State 4-H
Food & Nutrition Quiz Bowl
Study Guide - 2015

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Disclaimer: Objectives listed are meant to help 4-Hers study for the state 4-H Food and Nutrition Quiz Bowl. **This is NOT to be viewed as *the list* of questions that will be asked.** Questions are based on the concepts and objectives outlined in the guide.

References: To address the identified objectives, teams and coaches should consult with the references below. For each objective, at least one appropriate reference is given.

The names of the references are abbreviated as follows:

1. **ADA** American Dietetic Association's Complete Food and Nutrition Guide, **4th edition**
   Roberta Larson Duyff, MS, RD, CFCS
   2012, John Wiley & Sons, Inc. ISBN 978-0-470-91207-2

2. **FOOD** = AAFCS Food: A Handbook of Terminology, Purchasing, and Preparation, 11th edition. American Association of Family and Consumer Sciences ;
   2006, ISBN 0-8461-0005-3. **This reference can be ordered from AAFCS at http://www.aafcs.org/Resources/Store.asp#Reference**

3. **Texas A&M AgriLife Extension Service Publications**
   Nutrient Needs at a Glance L-1875 & Safe Home Food Storage B-5031
   https://agrilifebookstore.org/

4. **USDA MyPlate (USDA) http://www.choosemyplate.gov/healthy-eating-tips/ten-tips.html** Focus on these tip sheets:

Choose MyPlate	Got Dairy Today?	Be Food Safe
Add more Vegetables to Your Day	With Protein Foods, Variety is Key	
Focus on Fruits	Healthy Eating for Vegetarians	
Make Half Your Grains Whole	Salt and Sodium	

   http://www.cnpp.usda.gov/Publications/MyPlate/GettingStartedWithMyPlate.pdf

5. **Dietary Guidelines for Americans Executive Summary (DGA)**
   http://www.cnpp.usda.gov/Publications/DietaryGuidelines/2010/PolicyDoc/ExecSumm.pdf

After each objective the preferred reference is listed. **For official Quiz Bowl contest rules, consult the Texas 4-H Quiz Bowl Guide (4H 3-2.030)**

NOTE: Sometime during 2015, USDA will release a new edition of the Dietary Guidelines for Americans (DGA). We do not know when this will occur; therefore, we will continue to use the references listed above. Should there be significant changes to the DGA that cannot be learned with the current resources, those objectives will be set aside for 2015 and revised for the 2016 quiz bowl season.

Category I: Basic Nutrition

A. Carbohydrate

1. Know the energy content of carbohydrates. (**ADA,** 59)

2. Compare simple versus complex carbohydrates. Be able to give examples of each. (**ADA,** 55-57)

3. Discuss the popular myths about sugar (example: sugar causes hyperactivity). (**ADA,** 59-61)

4. Discuss lactose intolerance with respect to signs/symptoms, cause, and recommended treatment. (**ADA,** 560-564)

5. Define fiber and be able to distinguish between soluble, insoluble, beta glucan, and whole grain forms. Be able to list/identify food sources of each type of fiber as well as discuss their health benefits. (**ADA,** 63-69)

6. According to the American Dietetic Association, how many grams of fiber should adults try to include in their diets? Discuss what might happen if too much fiber is consumed. (**ADA,** 72-73)

7. Discuss ways a healthy person can increase the amount of fiber in his/her diet. (**ADA,** 72-78)

8. According to the Institute of Medicine, what percentage of our energy should come from carbohydrates? (**ADA**, 69)

9. Understand the roles that added sugars play in food. What types of foods are likely to contain added sugars? (**ADA** 75-76)

10. Discuss the link between dietary carbohydrates and the development of tooth decay (caries). (**ADA** 61-63)

11. What words on a food label, other than "sugar," indicate that a food has added sugar? (**ADA**, 79-80)

12. Discuss the artificial sweeteners including acesulfame K, aspartame, saccharin, sucralose, tagalose, and neotame including sweetness compared to sugar, caloric content, and use in cooking. (**ADA**, 80-87)

