLA in 3-quart kettle to 375°F. or until a 1-inch square of bread browns in 30 to 40 seconds. Drop dough by teaspoonfuls into hot MAZOLA and fry about 2 minutes or until golden brown. Serve plain or roll in cinnamon sugar. Makes 12. Flavor may be varied by adding ¼ cup grated cheese or 1 tablespoon grated orange rind to the dry ingredients.



VICTORIAN JEWELS
(Mini Fruitcakes)

1 1/2 C diced candied fruits
1/2 C each Sun-Maid Raisins,
Golden Raisins, Zante Currants
1/2 C brandy or apple juice
3/4 C packed brown sugar
1/3 C butter or margarine
1 egg
1 C all-purpose flour
1/2 tsp each baking soda and salt
1/2 tsp each allspice and cinnamon
1/4 tsp nutmeg
1 C chopped walnuts

Candied cherries and walnuts, for garnish
Melted apple jelly, for glaze
Marinate fruits and raisins in brandy or juice overnight. Cream sugar, butter and egg. Sift together flour, soda, salt and spices; stir in. Mix in walnuts and marinated fruits. Spoon batter into 1 3/4-inch mini-muffin tins lined with baking cups. Fill 3/4 full. Top each with cherry or walnut piece. Bake at 300° F. 30 minutes. Remove from tins; brush tops with brandy or juice while warm. Cool; store in airtight container. Before serving, brush tops with jelly. Makes 5 doz.

QUICK COFFEECAKE

1/4 c. shortening
 1/2 c. sugar
 1 egg
 1/2 c. milk
 1 1/2 c. flour
 1 1/2 t. baking powder
 1/2 t. nutmeg

1/2 t. salt
 1/2 t. vanilla
 Topping:
 1/2 c. brown sugar
 1 1/2 T. melted marg.
 1 T. flour
 1/2 t. cinnamon

Combine egg, shortening and sugar; mix well. Stir in milk. Sift together dry ingredients; add with vanilla. Pour into a greased and floured 9 inch square pan. Combine topping ingredients and sprinkle over the top. Bake at 375 degrees for about 25 to 30 minutes.

SOURCREAM COFFEECAKE

3/4 C. shortening
 1 1/2 c. sugar
 3 eggs
 1 1/2 t. vanilla
 1 1/2 c. sour cream

3 c. flour
 1 1/2 t. baking powder
 1 1/2 t. baking soda
 1/4 t. salt
 Layer mixture:
 1/2 c. brown sugar
 1/2 c. chopped nuts
 1 1/2 t. cinnamon

Cream together shortening, sugar; then add the eggs, vanilla and sour cream. Combine the dry ingredients then add them to creamed mixture. Pour in layers into a greased tube pan the moistened mixture 1/3 at a time with the layer-sugar mixture placed after each moist layer ending with the sugar mixture on top. Bake at 350 degrees about 60 minutes.

MONKEY BREAD OR COFFEECAKE

4 CANS buttermilk biscuit dough(10/can)

1 cup sugar

1 1/2 t. cinnamon

Syrup mixture:

1 cup margarine

1 cup sugar

2 t. cinnamon

1 cup chopped nuts

Cut biscuits into quarters. Combine 1 cup sugar and 1 1/2 t. cinnamon. Roll quartered biscuits made into balls into the mixture. Melt margarine, add sugar, cinnamon then nuts. Layer biscuits into tube or bundt pan putting syrup in between the biscuit layers. Top with any remaining syrup. Bake at 350 degrees about 40 to 45 minutes.

RAISIN PECAN BISCUITS

2 cups sifted regular flour	1/2 c. shortening
1 t. salt	2/3 c. milk
1/4 c. sugar	1 t. cinnamon
2 1/2 t. baking powder	
Topping:	
2 T. shortening	1/2 c. pecans
1/4 c dark corn syrup	1/4 c. raisins

Preheat oven to 375 degrees.

In a bowl mix flour, baking powder and salt. Cut in the shortening. Add milk and knead. Roll out onto a floured board. Pat into a nice rectangle about 10 x 8 inches. Sprinkle with mixture of cinnamon and sugar. Start at one end and roll into jellyroll shape pinching closed the ends. Cut into inch slices.

Make topping and pour into the 9 inch round baking pan or 8 inch square baking pan. Place on the topping the slices. Bake at 375 degrees for about 25 minutes. Remove and turn at once onto serving platter. Cool slightly before serving.

To make the topping:

In the pan melt the shortening, add sugar and syrup and heat until the sugar dissolves. Sprinkle the nuts and raisins into the mixture.

Ornamental Icing

2 cups sifted confectioners'
sugar
*2 egg whites

* $\frac{1}{8}$ teaspoon cream of tartar
 $\frac{1}{2}$ teaspoon vanilla extract

Add half the sugar to egg whites. Beat vigorously by hand or at high speed of electric mixer until fluffy. Add cream of tartar, vanilla, and remaining sugar, beating until fluffy. Keep covered with damp towel until ready to use and during use. Makes $1\frac{1}{2}$ cups.

*For a creamy icing, omit egg whites and cream of tartar. Blend in 2 tablespoons Fluffo and $2\frac{1}{2}$ tablespoons cream. Makes 1 cup icing.

To decorate cookies: Icing may be used in pastry bag to make lines or write on cookies, to make borders, to make dots of icing on which to place silver dragees or cinnamon candies. Baked cookies may be lightly spread with icing and promptly sprinkled with chopped nutmeats, candy deco-ettes, silver dragees, or cinnamon candies. Balls of unbaked drop cookie dough may be dipped in unbeaten egg white and then in granulated sugar to give a sugary crackled effect when baked. Nut halves or drained maraschino cherry halves may be pressed in center of cookies before baking.

These are "classic" cookies of the mix-ahead, make-to-order type.

Orange Nut Cookies

$1\frac{1}{2}$ cups sifted flour
 $\frac{1}{4}$ teaspoon baking soda
 $\frac{1}{2}$ teaspoon salt
 $\frac{1}{2}$ cup chopped nutmeats
 $\frac{1}{2}$ cup golden Fluffo
 $\frac{1}{4}$ cup granulated sugar

$\frac{1}{4}$ cup firmly packed
brown sugar
*1 teaspoon vanilla extract
 $1\frac{1}{2}$ teaspoons grated
orange rind
1 egg, unbeaten

Sift together the flour, baking soda, and salt. Stir in nutmeats. Blend the Fluffo, sugars, vanilla, and orange rind thoroughly. Add egg and beat until fluffy. Blend in dry ingredients. Turn mixture out onto moisture-proof paper, foil, or other wrap. Form into a 2-inch roll. Wrap securely and chill several hours or overnight. Slice with a sharp, thin-bladed knife into $\frac{1}{8}$ -inch slices. Place on ungreased baking sheet. Bake at 400° F. 6 to 8 minutes. Makes 40 2-inch cookies.

*Variations: Omit the vanilla and add $\frac{1}{2}$ teaspoon of almond extract, or $\frac{1}{2}$ teaspoon each of orange and lemon extracts.

"Champions all!" . . . that's what these Brownies are!

Chocolate Nut Brownies

$\frac{3}{4}$ cup sifted flour
 $\frac{1}{2}$ teaspoon salt
 $\frac{1}{2}$ cup golden Fluffo
1 cup sugar
1 teaspoon vanilla extract

2 eggs, unbeaten
2 squares (2 ounces) un-
sweetened chocolate,
melted
*1 cup chopped nutmeats

Sift together the flour and salt. Blend the Fluffo, sugar, and vanilla thoroughly in mixing bowl. Add eggs and chocolate and beat until fluffy. Add dry ingredients and mix until just combined. Stir in nutmeats. Spread into a prepared $9 \times 9 \times 1\frac{1}{4}$ -inch baking pan. Bake at 350° F. about 25 minutes. Remove from oven and cut into squares. Cool in pan on cake rack. Makes 3 dozen $1\frac{1}{2}$ -inch squares.

*Variations: Omit chopped nutmeats, add $\frac{3}{4}$ cup finely diced dried apricots, or $\frac{3}{4}$ cup finely cut candied orange peel, or 8 marshmallows (cut in pieces) to batter.

BAR COOKIES 171

APPLESAUCE-RAISIN BARS

Quick pickup for sports fans, especially good served with tall, cool glasses of milk.

1 cup Gold Medal flour*
¾ cup brown sugar (packed)
1 teaspoon soda
½ teaspoon salt
1 teaspoon pumpkin pie spice
¼ cup shortening
1 cup applesauce
1 egg
½ cup raisins
Browned Butter Icing (right)

Heat oven to 350°. Grease oblong pan, 13x9x2 inches. Mix all ingredients except icing thoroughly. Spread in pan. Bake about 25 minutes. Cool; frost with Browned Butter Icing. Cut into bars, about 3x1 inch. 32 cookies.

*If using self-rising flour, reduce soda to ½ teaspoon and omit salt.

Browned Butter Icing

3 tablespoons butter
1½ cups confectioners' sugar
1 teaspoon vanilla
About 1 tablespoon milk

Heat butter in saucepan over medium heat until a delicate brown. Blend in sugar, vanilla and milk; beat until frosting is smooth and spreading consistency. If necessary, stir in additional milk, few drops at a time.

LUSCIOUS BARS

Easiest of all the cookies because they bake in a pan like a one-layer cake! You just spread dough evenly in pan, bake and cut. There is no general rule for testing doneness, so watch the baking time closely.

Unlike other cookies, bar cookies cool right in the pan.

To decorate, frost with creamy icing or sprinkle with confectioners' sugar. Cut into bars and remove from pan with wide spatula.

PEANUT BUTTER THUMBPRINTS

New kind of finger sculpturing! Make thumbprint in molded ball of dough, bake and cool. Then fill print with dab of jelly. Pretty served with ice cream.

½ cup shortening (half butter or margarine, softened)
½ cup peanut butter
½ cup granulated sugar
½ cup brown sugar (packed)
1 egg
1¼ cups Gold Medal flour*
¾ teaspoon soda
½ teaspoon baking powder
¼ teaspoon salt
½ cup finely chopped peanuts
Jam or jelly

Mix shortening, peanut butter, sugars and egg. Blend in flour, soda, baking powder and salt. Cover; chill.

Heat oven to 375°. Shape dough into 1-inch balls. Roll in peanuts. Place 3 inches apart on lightly greased baking sheet. Press thumb in center of each cookie. Bake 10 to 12 minutes or until set but not hard. Spoon jam into each thumbprint. About 3½ dozen cookies.

*If using self-rising flour, omit soda, baking powder and salt.

DATE-NUT SQUARES

Cut into 2-inch squares for snacks or cut them bigger, smother in whipped cream and you've got a party dessert.

2 eggs
½ cup sugar
½ teaspoon vanilla
½ cup Gold Medal flour*
½ teaspoon baking powder
½ teaspoon salt
2 cups cut-up dates
1 cup chopped nuts

Heat oven to 350°. Grease square pan, 9x9x2 inches. Beat eggs until light and lemon colored. Beat in sugar and vanilla thoroughly. Blend in flour, baking powder and salt. Stir in dates and nuts. Spread in pan. Bake 25 to 30 minutes. Cool; cut into 2-inch squares. Or, if desired, cut into 3-inch squares and top with ice cream or sweetened whipped cream.

*If using self-rising flour, omit baking powder and salt.

CHOCOLATE REFRIGERATOR COOKIES

Rich and buttery, in your favorite flavor. Nice for school teas or receptions.

1¼ cups butter or margarine, softened
1½ cups confectioners' sugar
1 egg
3 cups Gold Medal flour*
½ cup cocoa
¼ teaspoon salt
1½ cups finely chopped pecans

Mix butter, sugar and egg thoroughly. Mix in flour, cocoa and salt. Cover; chill 1 hour. Divide dough in half; shape each half into roll, 1½ inches in diameter. Roll in pecans. Wrap; chill at least 8 hours.

Heat oven to 400°. Cut rolls into ⅛-inch slices. (If dough crumbles while cutting, let warm slightly.) Place 1 inch apart on ungreased baking sheet. Bake *about 8 minutes*. Immediately remove from baking sheet. *About 8 dozen cookies.*

*Do not use self-rising flour in this recipe.

