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ED448fay17 Helping Students Motivate Themselves 7/10/17 500 level

Assignment #13A

**Chef Demonstration & Restaurant Field Trip Lesson Plan**

**Instructional Objectives**

***Students Will:***

1. Learn about the different types of knives and how to use them properly through demonstration and hands-on practice with a chef.
2. Compare a commercial kitchen to their kitchens at home.
3. Connect the steps and the importance of food safety from the classroom to a restaurant.
4. Identify the role of a chef in a restaurant.

**Duration**

Two 90-minute class periods.  Plus 30 minutes additional time to complete: Assessments, approval paperwork for participation on the field trip, and a thank you note to the chef.

**Common Core English Language Arts Standards**

***Science & Technical Subjects:***

*CCSS.ELA-Literacy.RST.6-8.3*  Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

*CCSS.ELA-Literacy.RST.6-8.9*Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

***Speaking & Listening:***

*CCSS.ELA-Literacy.SL.7.2*Analyze the main ideas and supporting details presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**Materials**

1. Recipe
2. Ingredients
3. Classroom containing kitchen units equipped with knives, cutting boards, etc.
4. Chef to present, demonstrate, and assist students
5. Projector and PowerPoint to match the chef’s presentation
6. Field trip permission form
7. Restaurant access
8. Vehicle to transport students

**Procedure**

*Day One*

1.  Teacher writes the following on the board:

1.  List all the different types of knives you have heard about.

2.  List any other types of cuts you are familiar with besides those

projected on the screen; chop, dice, and mince.

3.  List at least two kitchen safety tips that are important when using a

knife.

2.  Students record their answers.  The teacher introduces the chef who shows each type of knife he uses.  Then, he explains the different types of cuts.  Next, he demonstrates how to perform each technique correctly on the vegetables he will be using to prepare the recipe.  Finally, the chef identifies the proper steps for knife safety.

3.  The chef models how to cook the cheesy pan-fried potatoes in one of the classroom kitchens.  In addition, the chef explains why potatoes must reach the proper temperature when being reheated or they could lead to a type of food-borne illness called botulism.

4.  Students are placed into groups to practice proper cutting techniques for the potatoes, onions, and the garlic.  Then, they measure the seasonings and begin cooking on the stovetop.  The chef and the classroom teacher circulate to assist students with the process.

5.  Students clean up the dishes while being careful to wash and handle the knives properly.  They are also focused on cleaning thoroughly to avoid the spread of food-borne illnesses.

6.  Students enjoy their food while asking the chef questions about cooking and/or working in the culinary profession.

Additional time:

1.  Students complete an assessment including a reflection on their experience during the cooking lab.  (See below under Assessments.)

2.  Four to five selected students are approached to confirm their interest in a restaurant tour.

3.  Students receive approval from parent/guardian and the teacher of the class they will be missing to attend the restaurant tour.

4.  Students complete a K-W-L chart about taking a tour of the restaurant.  (See below under Assessments.)

*Day Two*

1.  Students arrive at school and check in with their first period teacher.  Then, they report to the classroom teacher taking students on the restaurant tour.

2.  Students ride with the teacher to the restaurant.  Students are prepared to introduce themselves to the chef upon arrival.

3.  Chef takes the students on a tour explaining the purpose of each part of the kitchen.  They view the food preparation areas, the storage areas, and the cooking areas.  A thorough explanation will reinforce all of the food safety information the students have learned in class.  Also during this time, the small group of students are able to ask the chef specific questions.

4.  Students thank the chef and return to school with the teacher.

5.  The students finish their K-W-L chart and complete a written thank you to the chef, including one specific item they listed as having “learned” on their K-W-L chart.

**Assessment**

After Day One, the students will answer their choice of five questions from those listed below:

1. What is the difference between a knife sharpener and a knife honer?
2. Which cut was more difficult for you, the bridge or the claw?  Why?
3. Describe how you knew your pan was hot enough to put in the onions?
4. Draw a picture with labels or describe how to properly hold a knife.
5. Give an example of a time during the lab when knife safety was done correctly or incorrectly.
6. What can you do to make sure your cutting board does not slip on you?
7. What is the difference between sautéing and sweating your vegetables?
8. Why was it important to get the pre-cooked potatoes up to at least 165 degrees Fahrenheit?

In addition, they will answer the following questions:

1. What is the most important thing you learned from this lesson that you will “take with you” and use in the future?
2. What did you like best about having the chef in our classroom?
3. What do you think the teacher and the chef could do to improve the lesson for the next students?
4. What could you have done to make this lesson a better learning experience for yourself?

For the students attending the restaurant tour, they will need to complete the following K-W-L chart:

What do I KNOW about What do I WANT to know? What did I LEARN?

a restaurant kitchen?

What do I KNOW about What do I WANT to know? What did I LEARN?

a chef’s responsibilities?

**Lesson Plan Commentary**

I chose this lesson while reviewing Question 7, What Can You Do to Help Keep Your Students-and Yourself-Focused at the End of the School Year?  On page 95, the text mentions that taking a field trip is an excellent way to stay enthusiastic at the end of the year.  I decided to make this happen, and it was well worth our time.

The students, the chef, our Food Corps volunteer and I, all had an incredible experience.  The students got a close look at what it would be like to work in a restaurant, plus they got to see all of the kitchen and food safety rules we learned in class being incorporated into the restaurant setting.

The chef’s passion for cooking was contagious.  He was very knowledgeable and his sense of humor kept everyone’s interest.  He didn’t hesitate to pile all of the students into the huge walk-in freezer and keep teaching while they were all in there!  The size of the equipment and the amount of food prepared at this restaurant impressed them all.  Two of the students even asked about getting a job at the restaurant as a dishwasher.

I would continue to require a passing grade in the class the students have to miss to attend the tour.  One student worked many hours to finish an assignment that his teacher said he would never had completed, had he not wanted to go on the field trip.  Another student had missed many days of school, but arrived on time the day of the field trip.  This shows that a field trip is definitely motivating to students!

There were a few things I would change about the field trip.  First, I did not like choosing which students would attend.  I would prefer to have an application that all interested students could complete and then choose from those who submitted the form.  I fear that I may have missed some interested students.

I would also like to change the number of students able to attend.  We were limited to 4-5 students, because of safety concerns.  We discussed conducting tours several times throughout the year to increase this number.  Another thought would be to allow students to go to different restaurants, so that more could have the opportunity to view a commercial kitchen.

The last change I would make would be to include enough time for the chef to cook an omelet for the students to sample.  We had planned to do this, but ran out of time.  This would just top off the experience.  One student had never eaten at this popular restaurant.  We gave him a gift certificate to try it out this summer.  He was thrilled!

I will definitely do this field trip again.  It was an outstanding way to finish the year strong.  The students wrote a thank you to the chef and he delivered glass mugs with the restaurant logo on them to each student.  Everyone will be sure to remember this amazing learning opportunity!