B. Protein

1. Discuss the energy content of protein. (**ADA,** 90)

2. Discuss the functions of protein. (**ADA,** 89-90)

3. What are complete and incomplete proteins? What are food sources of these types of proteins? (**ADA,** 89)

4. Generally speaking, what percentage (range) of our calories should come from protein? (**ADA**, 90)

5. How might protein help someone manage their weight? (**ADA**, 90)

6. Understand the difference between essential and non-essential amino acids. (**ADA** 88-89)

C. Fat

1. Understand the importance of dietary fat. (**ADA,** 99-101)

2. Know the energy content of dietary fat (kcal/gram). (**ADA,** 100)

3. Know the difference between saturated, monounsaturated, polyunsaturated, omega-3, and trans fatty acids including food sources and potential effects on blood lipids. (**ADA,** 104-110, 120)

4. Explain the difference between dietary cholesterol and blood cholesterol. Identify food sources that contain high amounts of cholesterol. (**ADA,** 114- 115)

5. Explain the recommendations for dietary cholesterol. (**ADA,** 68)

6. Distinguish between saturated-fat-free, low saturated fat, fat-free, low-fat, light, low-fat meal, lean, extra lean, cholesterol-free, and reduced fat foods. (**ADA,** 121)

7. What are phytosterols? How might phytosterols be beneficial to someone with high cholesterol? (**ADA**, 112)

D. Vitamins

1. Describe the differences between water-soluble and fat-soluble vitamins. (**ADA,** 123)

2. Discuss the fat-soluble vitamins (A,D,E,K) with respect to their major functions, what happens if you consume too much of the vitamin (excess/toxicities), and what happens if you don't get enough (deficiencies). Be able to identify major food sources of each fat-soluble vitamin. Are there any fat-soluble vitamins that can be made by our body? If so, which ones and how? (**ADA,**123-130; **Texas A&M AgriLife Extension Service** L-1875, Nutrient Needs at a Glance)

3. Discuss the water-soluble vitamins (B-vitamins and C) with respect to functions, signs of a deficiency, and signs of toxicities. Be able to identify major food sources of each water-soluble vitamin. Are there any water-soluble vitamins that can be made by our body? If so, which ones and how? (**ADA,** 130-139; **Texas A&M AgriLife Extension Service**, L-1875 Nutrient Needs at a Glance)

E. Minerals

1. Discuss the following minerals with respect to (1) functions in the body, (2) signs of a deficiency, (3) what happens if you consume too much of the mineral, (4) and major food sources of that mineral: calcium, phosphorus fluoride, iodine, iron, potassium, selenium, sodium, magnesium, chloride, chromium, and zinc. (**ADA,** 139-152; 159-168; **Texas A&M AgriLife Extension Service** L-1875 Nutrient Needs at a Glance)

F. Fluids

1. What role(s) does water play in the body? (**ADA,** 169-170)

2. How much water is in the average body? (**ADA**, 169)

3. Generally speaking, how long could a person live without water? (**ADA**, 169)

4. Discuss the general recommendation for water/fluid intake and the factors that may affect that recommendation. (**ADA,** 170-173)

5. Know the difference(s) between hard and soft water. (**ADA**, 175)

6. Bottled water can be one of several types. What is the difference between artesian water, mineral water, purified water, sparkling water, and spring water? Which government agency regulates bottled water? (**ADA,** 173-177)

7. How much water (per person, per day should) you keep on hand in case of an emergency? (**ADA**, 175)

G. Food additives and biotechnology

1. Be able to discuss the difference between enriched and fortified foods. (**ADA**, 131,214)

2. Which government agency is responsible for the regulation of food additives? (**ADA**, 217-218)

3. When discussing food additives, what is meant by the initials GRAS? (**ADA**, 217)

4. Discuss the following categories of food additives with respect to their function(s) in food preparation/processing: (**ADA,** 213-217)

(a) emulsifiers	(b) anti-caking agents	(c) humectants
(d) leavening agents	(e) pH control agents	(f) sulfites
(g) thickeners/stabilizers	(h) anti-oxidants	(i) citric acid
(j) anti-microbial agents	(k) sodium nitrite	(l) tocopherols
(m) calcium propionate	(n) maturing/bleaching agents	(o) flavor enhancers
(p) carrageenan		

5. What is irradiation? Know the types of foods commonly irradiated and why. How are irradiated foods identified? (**ADA**, 213)

6. What types of pesticides are used to protect crops? Which government agency monitors pesticide residues in food? (**ADA**, 219-222)