Note: The roll of cookie dough can be round, square, rectangular or oval, but diameter must be as specified in recipe.

ROLLED COOKIES

SUGAR COOKIES

A delicate, delicious cookie you can bake in as many shapes and sizes as you have cookie cutters. Usually regarded as the test of a good Cookie Crafter.

¾ cup shortening (part butter or margarine, softened)
1 cup sugar
2 eggs
1 teaspoon vanilla or ½ teaspoon lemon extract
2½ cups Gold Medal flour*
1 teaspoon baking powder
1 teaspoon salt

Mix shortening, sugar, eggs and flavoring thoroughly. Blend in flour, baking powder and salt. Cover; chill at least 1 hour.

Heat oven to 400°. Roll dough ⅛ inch thick on lightly floured cloth-covered board. Cut into desired shapes with cookie cutters. Place on ungreased baking sheet. Bake *6 to 8 minutes* or until very light brown. *About 4 dozen 3-inch cookies.*

*If using self-rising flour, omit baking powder and salt.

Chocolate Jumbos

1¾ cups sifted flour
2 teaspoons baking powder
¼ teaspoon salt
1 cup brown sugar
1 egg, well-beaten
2 squares unsweetened chocolate, melted
½ cup MAZOLA Corn Oil
1 teaspoon vanilla
½ cup milk
½ cup chopped coconut or nuts

Mix and sift together first three ingredients. Add sugar to beaten egg and mix well. Add melted chocolate, MAZOLA and vanilla. Stir until well blended. Add sifted dry ingredients alternately with milk to MAZOLA mixture. Beat until batter is smooth. Stir in coconut. Coconut strands should be chopped or cut into small pieces. Drop by teaspoonfuls on greased cookie sheet. Bake in moderate oven (350° F.) 12 to 15 minutes. Cool and frost with vanilla or chocolate butter cream frosting. Makes about 2½ dozen cookies.

PAINTBRUSH COOKIES

Sugar cookie dough decorated with edible paints.

Before baking, use small paintbrushes to paint designs on cookies with Egg Yolk Paint: Blend well 1 egg yolk and ¼ teaspoon water. Divide mixture among several small custard cups. Add food color to each cup to make a bright color. If paint thickens on standing, add few drops water.

FLOWERPOT COOKIES

Sugar cookies baked on a stick, decorated and planted in pots of chocolate ice cream. Happy surprises for a party!

Cut dough with 1½-inch scalloped or plain cutter; place on ungreased baking sheet. Insert thin skewers in each cookie. Tint a creamy frosting with few drops food color; decorate cooled cookies. Serve "flower" cookies in pots of chocolate ice cream.

173 * Old-Fashioned Soft Molasses Cookies

6 cups sifted flour
2 teaspoons baking soda
2 teaspoons salt
1 cup sugar
1½ cups molasses
¾ cup MAZOLA Corn Oil
¾ cup warm water
1½ teaspoons vanilla

Sift together flour, baking soda, and salt. Combine sugar, molasses, MAZOLA, warm water and vanilla in large bowl. Beat until well blended. Gradually add sifted dry ingredients mixing to form a soft dough. Chill about one hour. Roll out dough, ¼ inch thick, on lightly floured board. Cut with floured 2½-inch cutter. Bake on greased cooky sheet in moderate oven (375°F.) 10 to 12 minutes. Cool. Store in tightly covered cooky jar or tin box. Apple slices or a slice of fresh bread helps cookies to stay soft and moist. Makes 3½ dozen large cookies.

Hermits

3½ cups sifted flour
¼ teaspoon baking soda
3 teaspoons baking powder
½ teaspoon salt
1 teaspoon cinnamon
½ teaspoon nutmeg
½ teaspoon cloves
1 cup seedless raisins
¾ cup MAZOLA Corn Oil
1½ cups brown sugar
2 eggs, well-beaten
6 tablespoons milk

Sift together flour, baking soda, baking powder, salt and spices. Add raisins. Combine MAZOLA and sugar; mix until well blended. Add well-beaten eggs. Add sifted dry ingredients alternately with the milk. Drop by tablespoonfuls on greased cooky sheet. Bake in hot oven (400°F.) 12 minutes. Makes 4 to 5 dozen.

Instead of baking your favorite brownie mix in a 9x9x2-inch square pan, bake in a 9-inch round layer pan. Then cut into wedges and top with ice cream and chocolate sauce for Brownie Pie a la Mode. Scrumptious!

Brown Sugar Drop Cookies

3 cups sifted flour
1½ teaspoons baking powder
½ teaspoon baking soda
1 teaspoon salt
½ teaspoon cinnamon
*1½ cups brown sugar, firmly packed
¾ cup MAZOLA Corn Oil
¼ cup water
2 eggs
1 teaspoon vanilla
1 cup raisins

Sift together first five ingredients. Make a well and add in order, sugar, MAZOLA, water, eggs and vanilla. Beat until smooth. Fold in raisins. Drop by teaspoonfuls onto greased cooky sheet. Bake in moderate oven (350°F.) 12 to 15 minutes. Cooky dough may be covered, stored in refrigerator and baked as needed. Makes 5 dozen.

*If desired, ½ cup granulated sugar and 1 cup brown sugar may be used.

Oatmeal Drop Cookies

2 cups sifted flour
1¼ cups sugar
1 teaspoon baking powder
½ teaspoon baking soda
1 teaspoon salt
1 teaspoon cinnamon
3 cups rolled oats, regular or quick-cooking
1 cup raisins
1 cup MAZOLA Corn Oil
2 eggs
½ cup milk

Sift together dry ingredients. Add rolled oats and raisins, and mix thoroughly. Add in order MAZOLA, eggs and milk. Beat until thoroughly blended. Drop by teaspoonfuls on ungreased cooky sheet about 1½ inches apart. Bake in hot oven (400°F.) 10 to 12 minutes. Makes about 6 dozen.

Sugar Cookies

2½ cups sifted flour
1½ teaspoons baking powder
¾ teaspoon salt
¼ teaspoon nutmeg (optional)
¾ cup MAZOLA Corn Oil
1 cup sugar
2 eggs
1 teaspoon vanilla

Mix and sift together first four ingredients. Combine MAZOLA and sugar in mixing bowl. Add unbeaten eggs, one at a time, beating well after each addition. Add vanilla. Add sifted dry ingredients all at once; blend well. Shape dough into balls about ¾ inch in diameter. Dip tops of balls into granulated sugar. Place balls of dough, sugar side up, about 3 inches apart on lightly greased cooky sheet. Press cooky with tines of fork, crisscrossing with fork, to flatten dough. Bake in moderate oven (375°F.) 10 to 12 minutes. Remove immediately from cooky sheet. Makes about 5 dozen.
Note: Balls of dough can be dipped in chopped nuts, coconut or chocolate pieces, if desired.

Frosted Peanut Butter Squares

Base

- 1/3 cup Butter Flavor Crisco
- 1/2 cup creamy peanut butter
- 1 1/2 cups firmly packed brown sugar
- 2 eggs
- 1 1/2 cups all-purpose flour
- 1 1/2 teaspoons baking powder
- 1/2 teaspoon salt
- 1/4 cup milk
- 1 teaspoon vanilla

Frosting and Drizzle

- 1/4 cup Butter Flavor Crisco
- 3/4 cup creamy peanut butter
- 4 cups (1 pound) confectioners sugar
- 1/2 cup milk
- 1/2 cup semi-sweet chocolate pieces

1. Heat oven to 350°F. Grease 15 x 10 x 1-inch baking pan.
2. For Base: Cream Butter Flavor Crisco and peanut butter in large bowl at medium speed of electric mixer. Blend in brown sugar. Beat in eggs one at a time. Beat until creamy.

3. Combine flour, baking powder and salt in small bowl. Set aside.

4. Combine milk and vanilla in measuring cup.

5. Add dry ingredients and milk alternately to creamed mixture. Mix at low speed of mixer. Scrape sides of bowl frequently. Beat until blended.

6. Spread batter into prepared pan. Bake at 350°F for 18 to 20 minutes. Cool.

Frosting

1. Cream Butter Flavor Crisco and peanut butter in large bowl at medium speed of electric mixer. Add sugar and milk. Beat until fluffy. Spread on cooled cookie base.

Drizzle

2. Melt chocolate pieces on very low heat in small saucepan. Drizzle chocolate from end of spoon back and forth over frosting. Cut into 2 inch squares. Refrigerate 15 to 20 minutes until chocolate is firm.

3 Dozen Squares

Old Fashioned Sugar Cookies

- 3/4 cup Butter Flavor Crisco
- 3/4 cup granulated sugar
- 1 teaspoon vanilla
- 1 egg
- 1 tablespoon plus 1 teaspoon milk
- 2 cups all-purpose flour
- 1 1/2 teaspoons baking powder
- 1/4 teaspoon salt

1. Cream Butter Flavor Crisco, sugar and vanilla. Add egg and milk. Beat until light and fluffy.
2. Combine flour, baking powder and salt. Stir into creamed mixture.
3. Divide dough in half. Wrap tightly in wax paper. Refrigerate several hours or overnight.
4. Heat oven to 375°F.
5. Flour surface lightly. Roll dough to about 1/8 inch thickness. Cut in desired shapes. Sprinkle before baking with colored sugar and candies or leave plain to frost when cool.
6. Bake at 375°F for 7 to 9 minutes. Cool slightly. Remove to cooling rack.

3 Dozen Cookies
(Depending on size and shape)

Creamy Vanilla Frosting

- 1/2 cup Butter Flavor Crisco
- 1 pound (4 cups) confectioners sugar
- 1/3 cup milk
- 1 teaspoon vanilla

1. Blend Butter Flavor Crisco, confectioners sugar, milk and vanilla in small bowl at low speed of electric mixer for 15 seconds. Scrape bowl constantly.

2. Beat at high speed for 2 minutes, or until smooth and creamy. Frost cooled cookies.

Two Cups Frosting

Frosts 3 to 4 Dozen Cookies

Note: Frosting works well in decorating tube. 1 or 2 drops food coloring can be used to tint each cup of frosting.

Butter Drops

1/2 cup Butter Flavor Crisco
 3/4 cup granulated sugar
 1 egg
 1/2 teaspoon vanilla
 1 tablespoon milk
 1 1/4 cups all-purpose flour
 1/4 teaspoon salt
 1/4 teaspoon baking powder
 1/4 cup Butter Flavor Crisco, melted

1. Heat oven to 375°F. Grease baking sheet.
2. Cream 1/2 cup Butter Flavor Crisco until light and fluffy. Beat in sugar. Add egg and vanilla. Mix until well blended. Stir in milk.
3. Combine flour, salt and baking powder. Stir into creamed mixture. Mix well.
4. Drop level measuring tablespoonfuls 2 inches apart onto prepared baking sheet. Bake at 375°F for 7 to 9 minutes.
5. Brush surface of warm cookies with melted Butter Flavor Crisco for more flavor. Remove to cooling racks.

3 Dozen 2-Inch Cookies

Note: For 3 inch cookies drop 2 level measuring tablespoons of dough into a mound to form cookie.

Place 6 to 8 at a time on baking sheet. Leave 3 inches between cookies. Bake at 375°F for 11 to 13 minutes.

1 1/2 to 2 Dozen Cookies

Fudgy Chocolate Filling

1/3 cup Butter Flavor Crisco
 3/4 cup cocoa
 1/4 teaspoon salt
 1/2 cup milk
 2 teaspoons vanilla
 1 pound (4 cups) confectioners sugar

1. Melt Butter Flavor Crisco in 2-quart saucepan. Remove from heat. Add cocoa and salt. Blend at low speed of electric mixer.
2. Add milk and vanilla. Blend at low speed.
3. Mix in confectioners sugar, one cup at a time. Mix until smooth and creamy. Add more sugar to thicken or milk to thin for good spreading consistency.

