FACS State Course Name: Food Science I

Unit: Laboratory Safety
Lesson: Knife Safety/Skills

Competencies/Purpose:
To gain a better understanding of how to use a knife safely. Having food that is properly cut can effect the result of a recipe (ingredients are cut to certain sizes based on time to cut).

Time Needed: two 90 minute class periods
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FACS Standards (Colorado and National):
N9.6.4 Create standardized recipes. (MAT01.02.a) (PWR2.2.a) (RWC04.08.a) (SCI01.02.b)
N9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene. (PWR2.7.d, PWR2.7.g) (RWC04.10.c)

Colorado Academic/Model Content Standards (CDE):
N9.6.4 Create standardized recipes. (MAT01.02.a) (PWR2.2.a) (RWC04.08.a) (SCI01.02.b)
N9.2.5 Demonstrate practices and procedures that assure personal and workplace health and hygiene. (PWR2.7.d, PWR2.7.g) (RWC04.10.c)

Objectives- Upon completion of this lesson, students will:
CO: Students will learn about knife safety and cutting techniques, and demonstrate these techniques by preparing a particular recipe.
LO: Students will summarize why kitchen safety is important and why they benefit from it.
**Instructional Strategies:**
- Assigned Questions
- Brainstorming
- Case Study
- Computer Assisted Instruction
- Concept Attainment
- Concept Mapping
- Conducting Experiments
- Cooperative Learning
- Debates
- Demonstration
- Discussion
- Drill & Practice
- Field Trip
- Inquiry
- Interviewing
- Jigsaw
- Journal Writing
- Laboratory Groups
- Learning Centers
- Lecture
- Peer Learning
- Problem Solving
- Reading for Meaning
- Research Projects
- Role Playing
- Simulations
- Storytelling
- Think, Pair, Share
- Tutorial Groups
- Writing to Inform

**Key Terms:**
Chop, slice, mince, chiffonade, rouch chop, dice

**Introduction of Lesson:**
List 3 ways to cut vegetables and fruits.

**Exploring the Content (Lesson):**
Day 1.
1. Students can either take their own notes, or fill in the worksheet that is provided.
2. Begin with knife safety. These are general, basic knife safety rules that need to be followed in the kitchens. Along with the other safety guidelines, these will help minimize accidents in the kitchen. At each slide, question students about why they should follow the guideline. What would the benefits be? Why would it be difficult to follow? Ask questions in hopes to overcome that these are easy things to do and follow.

3. Describe the different techniques of cutting ingredients. Either on their sheet or on the handout have them draw what the end product should look like. Dice is smaller than chop; this should be evident on the drawings. Ask students which is largest, smallest, longest, and post precise at the end of the lecture.

4. Demonstration: At the demo table, show the students how to make pineapple jicama salsa. Demonstrate each of the cuts, again talking about each one and practicing the safety precautions. While the recipe does not call for julienne you can demonstrate this through chopping. Use lettuce to demonstrate a rough chop- either set it aside, or serve the salsa over the top of it. Allow the students to taste once complete.

5. Practice: With skills on knife safety, kitchen safety, mis-en-plac and how to read a recipe, students are going to create a ceviches and salads out of fresh ingredients. See attached choices of recipes. Most will need to be cut in half depending on class size. Students will be given a choice of which recipe each kitchen would like to do. Students then need to plan for the recipe: rewrite the directions and responsibilities of each kitchen member, and make a grocery list with quantities. They will be creating the recipes the following day.

Day 2
1. Have students prepare their kitchens for cooking. Hot, soapy water, utensils ready to measure, re-read the recipe.

2. Review the cutting techniques. You can ask kitchens to define one before they are able to come and get their items.

3. Demo table should be set up with knives that are needed, cutting boards and ingredients.

4. Make recipes, complete evaluations on them, clean up.

5. Remainder of class can be used to develop new recipes, modify the recipes they used, or create posters about knife safety or their salads. It can also be used to complete the assignment.

Review/Summary:
Being able to cut specific sizes is important when creating a recipe. You need ingredients to be able to cook at the same time, not overwhelm other ingredients and be visually appealing.

Assessment:
Write a paragraph describing why it is important to use knife safety skills in the kitchen. What can you do with these skills? What can you avoid?

**FCCLA Integration:**

Culinary Arts

Knife Skills