7. What is meant by the term "organically grown?" What are the benefits of organically produced food? (**ADA**, 223-224)

8. What are the proposed benefits of genetically modified foods? (**ADA**, 225-227)

H. **Dietary Guidance** (Dietary Guidelines and MyPlate)

1. According to the USDA and the USDHHS, what percentage of American households have difficulties in acquiring enough food to meet their needs? (**DGA**)

2. The Dietary Guidelines for Americans are targeted towards individuals of a certain age. What is that age range? (**DGA**)

3. What mineral is often consumed in excess? (**DGA**)

4. What are the current sodium intake recommendations and how do they differ for African Americans and individuals with certain chronic diseases? (**DGA**)

5. According to the Dietary Guidelines for Americans, what are the current recommendations for saturated fat and cholesterol? (**DGA**)

6. Understand the type and amount of fish that a pregnant woman can eat and why. Also, be able to list those species of fish that a pregnant woman should not consume. (**DGA**)

7. Describe vitamin recommendation(s) for individuals 50 years of age and older (**DGA**).

8. Understand the food groups featured in MyPlate including: (a) the amount needed for one ounce of grains or protein foods; (b) the amount of fruits, vegetables, or milk foods that equal one cup; and (c) recommendations specific to each food group. (**USDA**)

9. Be able to identify sources of whole grains and explain how to increase whole grains in one's diet. (**USDA**)

Category II: Food Preparation Skills and Storage

Note: Proper food preparation and storage requires skills and knowledge in food safety. Therefore, many of these objectives address food preparation/storage and food safety.

A. Milk & Milk Products

1. Understand the recommended guideline(s) for the storage of butter, including temperatures and length of time. (**FOOD**, 64; **Texas AgriLife Extension Service** B-5031, Safe Home Food Storage)

2. Natural cheese, processed cheese, and cream - know the different categories and the standards that must be met. (**FOOD**, 64-65)

3. Understand the recommended guideline(s) for the storage of cheese, including temperatures and length of time. (**FOOD** 64-65)

4. Why is milk homogenized? (**FOOD**, 67)

5. Discuss the benefits of milk pasteurization. (**FOOD**, 67)

6. Understand the recommended guideline(s) for the storage of milk, yogurt, and buttermilk including length of time. (**FOOD**, 69; **Texas AgriLife Extension Service** B-5031, *Safe Home Food Storage*)

7. Explain the differences between ice cream, ice milk, and sherbet. (**FOOD**, 69-70)

B. Meat/Fish/Poultry/Eggs

1. Compare roasting, oven broiling, and grilling as dry heat cooking methods. (**FOOD**, 77)

2. Discuss the three methods of cooking in liquid. (**FOOD**, 81)

3. Discuss how to determine the degree of doneness (using a meat thermometer) for beef, lamb, veal, pork, and ham. (**FOOD**, 82)

4. Discuss using the microwave to cook meats, including methods to promote even cooking. (**FOOD**, 84)

5. Describe methods for determining freshness of fresh finfish, fresh shellfish, and frozen fish. (**FOOD,** 85-86)

6. Understand the recommended guidelines for the storage of fish products, including the amount of time products can be refrigerated/frozen before use and proper storage and thawing methods. (**FOOD**, 86-87; **Texas AgriLife Extension Service** B-5031, *Safe Home Food Storage*)

7. Describe how to determine if fish is properly cooked. Include a general method to estimate the amount of time needed to cook fish. (**FOOD**, 88-89)

8. Understand the recommended guidelines for the storage of poultry products including the amount of time turkey and chicken products can be refrigerated/frozen before use, and proper storage and thawing methods. (**FOOD**, 92-96; **Texas AgriLife Extension Service** B-5031, *Safe Home Food Storage*)

9. Discuss the whipping properties of eggs and describe the conditions for getting the best results. (**FOOD**, 98)

10. Discuss the use of microwaves for preparing eggs. Include situations where caution should be used. (**FOOD**, 98)

11. Discuss the proper care and handling of eggs. (**FOOD**, 98)

12. What is the purpose of "beating" egg whites when preparing omelets? (**FOOD**, 98)

13. What is the proper procedure(s) for handling and storing frozen egg products, liquid egg products, and dried egg products? (**FOOD,** 99-100)