Butter Drops Special Collection

Chocolate Dipped

Bake and cool 2-inch Butter Drops. Melt 1 cup semi-sweet chocolate pieces with 1 teaspoon Butter Flavor Crisco on very low heat. Stir well. Spoon into custard cup. Dip one end of cooled cookie halfway up in chocolate. Place on wax paper until chocolate is firm.

Fudgy Sandwich Cookies

Bake and cool 2-inch Butter Drops. Spread Fudgy Chocolate Filling on the bottoms of half the batch of cookies. Top with the remaining cookies for fudgy sandwich treats.

Chocolate Nut

Dip in melted chocolate as in recipe noted to the left. Place on wax paper and sprinkle with finely chopped nuts before chocolate hardens.

Raspberry Coconut

Bake 2-inch Butter Drops. Spread 1/2 to 1 teaspoon raspberry jam on each hot cookie. Sprinkle with flake coconut.

Frosted Butter Drops

Bake and cool 3-inch Butter Drops. Decorate cooled cookies with tinted Creamy Vanilla Frosting (page 9) and holiday candies.

TIP.

Keep your cookie creations fresh.

- Store crisp cookies loosely covered.
- Store soft, chewy cookies in a tightly covered container or wrap in plastic or aluminum foil.
- Store your cookies for up to 3 months in the freezer. Just wrap cooled cookies in aluminum foil, plastic wrap or plastic bags.

Cherry Cheese Bars

Crust

1 cup walnuts, divided
 1 1/4 cups all-purpose flour
 1/2 cup firmly packed brown sugar
 1/2 cup Butter Flavor Crisco
 1/2 cup flake coconut

Filling

2 packages (8 ounces each)
 cream cheese, softened
 2/3 cup granulated sugar
 2 eggs
 2 teaspoons vanilla
 1 can (21 ounces) cherry pie filling

1. Heat oven to 350°F. Grease bottom of 13 x 9 x 2-inch pan.
2. Chop 1/2 cup walnuts coarsely for topping. Set aside. Chop remaining 1/2 cup nuts finely.
3. For Crust: Combine flour and brown sugar. Cut in Butter Flavor Crisco until fine crumbs form. Add 1/2 cup finely chopped nuts and coconut. Mix well. Remove 1/2 cup crumb mixture. Set aside. Press remaining crumbs in bottom of pan. Bake at 350°F for 12 to 15 minutes, until edges are lightly browned.
4. For Filling: Beat cream cheese, granulated sugar, eggs and vanilla until smooth. Spread over hot baked crust. Return to oven. Bake 15 minutes longer.
5. Spread cherry pie filling over cheese layer.
6. Combine reserved coarsely chopped nuts and reserved crumb mixture. Sprinkle evenly over cherries. Return to oven. Bake 15 minutes longer. Cool. Refrigerate several hours. Cut into 2 x 1 1/2 inch bars.

36 Bars

TIP

Cool bar cookies thoroughly before slicing. They will cut more easily and keep their shape better.

Cool cookies thoroughly before frosting.

Butter Flavor Crisco cookie recipes are most easily and quickly prepared with an electric mixer. However, all of our holiday goodies may also be mixed by hand.

Spritz

1 cup Butter Flavor Crisco
 1/2 cup granulated sugar
 1 egg
 3/4 teaspoon salt
 3/4 teaspoon vanilla
 1/2 teaspoon almond extract
 2 1/4 cups all-purpose flour

1. Heat oven to 400°F.
2. Cream Butter Flavor Crisco and sugar in large bowl at medium speed of electric mixer. Beat in egg, salt, vanilla and almond extract. Stir in flour until blended.
3. Place dough in cookie press. Press into desired shapes on ungreased baking sheet.
4. Bake at 400°F for 5 to 7 minutes or until set, but not brown. Cool slightly. Remove to cooling racks.

4 to 4 1/2 Dozen Cookies

Note: Dough may be tinted using a few drops of food coloring. Cookies may be frosted and decorated as desired.

Fudgy No-Bake Cookies

1/2 cup Butter Flavor Crisco
 2 cups granulated sugar
 1/2 cup milk
 1/4 cup cocoa
 1/4 teaspoon salt
 1/2 cup peanut butter
 2 tablespoons light corn syrup
 1 tablespoon vanilla
 2 1/2 cups quick oats (not instant)
 3/4 cup flaked coconut, optional
 3/4 cup nuts (pecans, peanuts or walnuts), optional

1. Combine Butter Flavor Crisco, sugar, milk, cocoa and salt in saucepan over medium-high heat. Bring to boil. Boil 2 minutes. Stir constantly. Remove from heat.
2. Stir in peanut butter, corn syrup, and vanilla until well blended. Add oats, coconut and nuts. Stir until all are well coated.
3. Drop by level tablespoonfuls onto wax paper. Cool until firm.

4 Dozen Cookies

BUTTERSCOTCH SURPRISE

- 1 box butterscotch pudding mix
- 1 box Dream Whip
- 1/2 c. chopped pecans

Cook butterscotch pudding mix according to package directions; cool. Prepare Dream Whip according to package directions. Set aside a small amount of Dream Whip for topping; fold remaining Dream Whip into partially cooled butterscotch pudding. Stir in pecans; spoon mixture into dessert dishes. Top with reserved whip mix. Garnish with additional pecans.

PINK HEAVENLY HASH

- 16 marshmallows
- 1 sm. bottle maraschino cherries
- 1/2 pt. heavy whipping cream, whipped
- 1 No. 2 can crushed pineapple, drained

Cut marshmallows into small pieces. Drain cherries; reserve juice. Cut cherries into small pieces. Combine whipped cream with reserved cherry juice and remaining ingredients; turn into baking dish. Chill in refrigerator for at least 3 hours before serving. Delicious served on squares of angel food cake.

ORIENTAL CHEWS (CHINA)

- 3/4 c. flour
- 3/4 tsp. baking powder
- 1/4 tsp. salt
- 1 c. sugar
- 1 c. chopped dates
- 1 c. chopped pecans
- 3 tbsp. chopped candied ginger
- 2 eggs, separated

Sift dry ingredients together. Add dates, pecans and ginger; mix well. Beat egg whites until stiff; fold in beaten egg yolks. Stir in flour mixture; place in greased baking pan. Bake in 325-degree oven for 20 minutes; cut into bars or squares while warm. One-half teaspoon powdered ginger may be substituted for candied ginger.

PECAN PETITS

- | | | |
|------------------------|--------------------|----------------------|
| 1 cup Parkay Margarine | 1 teaspoon vanilla | 1 cup chopped pecans |
| 1/4 cup sugar | 2 cups flour | Confectioners' sugar |

Heat oven to 325°. Cream margarine and sugar. Blend in vanilla. Add flour, mixing well. Stir in nuts. Shape tablespoonfuls of dough into balls and place on ungreased cookie sheet. Bake at 325°, 20 minutes. Cool slightly. Roll in confectioners' sugar. Approximately 3 dozen cookies.

ALMOND JEWELS

- | | |
|------------------------|------------------------|
| 1 cup Parkay Margarine | 2 cups flour |
| 1 cup sugar | 1/2 cup sliced almonds |
| 1 egg | |

Heat oven to 300°. Cream margarine and sugar until light and fluffy; blend in egg. Add flour; mix well. Spread in 15½ x 10½-inch jelly roll pan. Sprinkle with almonds; press almonds lightly into dough. Bake at 300°, 25 to 30 minutes or until lightly browned. Cool; cut in bars.

HOT FUDGE SUNDAE CAKE

A chocolate favorite - Hot Fudge Sundae Cake to bake in a conventional oven or to "cook" the microwave way.

- 1 cup Gold Medal flour*
- $\frac{3}{4}$ cup granulated sugar
- 2 tablespoons cocoa
- 2 teaspoons baking powder
- $\frac{1}{4}$ teaspoon salt
- $\frac{1}{2}$ cup milk
- 2 tablespoons salad oil
- 1 teaspoon vanilla
- 1 cup chopped nuts, if desired
- 1 cup brown sugar (packed)
- $\frac{1}{4}$ cup cocoa
- $1\frac{3}{4}$ cups hottest tap water
- Favorite ice cream

Heat oven to 350°. In ungreased square pan, 9x9x2 inches, stir together flour, granulated sugar, 2 tablespoons cocoa, the baking powder and salt. Mix in milk, oil and vanilla until smooth. Stir in nuts. Spread evenly in pan. Sprinkle with brown sugar and $\frac{1}{4}$ cup cocoa. Pour hot water over batter. Bake 40 minutes. Let stand 15 minutes; spoon into dessert dishes or cut into squares. Invert each square onto dessert plate. Top with ice cream and spoon sauce from pan over each serving. 9 servings.

To Cook in Microwave Oven: Substitute ungreased 2-quart glass casserole for square pan. Measure the $1\frac{3}{4}$ cups water into 2-cup glass measure; heat to boiling in microwave oven. Pour boiling water over batter in casserole. Cook uncovered 8 to 10 minutes or until cake is no longer doughy. Let stand a few minutes. Spoon into dessert dishes.

*If using self-rising flour, omit baking powder and salt.

High Altitude (5000 feet): Use oblong pan, 13x9x2 inches. Continue as directed. Bake 25 minutes.

APPLE MALLOW CRISP

- | | |
|-----------------------------|--|
| 4 cups sliced peeled apples | 1 teaspoon cinnamon |
| $\frac{1}{4}$ cup raisins | $\frac{1}{4}$ teaspoon salt |
| $\frac{1}{4}$ cup water | $\frac{1}{2}$ cup Parkay Margarine |
| $\frac{3}{4}$ cup flour | $1\frac{1}{2}$ cups Kraft Miniature Marshmallows |
| $\frac{1}{2}$ cup sugar | |

Place apples, raisins and water in 10 x 6-inch baking dish. Combine flour, sugar, cinnamon and salt. Cut in margarine until mixture resembles coarse crumbs; sprinkle over apples. Bake at 350°, 35 to 40 minutes or until apples are tender. Sprinkle with marshmallows. Broil until lightly browned. 6 servings

FANTASY FUDGE

- | | | |
|--|---|--------------------|
| 3 cups sugar | 1 12-oz. pkg. semi-sweet chocolate pieces | 1 cup chopped nuts |
| $\frac{3}{4}$ cup Parkay Margarine | 1 7-oz. jar Kraft Marshmallow Creme | 1 teaspoon vanilla |
| $\frac{2}{3}$ cup (5 $\frac{1}{2}$ -fl. oz. can) evaporated milk | | |

Combine sugar, margarine and milk in heavy, 2 $\frac{1}{2}$ -quart saucepan; bring to a full rolling boil, stirring constantly. Continue boiling 5 minutes over medium heat, stirring constantly. (Mixture scorches easily.) Remove from heat; stir in chocolate pieces until melted. Add marshmallow creme, nuts and vanilla; beat until well blended. Pour into greased 13 x 9-inch pan. Cool at room temperature; cut into squares.

Variation: For peanut butter fudge substitute 1 cup creamy or chunk style peanut butter for chocolate pieces. Omit nuts.

Flaky Tender Pastry

2 cups sifted flour
1 teaspoon salt

$\frac{3}{4}$ cup golden Fluff
4 tablespoons water

Combine flour and salt in mixing bowl. Cut in Fluff with two knives or pastry blender until mixture resembles coarse corn meal. Sprinkle water over, a tablespoon at a time, stirring with fork until flour is moistened. Divide in two portions. With hands, shape dough into two flat balls. Roll pastry on a lightly floured board or pastry cloth to $\frac{1}{8}$ -inch thickness. Use short light strokes from center to outer edges. Keep dough round and uniformly thin. Line pie plate, being careful not to stretch dough. Makes one double-crust or two single-crust pies. Use in following recipes.

Apple Pie—America's all-time favorite.

Warm Syrupy Apple Pie

Fluff pastry
4 cups pared, sliced apples
1 tablespoon flour
 $\frac{1}{4}$ teaspoon salt

$\frac{1}{4}$ cup sugar
1 tablespoon orange juice
*2-4 tablespoons strawberry jam

Roll one portion of dough $\frac{1}{8}$ -inch thick and line 8-inch pie plate being careful not to stretch dough. Combine apples, flour, salt, sugar, and orange juice. Arrange in pastry-lined pie plate. Dot jam over filling. Cover with top crust. Flute edges and prick top to allow for escape of steam. Bake about 40 minutes at 400° F. Serve warm. Makes 1 8-inch pie.

