

## Lesson Plan: Food Science I

**Topic:** Knife Safety, Skills and Practice

**Standards:**

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:**

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.

**Materials:**

PowerPoint

Paring knife

Chef's knife

Cutting board

Towel

Ingredients for demo recipe

Ingredients for student recipes (chosen at the end)

Other vegetables to demo cutting techniques

Recipes

Lab planning sheets

**Set:**

List 3 ways to cut vegetables and fruits.

**Body:**

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 most 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.

#### **Conclusion:**

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.

**Assignment:** 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?

#### **Sponge:**

#### **Modifications:**

handout