14. Identify the refrigerator storage times for ground beef. (**FOOD**, 76)

C. Fruits

1. Discuss different uses for apples, including examples of specific types of apples for each use. (**FOOD**, 101)

2. Understand the recommended guidelines for the storage of fresh fruits, including methods to achieve and maintain ripeness/freshness. (**FOOD**, 102-103; **Texas AgriLife Extension Service,** B-5031, Safe Home Food Storage)

3. Discuss what to look for and what to avoid when choosing apples, avocados, bananas, blueberries, cantaloupes, grapefruit, grapes, honeydew, kiwifruit, oranges, peaches, pears, strawberries, and watermelon. (**FOOD**, 103-107)

4. Understand how fruit fits into MyPlate recommendations. (**MyPlate**)

D. Vegetables

1. Be able to identify cruciferous vegetables. (**FOOD**, 108)

2. Understand the recommended guidelines for the storage of canned, frozen, and dried vegetables including best storage temperatures and length of time. (**FOOD**, 108-109; **Texas AgriLife Extension Service,** B-5031 *Safe Home Food Storage*)

3. Understand the recommended guidelines for the storage of fresh vegetables, including best storage temperatures to maintain freshness and length of time. (**FOOD**, 110-114; **Texas Cooperative Extension,** B-5031 *Safe Home Food Storage*)

4. Discuss what to look for and what to avoid when choosing asparagus, broccoli, corn, lettuce, peas, peppers, potatoes, squash, and tomatoes. (**FOOD**, 109-113)

5. Discuss what determines the amount of time needed to cook a vegetable. (**FOOD**, 114)

E. Grain Products

1. Discuss the difference between cornmeal, enriched cornmeal, corn grits, hominy, and cornstarch. (**FOOD**, 119)

2. Understand the recommended guidelines for the storage of grain and cereal products including refrigeration/freezing and length of time. (**FOOD**, 122-124; Texas **AgriLife Extension Service,** B-5031 *Safe Home Food Storage*)

3. Compare the following types of flour: all-purpose, bread, semolina, soy enriched, and self-rising. (**FOOD**, 121-123)

F. Fats and Oils

1. What is the definition of a fat? (ADA, 55) What is the definition of oil? (ADA, 56)

2. Discuss the origin and uses of animal fat shortenings (lard, tallow). (**FOOD**, 128; Texas **AgriLife Extension Service,** B-5031 *Safe Home Food Storage*)

3. Discuss the differences among canola oil, olive oil, tropical oils, sesame oils, and marine oils including any distinguishing nutritional factors and reasons for use. (**FOOD**, 128-131)

4. Discuss the recommended guidelines for the storage of various fats, vegetable shortening, and oils. (**FOOD**, 132)

5. Discuss the definition of smoke point (pertaining to fats and oils) and its importance when frying with fats and oils. (**FOOD**, 132)

6. Identify how a roux is made. (**FOOD,** 62)

G. Food Preservation

1. Explain the differences between hot pack and raw pack methods of packing tomatoes and other vegetables and fruits into jars. (**FOOD**, 170)

2. Differentiate between jelly, jam, freezer jam, conserves, marmalade, preserves, and fruit butter. (**FOOD**, 172-173)

3. Discuss how to package fruits and vegetables for freezing. What types of food should not be frozen? (**FOOD**, 175-178)

4. Can an individual use a microwave oven to dry fruits? Why or why not? (**FOOD**, 167)

5. Discuss characteristics of a quality freezer container that should be used when freezing foods. (**FOOD**, 175)

6. What are the 2 types of canners used for home food preservation? (**FOOD**, 168-170)

7. When canning low acid foods, what type of canner should be used? (**FOOD**, 167-170)

8. How often should a consumer test the accuracy of a pressure canner dial gauge? What determines if/when the pressure gauge should be replaced? (**FOOD**, 168)

9. Discuss tips to follow when drying, canning, and freezing to ensure a safe and quality product. (**FOOD**, 167-178)

10. Identify methods to store dried food. (**FOOD**, 167-173)

H. Weights, Measures, and Can Sizes

1. Understand the common units of weight and volume. Be able to convert from one unit to another (e.g. 16 tablespoons = 1 cup). (**FOOD**, 38-39)