*To make Old-fashioned Apple Pie, omit strawberry jam.

Variations: Omit strawberry jam, add $\frac{1}{4}$ cup raisins to sliced apples, or sprinkle 3 tablespoons red cinnamon candies over filling, or dot 2-4 tablespoons cherry preserves or orange marmalade over filling.

Cherry Cobbler

2 cans (16 oz. each)
water-packed pitted
red sour cherries*
1-1 $\frac{1}{4}$ cups sugar
3 tablespoons MINUTE® Tapioca
 $\frac{1}{4}$ teaspoon salt
2 tablespoons butter or margarine

1 $\frac{1}{2}$ cups all-purpose flour
 $\frac{1}{4}$ cup sugar
2 teaspoons CALUMET®
Baking Powder
 $\frac{1}{2}$ teaspoon salt
 $\frac{1}{2}$ cup shortening
 $\frac{1}{2}$ cup (about) milk

*Or use syrup-packed cherries and reduce sugar in filling to $\frac{3}{4}$ cup.

Drain cherries, measuring 1 $\frac{1}{2}$ cups liquid. Combine 1 to 1 $\frac{1}{4}$ cups sugar, the tapioca and $\frac{1}{4}$ teaspoon salt in a saucepan. Add the measured liquid and the cherries; let stand 5 minutes. Bring just to a boil over medium heat, stirring constantly. Pour into a greased 8- or 9-inch square pan or a 2-quart casserole; dot with butter.

Mix flour with $\frac{1}{4}$ cup sugar, the baking powder and $\frac{1}{2}$ teaspoon salt. Cut in shortening. Gradually add milk, stirring until soft dough is formed. Knead on floured board until dough can be shaped, about 30 seconds. Roll out to fit top of baking dish; and cut several slits near the center. Place dough on cherry mixture; open slits to permit escape of steam. Bake at 425° for 20 to 25 minutes. Serve with cream, if desired. Makes 8 servings.

Kellogg's Frosty Treasures (MICROWAVE)

1. In small bowl, combine chocolate morsels and oil. Microwave on HIGH 1½ minutes or until chocolate melts. Stir in peanut butter. Pour mixture over Kellogg's Crispix cereal.

2. Place confectioners' sugar into gallon-size storage bag. Add coated cereal and close bag tightly. Shake bag gently until cereal is thoroughly coated with sugar. Refrigerate in airtight container.

YIELD: 8 cups **Per Serving, ½ cup: 200 Calories**
NOTE: Microwave cooking times may vary. Recipe was tested in a 700-watt microwave oven.

RANGE-TOP DIRECTIONS: In saucepan, melt chocolate and oil over low heat, stirring constantly. Remove from heat and stir in peanut butter. In a large bowl, pour mixture over cereal, gently tossing until well coated. Follow step 2 above.

- 1 package (6 oz.) semi-sweet chocolate morsels
- ¼ cup vegetable oil
- ¼ cup creamy peanut butter
- 6 cups Kellogg's Crispix cereal
- 2 cups confectioners' sugar



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Kellogg's Original Crispix® Mix

1. Combine cereal, nuts and pretzels in 13 x 9 x 2-inch baking pan; set aside.

2. Stir together remaining ingredients. Tossing gently, coat cereal with margarine mixture.

3. Bake at 250°F for 45 minutes, stirring every 15 minutes. Spread on paper towels to cool. Store in airtight container.

YIELD: 9 cups **Per Serving, ½ cup: 120 Calories**

Microwave Directions: Prepare as above using steps 1 and 2, in a large microwavable bowl. Microwave on HIGH 4 minutes, stirring after 2 minutes. Spread on paper towels to cool. Store in airtight container.

NOTE: Microwave cooking times may vary. Recipe was tested in a 700-watt microwave oven.

- 7 cups Kellogg's Crispix cereal
- 1 cup salted mixed nuts
- 1 cup pretzels
- 3 tablespoons margarine, melted
- ¼ teaspoon garlic salt
- ¼ teaspoon onion salt
- 2 teaspoons lemon juice
- 4 teaspoons Worcestershire sauce



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Kellogg's Chocolate Pleasers (MICROWAVE)

1. In large bowl, combine Kellogg's Crispix cereal and peanuts; set aside.
2. Place butterscotch morsels and chocolate morsels in a small microwave-safe bowl. Heat on HIGH 2 minutes, stirring after 1 minute. Stir morsels until smooth.
3. Pour melted morsels over cereal and peanuts, stirring until cereal and peanuts are well coated.
4. Drop by rounded measuring teaspoons onto waxed paper. Chill until firm, about 15 minutes. Refrigerate in airtight container.

YIELD: 4 dozen candies **Per Serving, 1 candy: 45 Calories**

NOTE: Microwave cooking times may vary. Recipe was tested in a 700-watt microwave oven.

RANGE-TOP DIRECTIONS: In a heavy 2-quart saucepan, melt morsels over low heat, stirring constantly. Remove from heat, stir in cereal and peanuts. Follow step 4 above.

- 2 cups Kellogg's Crispix cereal
- ¼ cup chopped cocktail peanuts
- 1 cup butterscotch morsels
- ½ cup semi-sweet chocolate morsels



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Kellogg's Crunchy Minglers (MICROWAVE)

- 8 cups Kellogg's Crispix cereal
- 2½ cups bite-size cheddar cheese crackers
- 2½ cups pretzel sticks or rings
- ¼ cup vegetable oil
- 1 packet (1 oz.) dry ranch salad dressing mix

1. In large microwave-safe bowl, combine Kellogg's Crispix cereal, crackers and pretzels. Pour oil over cereal mixture, tossing gently until well coated.

2. Place cereal mixture in microwave oven. Heat on HIGH 1 minute. Remove from microwave oven.

3. Place dressing mix in a 2-gallon storage bag. Add cereal mixture and tightly close bag. Gently shake bag until cereal is thoroughly coated with dressing mix. Store in airtight container.

YIELD: 13 cups **Per Serving, 1 cup: 200 Calories**

NOTE: Microwave cooking times may vary. Recipe was tested in a 700-watt microwave oven.

RANGE-TOP DIRECTIONS: In a 13 x 9-inch baking pan, combine cereal, crackers, pretzels and oil. Bake mixture at 250°F for 15 minutes, stirring after 10 minutes. Remove from oven and follow step 3 above.

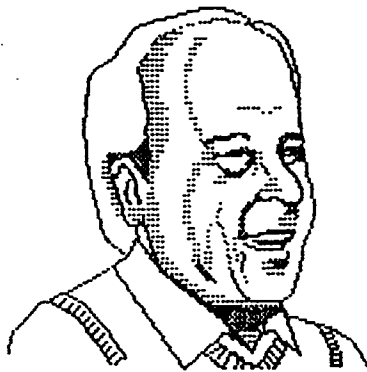


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FAMILY



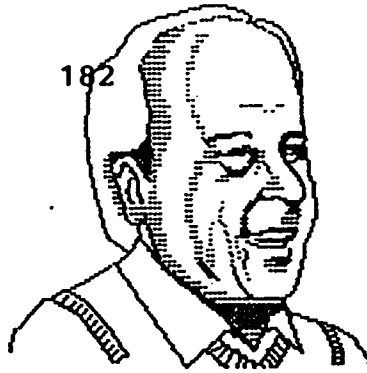
STRUCTURES



FAMILY STRUCTURES

VOCABULARY & FACTS

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1. Life Style is the way a person chooses to live which is expressed by the choice of friends, hobbies, occupation, clothing, food and shelter.
2. Single Living is the way a single person lives alone sometimes by choice often because of divorce, widowed or unmarried.
3. Parallel Living is when two or more people live together with little or no interaction. Examples: college roommates
4. Family Living is choosing to live as married people often with children.
5. Extended Family is the structure of grandparents, parents, children, aunts, uncles and cousins all living under one roof.
6. Nuclear Family is made of the typical man and woman that may or may not have children.
7. One parent Family is usually not planned except in the case of single parent adoption.
8. Blended Family is when a single parent marries a blended family is formed.
9. Divorce is when a married couple decide to dissolve a marriage.
10. Widow is a female; widower is a male; spouse deceased.
11. Adoption is legal means to receive children from an agency to fulfil a family need.
12. Heredity is the passing of traits from parents to children through chromosomes.

Family Structures

Topics

Family trees
Family styles
Relationships
Communication
Siblings
Step Families



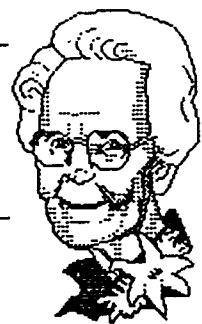
Activities

1. **Adopt a Grandparent**
Visit a nursing home or senior citizen center to find people needing or wanting young friends; schedule regular visiting days
2. **Roots**
Make a family tree with extended family branches for step section
3. **Role Play Family Problems**
Small groups prepare skits of family areas of confrontation; discuss different endings
4. **Interview parents or guardians**
Question to learn favorite colors, foods, magazine, teenage activities, dislikes, etc.
5. **Parent Awards**
Choose an appropriate category as like the Emmy Awards to present to your parent
6. **Ethnic or Family Traditional Foods**
Plan a potluck with each person bringing a traditional dish from home; include recipes
7. **Photo Album or a Family History**
Share pictures of your family; share a story from your background



Materials

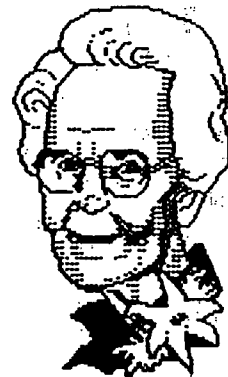
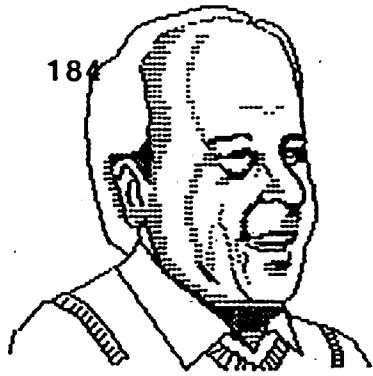
Awards certificates, situation cards for role playing, family tree format, personal items



FAMILY STRUCTURES

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Your Family



You _____

Are you named after someone ? _____

Brothers older _____

Brothers younger _____

Sisters older _____

Sisters younger _____

Twin _____

I live with:

Mother _____

Father _____

Grandparents _____

Guardian _____

Step Parents _____

Step Siblings _____

Aunt or Uncle _____

At my home, the person I talk to most is

The person I need to use more patience with is

The work schedules of my family are

FAMILY STRUCTURES

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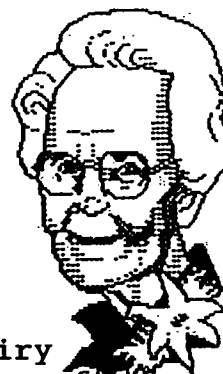
How much do you know about your family members? Do this page first on a separate paper; then, ask these question to the person you interview. Compare your answers to theirs. How much did you know ?



1. What is your favorite television show ?
2. What is your favorite color ?
3. What is your favorite passtime or hobby ?
4. Who is your best friend ?
5. What is your favorite food ?
6. If you could be someone else for one day; who would you be ?
7. What is your favorite holiday ?
8. What is your favorite season of the year ?
9. What makes you feel sad ?
10. What makes you feel happy ?
11. Do you have an event in your past that makes you laugh over the memory ?
12. Do you have an event in your past that makes you cry ?
13. What is your favorite popular song ?
14. What is your favorite religious song ?
15. What is your favorite part of being with family ?

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A black and white portrait of a middle-aged man with a receding hairline, wearing a suit and tie. He is looking slightly to the right with a gentle smile. The portrait is framed by a simple black border.

One night, I was listening to the radio when a small voice came out of the clear and said, "You are a good person; therefore, I will grant your wish to live in a new family." "Choose any family and plan to live happily ever after." I closed my eyes and soon the special family originated.

