

# FOOD MEMORIES AND PROCEDURES

*Kitchen*

## PREPARATION

- Set up seating chart with teacher
- Lay out nametags for students assigned spots

## FLOW

- Students come in and sit down at their spots
- 8 mins: Call for attention and review kitchen agreements
- Write Kitchen Agreements up to reference
- Ask students for examples—T-P-S?
- 15 mins: Food Memory
- Drawing
- Interviews: Interview Question Cards
- Make a food memory together throughout the spring!
- 5 mins: Handwashing
- 10 mins: Knife Skills
- 15 mins: Chop & Taste—toast
- 15 mins: Cleaning
- Assign student jobs (2 students/table/job)
- Maybe make each seat—a vegetable and each table a number
- “All broccolis are sweeping today”
- Reward to use dishwashing station in the back—must show responsibility
- 2 mins: Assessment

## HOMEWORK

Bring a recipe from home! Practice procedures & knife skills & cleaning—cutting jicama and cucumber with Tajin

## HOOK/INTRO

- Introduce students to the idea of sharing food memories by sharing a personal story of your own.
- Encourage students to draw their favorite food memory.
- Model a food memory interview for students.
- Pair students to share food memories with interview questions.
- Interview Question Cards
- Say: We’re going to be making a food memory today and for the next few weeks together. Before we do, let’s make sure to review our community agreements and knife skills.

### **NOTE:**

Adapted from **Grade 6 Kitchen Lesson #1: Welcome to the Kitchen**, pg. 538.

ADAPTED

GRADES 3—5 | SCHOOL PARTNER  
LESSON PLAN



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## DEMO/LESSON

- Review Community Agreements
- Bear claw: Review bear claw. Give students a “quiz” where they tell you if you are doing it right or wrong. E.g. Bear claw but your thumb is sticking out.

## COOKING/INSTRUCTIONALLY EMBEDDED ASSESSMENT

- Cutting Jicama: Teacher peels the jicama ahead of time. Students: Cut in half. Cut into steaks. Cut into little rectangles.
- Cutting Cucumber: Peel some strips off (optional). Cut out circles.

## CLEANING PROCEDURES

- 3 Bin System: Rinse, Wash, Sanitize, dry?
- Group job rotations—scrubbing dishes, rinsing dishes, sanitizing?, \*needs policy for sharps\* drying dishes, sweep (4 students with brooms, 4 with dust bins), wiping down tables, collect compost, picking up scraps off the floor

## ASSESSMENT/WRAP UP

- Assessment Chart: Tried it, not my favorite; Liked it; Loved it!
- Share next week recipe (encourage students to bring recipe from home)



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