2. Know the approximate measure (in cups) of commercial sized cans. (**FOOD**, 165-166)

I. Miscellaneous

1. Describe the differences between raw sugar, granulated white sugar, powdered sugar, and brown sugar including uses for each. (**FOOD**, 125)

2. What is yeast, how does it work, and in what forms can it be purchased? (**FOOD**, 134)

3. Identify/define the following food science terms: antioxidant, carotenoids, chlorophyll, dehydration, denaturation, hydration, kilocalorie, kosher, pickling, rancidity, smoke point. (**FOOD**, 50-52)

4. Identify/define the following foods and cooking terms: julienne, lukewarm, meringue, puree, a la carte, al dente, a la king, almandine, au jus, baklava, bisque, bouillabaisse, bouillon, bratwurst, caviar, chitterlings, chorizo, crepes, du jour, entree, hassenpfeffer, hollandaise sauce, kim chee, luau, hor d' oeuvres, matzos, pareve, pita, roux, sushi. (**FOOD**, 53-63)

Category III: Nutrition and Health

A. Obesity

1. What is Body Mass Index (BMI), how is it calculated and what do the numbers mean? (**ADA**, 22)

2. Name the health risks associated with being overweight or obese? (**ADA**, 23-25)

3. What is obesity? What are your chances of becoming obese if one of your parents is obese? How many calories make up one pound of fat? (**ADA**, 29)

4. Understand the meaning of the following terms often found on food labels: calorie free, reduced, high, good source, light, healthy, lean, low calorie, reduced or fewer calories, lite, and low calorie meal. (**ADA**, 40)

B. Blood Pressure/Heart Disease

1. List risk factors for developing heart disease. Why should we be concerned about heart disease? (**ADA**, 583-584)

2. What is cholesterol, and how is it connected to heart disease? (**ADA**, 585-592)

3. Discuss the differences between HDL- and LDL-cholesterol. (**ADA**, 585-592)

4. How can someone increase their HDL blood level and decrease their LDL-blood level? (**ADA**, 586)

5. What are some dietary factors that can lead to elevated cholesterol levels? Which factor(s) is/are most significant? (**ADA**, 585-592)

6. What are triglycerides? What causes blood triglycerides to become elevated? What are some ways to reduce triglycerides? (**ADA**, 585-592)

7. What is high blood pressure (also known as hypertension)? What are some of the health risks associated with high blood pressure? (**ADA**, 593)
8. What are risk factors for developing high blood pressure? (**ADA**, 593-595)

9. As a general guideline, what nutrient may be responsible for increasing blood pressure in some hypertensive individuals? How much of this nutrient should your diet be limited to in order to serve as a precaution against high blood pressure? (**ADA**, 594)

10. There are some nutrients that may help promote optimal blood pressure if they are consumed in adequate amounts. What are they? (**ADA**, 596)

11. How can a person lower their risk for developing high blood pressure? (**ADA** 596-597)

C. Cancer

1. What is cancer? What are some of the known risk factors? (**ADA**, 598)

2. Discuss the role antioxidants play in combating free radicals/oxidation. (**ADA**, 599)

3. What are phytonutrients/phytochemicals? In what foods would you find the following phytochemicals and how might they be beneficial to our health: beta carotene, lutein, lycopene, anthocyanins, flavanols, soy protein, phytoestrogens. (**ADA** 154-157)

D. Osteoporosis

1. What is osteoporosis? How is it diagnosed? (**ADA**, 615,618)

2. What are the dietary and non-dietary risk factors associated with osteoporosis (**ADA**, 616-617)

3. Why are women more likely to develop osteoporosis? (**ADA**, 616)

4. How might caffeine, alcohol, and smoking impact calcium absorption? (**ADA**, 618)

5. What is considered to be the recommended adequate intake (AI) of calcium for different ages and stages of life? Be able to identify food sources of calcium. (**ADA**, 617-618)

6. What are the advantages of getting calcium from dairy foods rather than from fortified foods and/or supplements? What are the general guidelines for using calcium supplements? (**ADA**, 618 635-636)