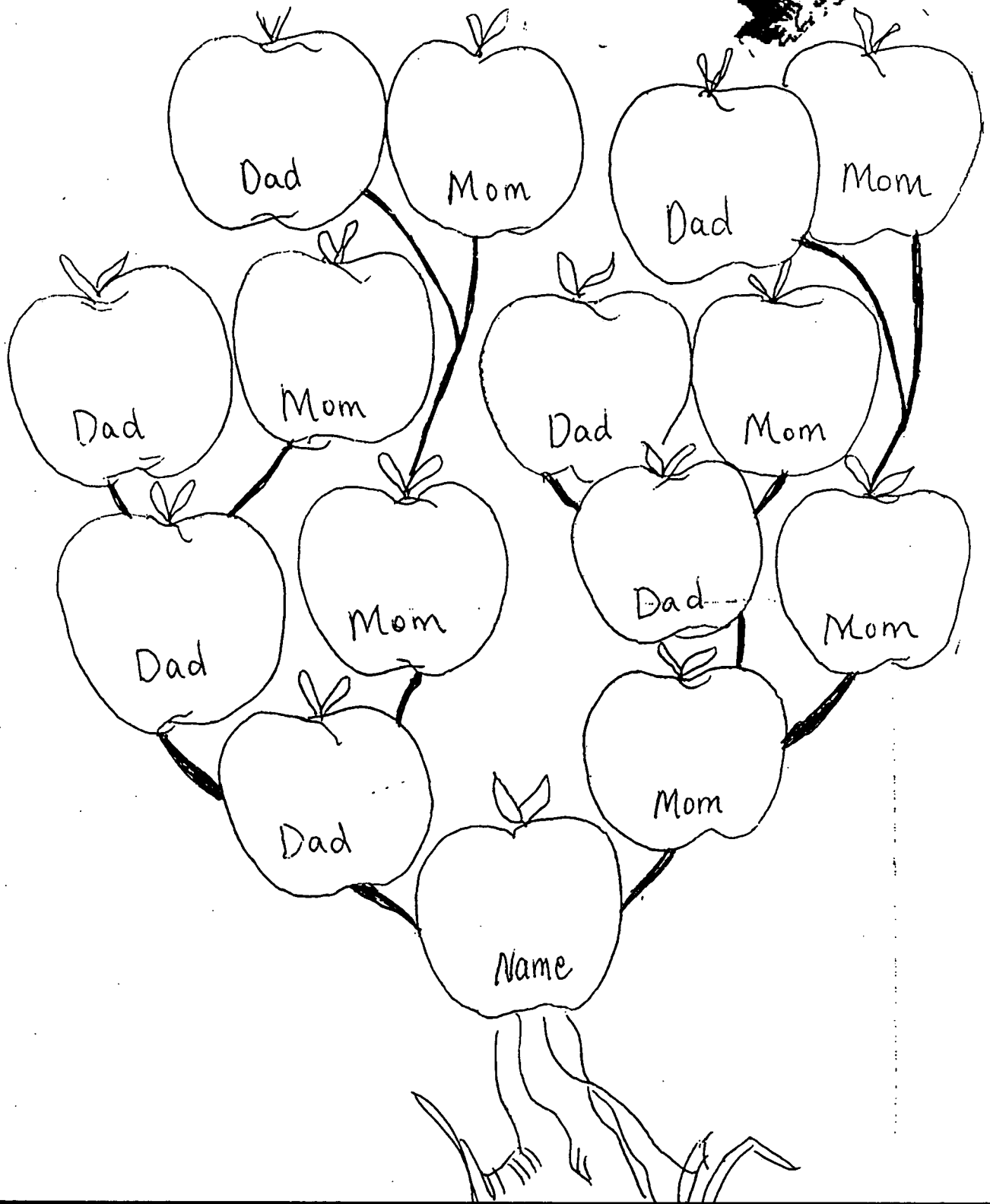
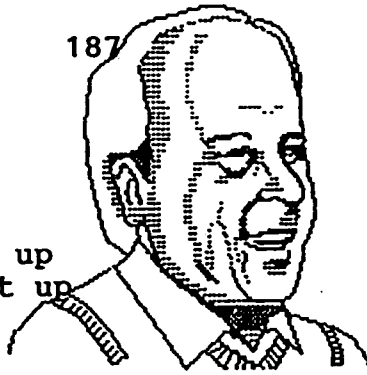
It was

It was _____

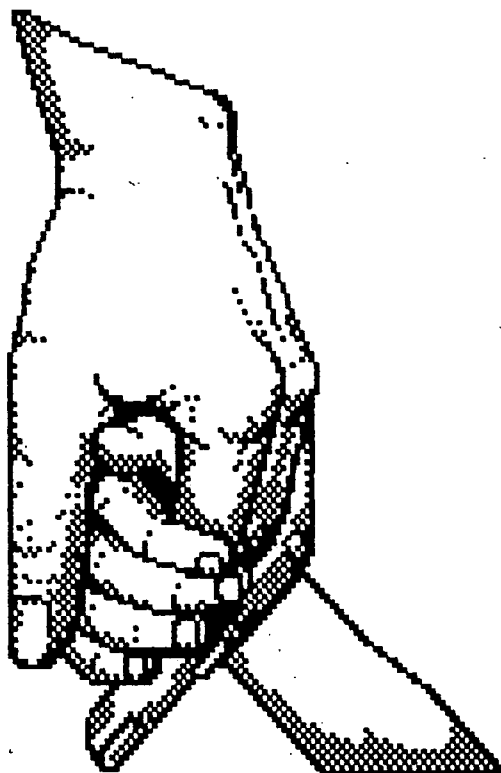
FAMILY STRUCTURES

COMPLETE THE FAMILY TREE

First your name then left up
your dad's name then right up
your mom's maiden name.
Continue up the tree.

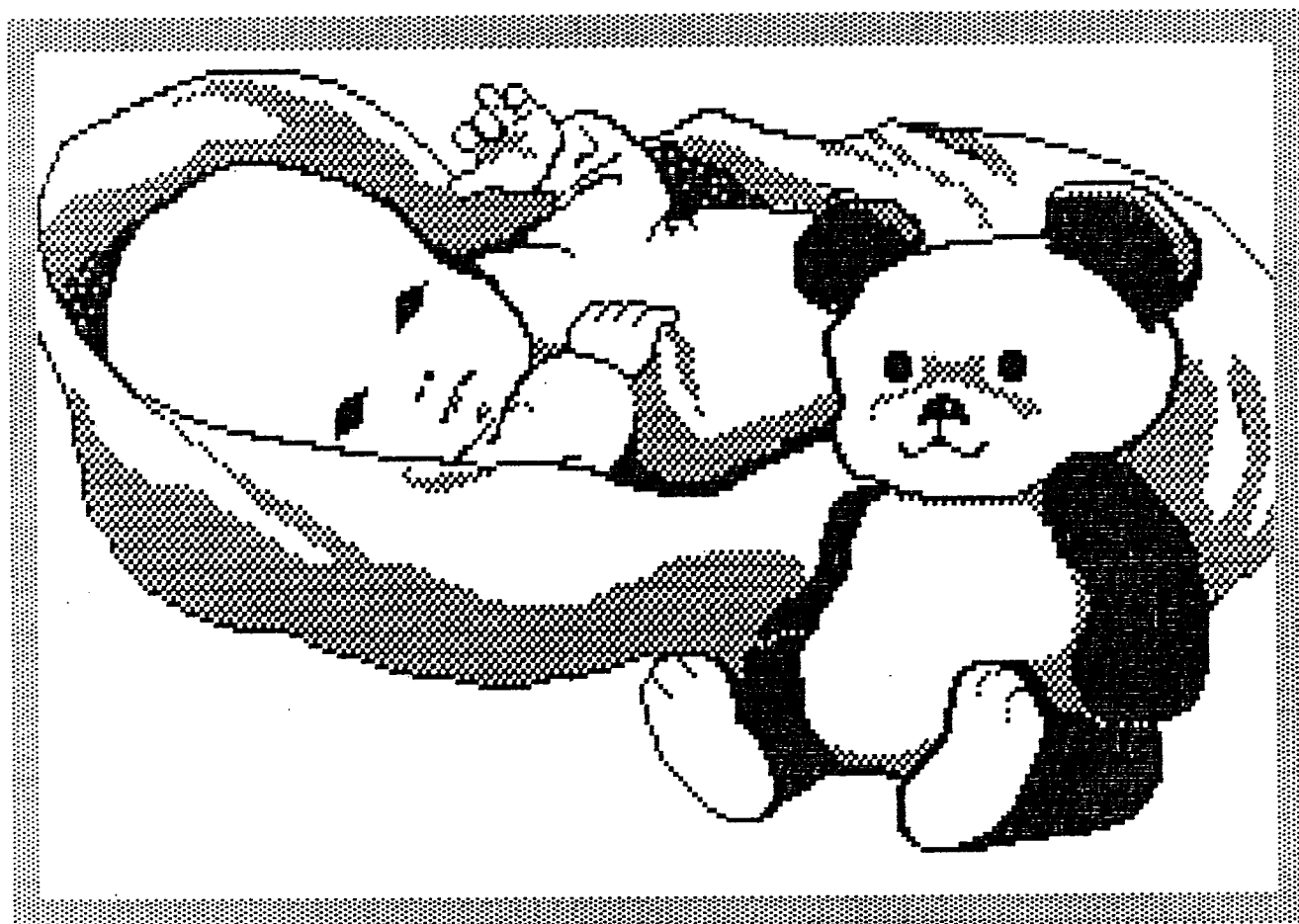


THANK YOU



FOR ALL YOU ARE

CHILDCARE



CHILDCARE FACT SHEET

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1. The child from age one to six changes more than in any other five years of his life.
2. Most children walk at one year.
3. The infant needs total care and love. This time is usually described as prior to one year.
4. The infant may begin to speak only the basic words for common toys, people, and things in his environment.
5. Toddlers are generally considered between one to three. These children need the highest level of supervision because they are walking about and may get into areas of danger.
6. Kindergarten plus age four and five often are in a physical stage of rapid growth, mental, and emotionally.
7. The primary grades in school begin difficult stages of development which may seem minor. Even the loss of the first tooth, going to school, and learning to cope alone for short times makes this age a challenge to supervise.
8. Middle age children in the ages 8 to 11 are beginning to feel an independence and a baby sitter may have management problems if the parents lack rules for the children and lack discipline.
9. Each child is an individual and needs to be treated as such. Each develops according to his own rate intellectually as well as physically or emotionally.

Topics

Babysitting
 Bathing a baby
 Feeding a baby
 Growth stages
 Safety for baby
 Toys for baby

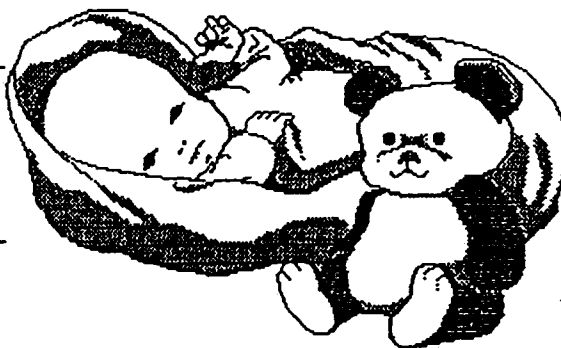
Child Care

Activities

1. Baby Picture Collage
 Find pictures in magazines of babies.
 Organize into a large collage; title it
2. Doll Babies
 Bring to class old dolls to use to practice holding, bathing and dressing.
3. Babysitting Tote Bag
 Collect items needed to care and entertain a child two or younger.
4. Storytime
 Share one to three picture books with the class that you could use babysitting.
5. Baby Day
 Invite several mothers with babies to class. Students could ask questions about mothers' problems caring for babies. Some students could hold and react to the babies.
6. Toy Collection
 Sponsor a used lightly or nearly new toy drive for holiday gifts to the needy.
7. Baby Foods and Formula
 Examine the labels in grocery stores or in class; discover the nutrients provided.

Materials

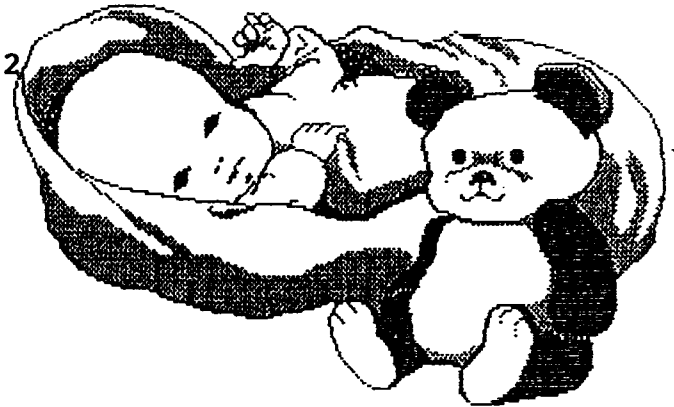
Dolls, babysitting guidelines, library picture books, magazines, baby food labels, toy examples, large paper, paste



Childcare

Babysitter's Credentials

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My name is _____; I'm in the _____
grade at _____ school. I am _____
years old and a responsible person.

I live at _____
My home phone number is _____.

My experience with children includes:

References: _____

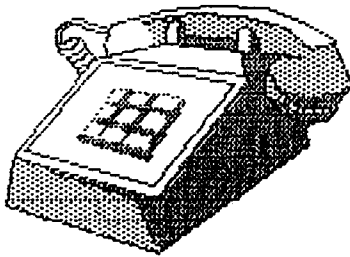
My fee is usually _____ depending
upon the length of time and number of
children I'm responsible to babysit.

Childcare

Emergency List



Fill in the local numbers each time you babysit. Be accurate and complete.



Parents Names _____

Address _____

Home phone number _____

Child's name _____

Child's age _____ allergies _____

Contact the parents while sitting at _____
_____ phone _____

Hour parents expect to return home _____

Alternate persons to call for help _____

Doctor _____ Police _____

Fire department _____ Emergency squad _____

Poison control _____ Other _____

Special instructions: _____

Certificate of Completion

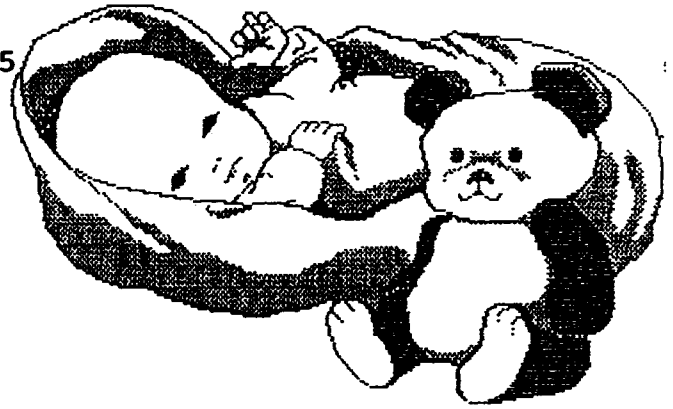
has completed the babysitting training
class in Teen Living. The certificate
indicates a satisfactory score on the test
this date

Students promise as a babysitter to take
the responsibility with the knowledge that
childcare is an awesome undertaking.

Awarded by



Childcare



BABYSITTING A SERIOUS BUSINESS

Basic Rules:

1. Sitter should know children are special humans who need special care.
2. The Sitter should be familiar with the family either by references or an interview. Never sit for someone nobody knows.
3. The parents should explain the hours, duties, and salary. Also the transportation plans should be explained.
4. A sitter should not talk on the phone, have visitors, or watch television unless previously discussed.
5. All foods and snacks should be planned.
6. Bedtime procedures and rules should be learned.
7. A sitter should spend the time with the children actively participating if possible.
8. Before accepting the job be certain all special rules are presented. Example: Do you do the dishes?
9. Know the safety rules and emergency phone numbers. Keep doors locked and don't admit strangers.
10. Leave the home in the order it was in when you arrived.

Babysitter Model Behaviors:

1. Being mature
2. Like children and appreciate them
3. Good appearance
4. Good manners
5. Know basic methods to care for children like; bathing, diapering, feeding, playing, dressing

Childcare



BABYSITTING A SERIOUS BUSINESS

About Babies

Babies have very special needs because they are totally dependent upon the care giver or sitter. If the baby is cold, lonely, uncomfortable, hot, scared, or wet it may cry loud and for along time. This is natural and should not alarm the sitter. To calm the baby; talk softly, hold the baby, rock him, or carry him about the room. Most often the baby cries from hunger, comfort, and gas. If the baby does not quit crying after changing him, feeding, or rocking him; you may need to call the parents.

About Diapering

When changing diapers remember a clean diaper makes a happy baby. A clean floor is the safest place to change diapers for a sitter. Usually the crib with sides up if you leave the baby temporarily or a playpen are good choices. Be cautious of diapering tables. Do Not Leave the Baby! The baby may decide to turn for the first time and fall off.

About Bathing

Never bathe a baby unless the parents ask you to do this. Assemble all bathing items before beginning the process. Use as little depth of water as needed. Never leave the baby alone even for a minute or second. Note babies usually do not like bathing.

About Sleeping

Babies need great amount of sleep. Try to follow the parents plan exactly. Do not startle the baby to wake him or while putting him to bed. Babies should sleep on their stomachs. Never place pillows or stuffed animals in crib.



WORK SHEET NO. 1

'SITTING' SAFELY**PRE-TEST QUIZ**

DIRECTIONS: Place a "T" in the box to the left if the statement is true. Place an "F" in the box if the statement is false.

- | | |
|--|--|
| <input type="checkbox"/> 1. Cuts heal more quickly if covered by a bandage. | <input type="checkbox"/> 11. Safety of the children is the number one concern of a good sitter. |
| <input type="checkbox"/> 2. Coloring pictures is a good activity for children of all ages. | <input type="checkbox"/> 12. Purchased toys are the best way to entertain babies. |
| <input type="checkbox"/> 3. A sitter should encourage parents to leave written instructions. | <input type="checkbox"/> 13. Temperature of baby's bath water should be comfortable to your elbow. |
| <input type="checkbox"/> 4. Parents' instructions should always be followed. | <input type="checkbox"/> 14. A sitter should expect to do cleaning and laundry as part of the job. |
| <input type="checkbox"/> 5. The only way to learn about children is to baby-sit. | <input type="checkbox"/> 15. Put baby to bed with a bottle. |
| <input type="checkbox"/> 6. Parents should establish rules for the children and the sitter. | <input type="checkbox"/> 16. Crying is a normal behavior for an infant. |
| <input type="checkbox"/> 7. Emergency numbers should always be on hand when caring for children. | <input type="checkbox"/> 17. Never leave young children alone in the bath tub. |
| <input type="checkbox"/> 8. If the child had a headache that went away, you need not tell the parents when they return home. | <input type="checkbox"/> 18. Older children can be challenging to the sitter. |
| <input type="checkbox"/> 9. It is okay to accept a sitting job if you only have a cold. | <input type="checkbox"/> 19. Characteristics of a good sitter include maturity, being well-mannered and healthy. |
| <input type="checkbox"/> 10. Marbles, buttons, and books would be good items to put into a sitter's kit for a two-year-old. | <input type="checkbox"/> 20. When pinning a diaper, place your hand between the diaper and baby's skin. |



'SITTING' SAFELY **SITTER'S INFORMATION SHEET**

CHILD(REN)'S NAME(S): _____

SPECIAL INSTRUCTIONS:
(allergies, meals or snacks, bedtime,
special routines, etc.)

EMERGENCY PHONE NUMBERS:
NUMBER PARENTS CAN BE REACHED

NEIGHBOR OR FRIEND OF PARENTS

DOCTOR OR PEDIATRICIAN

LOCAL POISON CONTROL CENTER

HOSPITAL EMERGENCY ROOM

FIRE DEPARTMENT

POLICE DEPARTMENT



WORK SHEET NO. 3

'SITTING' SAFELY**BUSINESS BASICS**

"Baby" sitting can be a profitable business for many young people. YOU'RE RUNNING YOUR OWN SMALL BUSINESS. To be successful, you need to be organized.

The **terms** of the business agreement should be reached before the sitting job is accepted. Terms are the conditions under which you agree to sit for a parent. If you've been baby-sitting, you've probably already established the terms of your sitting business. If you haven't been sitting on a regular basis, identify conditions that should be met when accepting a sitting job.

Complete the following.

I am available to baby-sit the following days and hours: _____

I am willing to sit for children the following ages: _____

The payment I would expect for my services would be: _____

Sometimes when you are sitting for someone new, they will ask for **references**. A reference is someone that can recommend you for the job. Before giving someone's name as a reference, ask the person if they are agreeable to being a reference for you. A good reference for a baby-sitting job would be a parent for which you regularly baby-sit. If you are just getting started sitting, a good reference would be someone that knows your ability to work with children.

Identify someone that could serve as a reference for you. List reference's name and phone number:

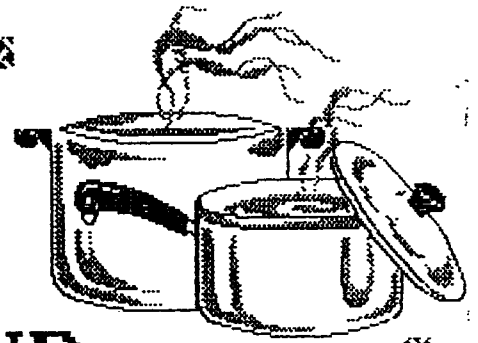
It is also a good idea to be able to tell a new client about your experience with children. List below your experience with children for the ages listed.

Infants (Birth to 12 months) _____

Toddler (1 to 3 years) _____

Preschool (3 to 5 years) _____

School-aged _____



CARE of YOUR HOME



CARE OF YOUR HOME

HOW TO CLEAN ROOMS



LIVING ROOM/FAMILY ROOM

Daily

1. Dispose of papers
2. Tidy the room
3. Straighten magazines, throw pillows, and accessories

Weekly

1. Vacuum rugs and upholstered furniture
2. Vacuum or dust floors include baseboards and corners
3. Dust and polish furniture
4. Dust and clean lamps etc.
5. Empty wastepaper baskets

Occasionally

1. Shampoo rugs & upholstery
2. Wash lamp shades
3. Clean lamp bulbs
4. Move furniture and clean
5. Clean, wax floors
6. Dust books, pictures
7. Wash walls, woodwork
8. Clean tv screen, mirrors

Seasonally

1. Clean closets
2. Wash windows
3. Wash curtains
4. Clean storm windows

BEDROOM

Daily

1. Make beds
2. Put away clothing
3. Straighten dresser tops

Weekly

1. Change bed linens
2. Vacuum
3. Dust and polish furniture
4. Dust and clean lamps etc.
5. Empty wastepaper basket

Occasionally

1. Organize clothes
2. Organize closets
3. Turn mattress
4. Wash mattress pad
5. Air pillows or wash
6. Wash walls, woodwork
7. Move furniture and clean
8. Clean, wax floors
9. Wash lampshades
10. Clean lamp bulbs
11. Dust pictures, books

Seasonally

1. Wash or dryclean blankets
2. Clean closets
3. Wash curtains
4. Wash windows
5. Wash screens & storm windows

CARE OF YOUR HOME

How to Clean Rooms

Kitchen

Daily

1. Wash dishes
2. Tidy and wipe counter tops
3. Clean sink
4. Empty garbage
5. Sweep or damp mop floor

Weekly

1. Dispose of left over foods
2. Clean range thoroughly
3. Wipe out refrigerator
4. Thoroughly clean floor
5. Clean garbage can

Bathroom

Daily

1. Clean wash basin and tub
2. Replace soiled towels
3. Empty wastepaper basket

Weekly

1. Wash floor
2. Clean toilet bowl
3. Wipe tile surfaces
4. Clean toothbrush holder
5. Clean mirrors



Occasionally

1. Clean oven, microwave
2. Defrost & clean refrigerator
3. Wash walls, woodwork & cabinets
4. Clean, wax floors
5. Clean appliances