E. Diabetes

1. What is diabetes? What are some of the symptoms? (**ADA**, 606)

2. Compare and contrast the different types of diabetes (Type 1, Type 2, Gestational). (**ADA**, 605-606)

3. What are risk factors for developing Type 2 diabetes? (**ADA**, 606)

4. What health problems can be associated with diabetes if the disease is not controlled? (**ADA**, 606)

5. Discuss the importance of meal timing, testing blood sugar levels, physical activity, and maintaining a healthy weight for good control of diabetes. (**ADA**, 607-615)

F. Feeding Infants and Children

1. What is colostrum? How does it protect a newborn from infections? (**ADA**, 421-422)

2. What is the minimum age that infants are ready to begin eating solid foods? (**ADA**, 436-437)

4. What is the minimum age that iron-fortified cereals and strained fruits and vegetables should be introduced to infants? (**ADA**, 438)

5. Why should infants not be given solid foods from a bottle? (**ADA**, 437)

6. What type of cereal is least likely to cause an allergic reaction in infants? (**ADA**, 438)

7. Why should infants not be fed directly from a jar? (**ADA**, 444)

8. Why is it not safe to give infants honey before their first birthday? (**ADA**, 440)

9. Certain foods should not be given to children under 4 years of age because they can cause choking. What are those foods? (**ADA** 444-446)

G. Nutrition for Older Adults

1. There are several risk factors for poor nutrition that have been identified for older adults. Be able to list them. (**Hint**: DETERMINE) (**ADA**, 527)

2. Why are the following nutrients important for older adults: protein, calcium, vitamin D, iron, Vitamin A, folate, vitamin B6 and B12, and zinc? (**ADA**, 518-522)

3. How does an older person's sense of thirst change? (**ADA**, 522-523)

H. Anemia

1. What is anemia, and what are some of its symptoms? (**ADA**, 623)

2. What nutrient deficiencies are linked to anemia? (**ADA**, 624-626)

3. Discuss possible reasons why young to middle-aged women need more iron in their diets than men. (**ADA**, 624)

4. Discuss good food sources of iron; compare heme vs. non-heme sources. (**ADA**, 150-151)

5. What is a good way to improve absorption of iron from plant sources? (**ADA**, 151)

I. Vegetarian Diets

1. Compare lacto-ovo vegetarian, lacto-vegetarian, flexitarian, and vegan diets. (**ADA**, 254)

2. A vegan diet that is not well planned may be lacking in several nutrients. What are these nutrients? (**ADA**, 255-257)

3. Discuss the potential health benefits from eating a vegetarian diet. (**ADA**, 254-255)

J. Dietary Supplements

1. Who might benefit from a vitamin and/or mineral supplement? (**ADA**, 632-633)

2. Define "ergogenic aid" and be able to give examples of supplements advertised as ergogenic aids. (**ADA**, 558-559)

3. How are dietary supplements regulated (think Dietary Supplement Health Education Act)? What are the roles of the FDA and FTC in relation to dietary supplements? (**ADA**, 641-643)

4. What information is required on the label of a dietary supplement? (**ADA** 652-654)

K. Food Allergies

1. What is the difference between a food allergy and a food intolerance? (**ADA**, 560)

2. Which foods are most likely to cause allergic reactions in adults and in children? How long do food allergies last? (**ADA**, 571, 579)

3. What are the three most common symptoms of a food allergy? (**ADA**, 571)

4. Understand gluten intolerance; what it is and how it is treated. (**ADA**, 564-567)

Category IV: Consumer Information

A. Food Label

1. What is meant by % daily value? (**ADA**, 279-280)

2. Health claims on food labels are regulated by which government agency?

(**ADA**, 281)

3. Discuss the features of the Nutrition Facts panel. (**ADA**, 278-281)

4. Why might % Daily Values not apply to everyone? (**ADA**, 279)

5. What determines the order of the ingredient list? (**ADA**, 280)

6. Why is it important to list ingredients on the food label? (**ADA**, 280-281)

7. How do structure/function claims differ from health claims on food labels? (**ADA**, 281-282)

8. Identify and discuss kosher and halal symbols, including the meaning of the symbol. (**ADA**, 284)

9. Discuss health warnings for food allergens and special conditions that might appear on the food label. (**ADA**, 282-283)

10. What are the differences between foods labeled "100% organic," "organic," and "made with organic ingredients"? (**ADA**, 283)