Seasonally

1. Clean closets
2. Wash all dishes
3. Wash curtains

Occasionally

1. Wash rugs
2. Wash walls, woodwork

Seasonally

1. Clean closets
2. Wash windows
3. Wash curtains

CARE OF YOUR HOME

WASHING DISHES BY HAND



Supplies:

Bottle brush, dish drainer, dish towels, dishclothes, sponge, dishpan, drainboard, plastic scrubbers, rubber or plastic spatulas, silverware drainer, sink mat, sink stopper, sink strainer, steel wool pads, scouring powder, dish detergents, metal cleaners

Organize before washing the dishes:

1. Scrape away excess food and soil
2. Remove grease with paper towels
3. Soak heavily soiled items
4. Wash out coffee pots
5. Wash counter tops, sink surfaces
6. Stack dishes according to kinds
7. Wash table

Prepare the dish water

1. Use hot water
2. Use detergent

Organize dishes from least soiled

1. glasses and cups
2. flatware, including knives, forks, spoons
3. plates used for eating
4. serving dishes
5. casseroles, microwave dishes, baking dishes
6. pans, pots, skillets
7. heavily soiled utensils

Steps to wash

1. Prepare water
2. Add first group of dishes
3. Soak, wash with cloth
4. Rinse in hot water
5. Drain
6. Dry
7. Place in clean cabinets

Care of Your Home

Topics

Cleaning rooms
Bathrooms
Yards
Dish washing
Basic housekeeping



Activities

1. Home Cleaning Plan
Contract to clean a room at home for one week
2. Neighbor or Relatives Assistance
Offer to clean an area for a fee; mow a yard, weed a flower bed, clean a room
3. Clean a Drawer Campaign
Sort, organize, and wash all the drawers in a dresser
4. Hints from Heloise
Make a hints notebook from cleaning hints books and newspapers
5. Dusting Party
Plan to sweep and dust the school library room; use feather dusters across shelves
Play favorite music and when finished eat and if possible have a slumber party
6. Work Order Sheet
Plan a step by step room cleaning plan for your home
7. Spring or Fall Clean Home Ec. Room
Spend a week cleaning the classroom; when finished have an ice cream sundae party



Materials

Feather dusters, cloths,
cleaning agents, ice cream, sundae flavorings,
household hints books



How to Vacuum

To vacuum a floor it is important to follow these steps:

1. Pick up all objects, toys, pieces of paper, on the floor
2. Vacuum the main walkways first.
3. Vacuum the large central areas
4. Move furniture to center area
5. Vacuum around edge of room and behind the furniture
6. Replace the furniture
7. Sweep the central area again
8. Always vacuum upholstery furniture
9. Vacuum registers, draperies, lampshades often
10. Do not vacuum over electric cords
11. Do not vacuum over wet areas
12. Do not vacuum patterns onto the carpet
13. Do not handle a vacuum plug with wet hands
14. Do not allow small children or pets near the operating vacuum.

Types of Vacuums

Canisters, uprights, hand helds, wet vacs
electric brooms, powerdrive vacuums

Consumers ask us...

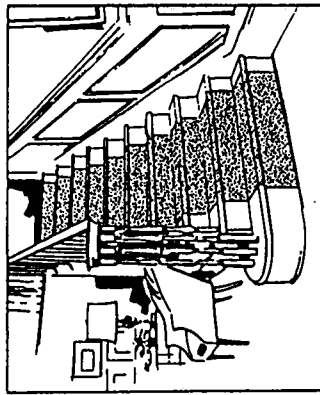
"What type of vacuum cleaner should I buy?"

That's a question with many answers, depending upon the floor surfaces, coverings and above the floor areas to be cleaned. To get the best advice, certain information is needed concerning your cleaning requirements.

The following questions highlight some specific needs of household cleaning to be considered before deciding which type of cleaner to purchase.

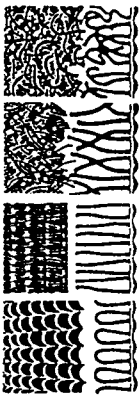
"Is the home completely carpeted?"

Many homes have all carpet, but chances are, there is some type of hard surface floor you may want to clean from time to time. It may be a foyer entrance or an area such as garage and basement floors. However, if you have mostly carpet, this is still your primary cleaning concern.



"Are there carpeted steps, area rugs such as orientals, glue-down carpet installations or other special decorative floor coverings?"

Carpeted steps need regular vacuuming with strong suction and a cleaning tool attachment, while large area rugs including orientals and glue-down coverings may be cleaned the same as carpet. Special decorative floor coverings, particularly if lightweight or of an unusual material, may need special care when cleaning.



"Is there more than one type of carpet style or fiber to clean?"

Not only does the type of carpet fiber determine cleaning requirements, but construction and surface texture affect cleaning requirements as well. For example, nylon carpet cleans easily, but a shag or short shag texture increases the difficulty of maintaining an attractive appearance. Why? Because shag fibers are longer, dirt can hide easier down between the fibers close to the backing. Also, shag pile can flatten when walked on. For these reasons vacuuming often is a good idea to remove soil before it becomes embedded and to restore the shaggy texture.



"Is a cat or dog a member of the household?"

Pets contribute to additional surface litter because of shedding or tracking. Daily vacuuming may be necessary to remove hair from traffic areas, while thorough cleaning of the entire room may be needed only once a week. Pets often have their favorite places in certain rooms which may need frequent cleaning.

Not only is it important to consider these questions and other information which may be unique to your household, but also the type of vacuum cleaner you are accustomed to using — an upright or a canister.

Since carpet is usually the largest cleaning need when considering the purchase of floor care equipment, the following carpet information is given in addition to information concerning different types of vacuum cleaners.

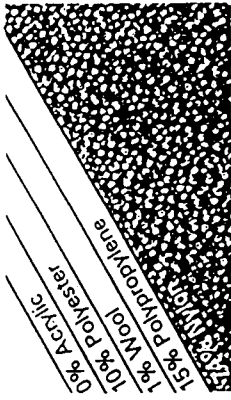
Carpet Facts

Carpet seems to have infinite colors, textures and uses in the home. Being fortified with some basic information about carpet will help you understand how to best care for and protect your investment in this type of floor covering.

There are four man-made fibers used to make most carpet purchased for homes today: nylon, polyester, polypropylene, and acrylic. Different fiber manufacturers give these four fibers many brand names, but of the four, nylon is the most popular and has been for the past decade.

All man-made fibers have certain characteristics in common. They clean well, are mildew-resistant, mothproof and non-allergenic. At the same time, each fiber has specific characteristics which can affect its level of performance, in addition to manufacturing variables of type of construction, pile thickness, weight and density.

The natural fiber, wool, has been used to a great extent in past decades because of its resistance to soiling, durability and good cleanability. The natural tendency of animal fibers to stretch and return to their original length makes wool carpet resilient and cushiony, with excellent recovery from crushing. With the development of desirable characteristics of man-made fibers, the popularity of wool waned in recent years; however, wool is experiencing a resurgence in preference by consumers at present because of



Source: Face Fiber Shipments (1989 est.)
Textile Economic Bureau, Wool Bureau,
Carpet Management

its excellent qualities. Wool carpet should have an anti-moth treatment.

Taking all variables into consideration, fiber content, either man-made or natural, is still a vital factor in the quality, value and performance of the floor covering. For this reason, evaluation criteria have been established to compare fibers and determine ratings. They are:

- 1 Durability is based on construction, installation, maintenance and special conditions. Rating includes these factors plus resistance or vulnerability to stains, burns, soil and foot traffic.
- 2 Soil Resistance is the effect of soil on the original appearance and how quickly a carpet fiber shows that soil.
- 3 Resilience is the ability of the pile structure to return to its original shape after being compressed from traffic or from heavy furniture. Also, it is the measure of the fiber's ability to be restored to its original condition upon cleaning.
- 4 Abrasion Resistance is the resistance of the fiber to breakage or wear by foot traffic.
- 5 Cleanability is the ease of separating soil from the carpet pile to restore pile appearance.

Utilizing these evaluation criteria, the following chart gives a quick comparison of the four man-made fibers to wool.

Fiber	1 Durability	2 Soil Resistance	3 Resilience	4 Abrasion Resistance	5 Cleanability
Nylon	Excellent	Good	Good to Excellent	Excellent	Very Good
Polyester	Very Good	Fair	Good	Excellent	Very Good
Polypropylene	Excellent	Fair	Poor	Excellent	Very Good
Acrylic	Good	Fair	Fair	Good	Very Good
Wool	Very Good	Good to Excellent	Excellent	Good	Very Good

CARE OF THE HOME

Product Classifications and Recommended Uses in the Home

Carpet Fresheners

The fresheners are not developed for cleaning purposes only to refresh odors

Carpet Cleaners

These products come as a liquid additive or foam to scrub onto carpet to remove soil

Carpet Insecticides

These products may stain. Do not sprain near babies or small children.

Basic All Purpose Cleaners

These products come as liquids or powders to add to water. Use these to clean most surfaces and items. Follow product directions.

Dry/liquid Cleansers

The purpose of these cleansers is to remove dried on or heavy soil. Read labels before use

What products do you use in the home ?

Cost

1. Carpet Fresheners _____
2. Carpet Cleaners _____
3. Carpet Insecticides _____
4. All Purpose _____
5. Cleansers _____

Compare the cost of these items.

CARE OF THE HOME

Product Classifications and Recommended Uses in the Home

Disinfectants

Usually sold in liquids or sprays may be used in sick rooms and/or to clean surfaces. Dry powders may be used in the laundry.

Drain Cleaners

Use liquids to clean clogged drains or to help improve flow. Very dangerous products

Glass Cleaners

Spray type is used to clean any glass surfaces

Insecticides

Used to treat or prevent insects from entering the home. Read all labels.

Paper Towels

Used to shine glass or clean spills

List the brand your family uses and the cost per unit.

Brands

Cost

1. Disinfectants _____
2. Drain Cleaners _____
3. Glass Cleaners _____
4. Insecticides _____
5. Paper Towels _____

Make a cost comparison within the classroom.

CARE OF THE HOME

PRODUCT CLASSIFICATION AND RECOMMENDED USES IN THE HOME

Metal Cleaners

Know the type of metal you need to clean. Buy the special kind follow the directions listed.

Oven Cleaners

May be used in cold or warm ovens. Buy the kind the suits your needs. Many are good to remove all burnt grease and foods.

Toilet Bowl Cleaners

Used to remove stains, rust, rings and odors. Available in dry or liquid forms also foams; use as directed. Never mix or use hands to clean. Use a bowl brush.

Common Cleaners

Ammonia, Bleach, Vinegar, and Baking Soda

Waxes

Furniture polishes and floor wax are used to provide a protective shine. Follow directions

List the common products used in your home.