B. Food Standards

1. What does the USDA shield on a carton of eggs mean? (**FOOD**, 96-97)

2. How is the size of an egg determined? (**FOOD**, 96-97)

C. Miscellaneous

1. Discuss the purpose of the Universal Product Code. (**ADA**, 284)

2. When evaluating nutrition information on a web site, what are some things one should look for to make sure the web site is credible? (**ADA**, 664-667)

Category V. Kitchen and Food Safety

A. Food Safety at the Grocery Store

1. Know the difference between the following terms commonly found on food packages (**ADA**, 283):

    a. "sell-by" or "pull" date
    b. "use by" or "best if used by (before) date"
    c. "pack date"

2. After purchasing perishable foods at a grocery store, they should be stored within a certain amount of time to maintain safety. What is the recommended length of time? (**ADA**, 314)

B. Foodborne Illness

1. Which groups of individuals are most susceptible to a foodborne illness? What are some common symptoms of a foodborne illness? (**ADA**, 314-319)

2. What is the "Danger Zone?" How does temperature play a role in preventing foodborne illness? What does freezing do to bacteria? (**ADA** 316-317)

3. What do bacteria need to survive and multiply? (**ADA**, 316-317)

4. Be familiar with the following bacteria with respect to: (a) where they are found, (b) foods that are commonly associated with the bacteria, (c) how the illness is transmitted, (d) ways to prevent foodborne illnesses associated with the different bacteria: (**ADA**, 317-321)

    a. *Salmonella*
    b. *Campylobacter jejuni*
    c. *Clostridium perfringens*
    d. *Staphylococcus aureus*
    e. *Listeria monocytogenes*
    f. *Clostridium botulinum*
    g. *Escherichia coli*
    h. *Vibrio vulnificus*
    i. *Yersenia enterocolitica*

5. List common food safety mistakes or unsafe food handling practices. (**ADA**, 323-327)

6. Why should a consumer not roast meat at low oven temperatures (less than 325 degrees F) for long periods of time or even overnight? (**ADA**, 338)

7. To what temperature should leftovers be reheated? (**ADA**, 341)

8. Refrigerators should be kept within what recommended temperature range? (**ADA**, 328)

9. How should food that may be contaminated be handled? (**Texas AgriLife Extension Service,** B-5031, *Safe Home Food Storage*)

10. How might a person become infected with Hepatitis A? (**ADA**, 322)

11. How might someone contract *trichinosis* (*Trichinella spiralis*)? (**ADA**, 323)

12. How might a person become infected with the parasite *toxoplasmosis*? Know direct and indirect methods of exposure to this parasite. Who is at special risk? (**ADA**, 323)

13. Know/understand the situations for which a person should see a doctor due to a suspected foodborne illness. (**ADA**, 323)

14. Discuss what a consumer should do if his/her freezer stops. How do you know whether to refreeze or discard meat, poultry, vegetables, or cooked foods? (**ADA**, 333-335)

C. Keeping Your Kitchen Safe From a Foodborne Illness

1. Know the steps for proper hand washing. (**ADA**, 323-325)

2. Define cross contamination. Give an example of how this may occur. (**ADA**, 326-327)

3. Know the proper temperatures for storing food in the pantry, refrigerator, and freezer. (**ADA**, 327-333)

4. What types of dishes are not safe for use with food and why? (**ADA**, 328)

5. What is the best method for storing cooked foods so they are cooled rapidly? (**ADA**, 32; **Texas AgriLife Extension Service** B-5031 *Safe Home Food Storage*)

6. Where is the best place in the refrigerator to store raw meat, fish, poultry, and eggs and why? (**ADA**, 329)

7. What is "freezer burn" and how does it affect food? (**ADA**, 329)

8. Understand basic principles of safe food preparation and service. (**ADA**, 335-345)

9. Understand how to tell when an egg is properly cooked based on the method used. (**ADA**, 340-341)

10. When is it safe to re-freeze a frozen food that has been partially thawed? (**ADA**, 335)

11. What are the four main principles of Fight Bac! (**FOOD**, 49)

12. Understand the guidelines for using a slow cooker to cook foods safely. (**ADA**, 337-338)

13. If a container is not labeled "microwave safe" how can you determine if it is safe to use in the microwave? (**ADA**, 341)

14. When cooking or reheating foods in the microwave, what is the purpose of "standing time"? (**ADA**, 341)