1. Metal cleaner_____
2. Oven Cleaner_____
3. Toilet Bowl Cleaner_____
4. Furniture polish or wax_____
5. Floor wax_____

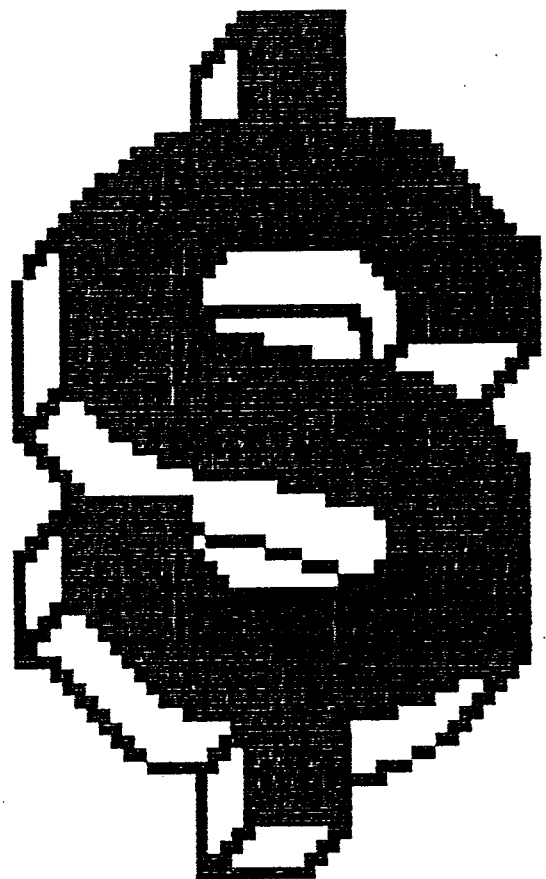
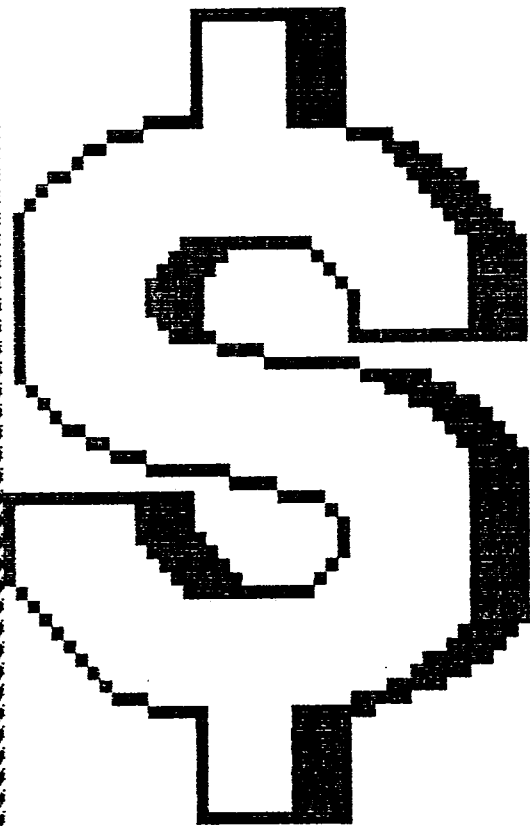
Care of the Home

Planning a cleaning schedule is necessary. In the top rectangle write the weekly cleaning tasks. In the bottom square write daily chores.

My Weekly Chores**My Daily Chores**

MONEY

MANAGEMENT



MONEY MANAGEMENT

Vocabulary Basics

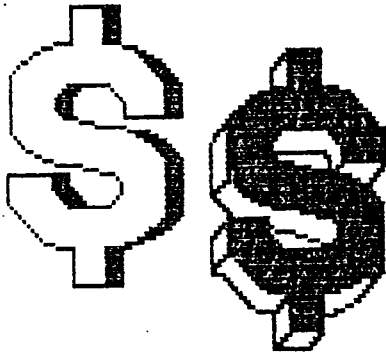
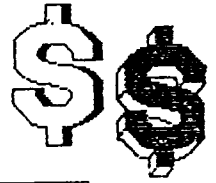


1. Budget is a plan to help you manage your money wisely.
2. Income is the money available for spending.
3. Expenses are the costs of goods and services used each day.
4. Fixed expenses are the expenses you are regularly committed to pay. (mortgage, rent, car payment)
5. Flexible expenses are the expenses that vary in amounts by day to day decisions.
6. Checking Accounts are called demand accounts.
7. Savings Accounts are accounts used to save money and banks pay interest.
8. Deposits are the moneys placed into an account.
9. Withdrawals are the moneys removed from an account.
10. Balance is the current amount of money in an account.
11. Endorsement is signing your name on the back of a check to cash it. Always sign your name as it appears on the payee part of the front. Endorse only back left end.
12. Bank statement is a monthly report of deposits, withdrawals, interest, and balances in your account.
13. Loan is borrowing funds from someone and usually paying interest for the use of the money as well as the original amount.
14. Interest is a percentage figure of a given amount which in a loan is paid out but in a savings account is earned.
15. Certified check is a check guaranteed for funds.
16. Safe-deposit Box is a box within the bank rented to store valuable items.
17. Insurance is a risk-sharing plan. Insurance companies offer a way in which many people can unite to protect each other from income losses. These losses may be due to death, disability, natural disasters, thefts, accidents, or other.
18. Policies are insurance contracts.
19. Premiums are payments for policies.
20. Credit is allowing people to pay for goods and services after they are used or purchases with a contract promise to pay later. (Often with interest rates)
21. Creditors the ones owned money or those extending credit.
22. Debts any unpaid loans or credits.
23. Credit Cards indicate an account is established for credit.

Topics

Careers
Shopping skills
Budgets
Banking
Consumers
Advertising

Money Management

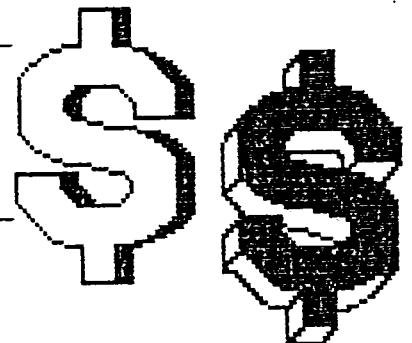


Activities

1. Invite the Guidance Counselor
Ask the professional in the school to provide career guidance
2. Frugal Shopping
Use catalogs for pretend orders; allow each student \$200 to order the necessities of a wardrobe for school. Compare orders
3. Account Diary
Set up a value system to purchase items needed to cook in the kitchen; how much did the foods cost, balance account
4. Banking
Practice making deposits, withdrawals, writing checks, using credit cards etc.
5. T.V. Ads
Record or watch several ads; find clues to success
6. Collage of Ads
Collect ads of a specific food group or automobiles; compare the magazine eye catching qualities
7. Field Trips
Visit a bank, vocational school, technical school, college campus, a military base

Materials

Accounting paper, paper money, magazines, VCR and TV, catalogs, large sheets of paper, newspapers, grocery tapes



Practice Sheet

BANK _____ _____ _____	Counter Check
Pay to the order of _____	Date _____ 19 _____ 25-3/440 \$ _____ _____ Dollars
Place account number here: <div style="display: inline-block; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;"> </div> <div style="display: inline-block; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="display: inline-block; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;"> </div> <div style="display: inline-block; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;"> </div> <div style="display: inline-block; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;"> </div> <div style="display: inline-block; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;"> </div> - <div style="display: inline-block; border: 1px solid black; width: 20px; height: 20px; display: flex; align-items: center; justify-content: center;"> </div>	_____
Memo _____	

This checking account is for Cindy Roberts at 4277 West Bruce Street in Baltic, Ohio 43330. The date is April 26, 1991. The amount of the check payment to Betty Owens is \$458.00. The purchase is gardening supplies. The account number is 91-4464-4.

1. The beginning balance in the checking account is \$1000.00.

What is the new balance? _____

2. The account received a deposit of \$735.00 on payday

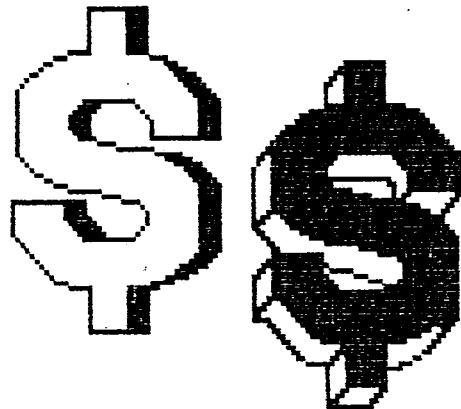
from Cindy. What is the new balance? _____

3. Two weeks pass and payday occurs and the rent, phone, utility bills are due. Compute the new balance.

Rent = \$450.00 Phone = \$37.00 Utilities = \$235.00

1. Fill in the name and address of the personal account.
2. Write the date
3. Pay to the order of the person receiving the money.
4. Write the amount of the check in numbers.
5. Write the amount of the check in words.
6. Fill in the account number.
7. Sign the signature of the account owner.
8. Write the memo, what is the check paying.

MONEY MANAGEMENT²¹⁶



List 10 ways you can earn money.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

List 10 ways you spend your money.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Drawing conclusions:

Would you consider earning or spending easier?

_____ Why ? _____

Money Management

WRITE TRUE OR FALSE ON THE LINE ²¹⁷

1. A consumer is a person who buys and uses objects or services. _____
2. As a consumer, people do not all spend their money the same ways. _____
3. People can differ widely when it comes to deciding how to spend money. _____
4. The values, goals, and standards of families decide how the money will be spent. _____
5. The values you have will decide if you will work to save for an expensive item. _____
6. You decide to save money for a new car is a goal. _____
7. You want to live within the paycheck amount your family earns; this is your standard of living. _____
8. The way to earn money is to work for pay. _____
9. Teenagers cannot earn money. _____
10. Parents should always monitor the money of their children. _____
11. Making a spending plan is necessary to allow money to cover all items needed. _____
12. What money you take in for pay is the income. _____
13. What money you use to pay bills goes for expenses. _____
14. A savings account is in a bank. _____
15. A good place to save is in a shoebox. _____
16. The true value in money is not in having money, but in using it wisely. _____
17. A checking account is best for people paying accounts rather than teenagers. _____
18. Checking accounts provide the customer a record of payment. _____
19. Consumer credit is a good thing if it is used wisely. _____
20. Credit cards are never over used. _____
21. Credit interest is cheap for late payments. _____
22. To establish credit a person must pay all bills on time. _____
23. A good credit rating is important to buy new products, appliances, and vehicles. _____
24. Fraud is a crime. _____
25. There are laws to protect the consumer. _____
26. Advertising and sales ads must be true to the product being sold. _____
27. Choosing a career is important to the amount of income you would expect to earn as an adult. _____
28. A doctor and a gardener do not have the same income; therefore, the lifestyles are different. _____

Instructor: Use these questions to either review or discuss the topics related to money management.

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Money Management Term Bingo

B	I	N	G	O
		F R E E		

Fill in the squares randomly with these words: teller, debit, credit, banker, consumer, checks, records, loan, interest, payment, salary, payday, check register, deposit voucher, chargecard, dollars, balance, budget, quarter, mortgage, savings account, moneymarket, money order

Directions: Write the words on slips of paper. Draw the words one at a time. The word can be covered after it is defined. First row of Bingo is the winner.

CHAPTER IV

SUMMARY AND CONCLUSIONS

The life of a teenager or adolescent has drastically changed over the past two decades. These changes are predominately linked to the facts of single parent homes, the drop-out rate, and teenage pregnancy. Whenever a child is swept into any situation the life at home is affected especially when the family life style is altered. Teens are the members of the family who often fill the gaps left in the home environment. It is very typical for a teen to be responsible for housekeeping duties, cooking, laundry, and childcare. In the past twenty years more teens then ever before are coming home to empty buildings and preparing to meet the parents as they return home from a hard day at work. Years ago, it was the teen coming home to a waiting parent anxious to hear of their hard day at school. Obviously, roles and lives are changing in America and the schools need to be providing training to meet these younger years of accepted responsibility.

The Home Economics Department in the high school is typically connected to the vocational department but in the junior high the course needs to be functioning as a life skills class. The life skills course is taught as a seventh and eighth grade elective class called appropriately, Teen

Living. This handbook provides twelve units of information to adequately supplement a teen living skills text. The text can provide the foundation text materials and the handbook provides the needed activities to make the text materials practical. Time is not given to areas that are beyond the basics because students with developing interests will schedule high school courses in the years ahead and receive advanced training.

The activities and labs for a large part have been integrated gradually into the newly revised Teen Living Classes taught. The adolescents are very responsive and anxious to learn by doing. The labs and activities provide some students their first experience with sewing, ironing, using an oven, or peeling an apple. This first experience is crucial to teaching the skill in a meaningful and correct method. Like small children teens are very receptive to new ideas and skills. Adolescents are at a precipice of life just a few years ahead of childhood and only a few years away from adulthood. It is mandatory to reach these students before the responsibilities of living are too advanced to successfully instill good healthy and safe life skills practices.

This handbook serves as a guide for a means to a successful living environment. The handbook can provide teenagers a means of reference for the future and a means of knowledge for the present. Teenagers need guidance in the new realm they enter. This handbook does help the

individual be independent, responsible, and successful.

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