

SWEDISH CUCUMBER SALAD

Kitchen

Grade 3 • 45 mins • Fall

ADAPTED

GRADE 3

SCHOOL PARTNER
LESSON PLAN

SUBMITTED BY

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? ESSENTIAL QUESTIONS

- What are the three rules of knife safety we learned last class?
- Why should we take all knives seriously and treat all knives with respect?
- What are two different basic cuts learned today?
- How do your hands look when in “Bear Claw” and in “Bridge?”

Abc VOCABULARY

- Blade
- Focus
- Distraction
- De-seed

✓ ASSESSMENT

- **Cooking Observational Checklist**
- **Cleaning Observational Checklist**

🍲 MATERIALS

Materials for Introduction

- Printed copies of recipe for [Swedish Cucumber Salad](#) from Emerils.com
- **Cooks Notes handout**

Equipment

For Each Group of 10

- 10 Vegetable Peelers
- 5 Paring Knives
- 10 Cutting Boards
- 10 Melon Ballers or Spoons
- 2 Colanders
- 2 Large Non-Reactive Bowls
- 2 Whisks
- 2 Measuring Spoons Set
- 2 Liquid Measuring Cups

For Whole Class

- 30 Vegetable Peelers
- 15 Paring Knives
- 30 Cutting Boards
- 30 Melon Ballers or Spoons
- 6 Colanders
- 6 Large Non-Reactive Bowls
- 6 Whisks
- 6 Measuring Spoons Set
- 6 Liquid Measuring Cups

NOTE:

Adapted from **Grade 3 Kitchen Lesson #4: Swedish Cucumber Salad**, pg. 309.

Ingredients

- Large cucumbers (1 per student)*
 - Salt
 - White Vinegar
 - Apple Cider Vinegar
 - Sugar
 - Fresh Dill*
- * Denotes foods that could be found in the Garden.

Materials for Enjoying the Food

- Plates or bowls for finished salad
- Forks
- Napkins

Materials for Cleaning Up

Sink with dish soap and sponges available. Drying rack. Cloth towels. Cleaning Spray for surfaces. Materials for Enjoying the Food

PREPARATION

Setup for lesson introduction: Print copies of recipes for each student. Print Cooks Notes handouts for each student. Write the 3 rules of knife safety on the board with key words from each rule removed and _____ in place of the words. *Setup for cooking:* All student cooking tools and materials (except knives) stacked on the end cap or cart at the end of the table for easy distribution. Cucumbers washed and ready to distribute. Ingredients for dressing on the table or end cap. *Setup for enjoying food:* Plates, forks, and napkins counted and stacked in an area of the kitchen classroom that is easily accessible to students. *Setup for cleaning:* 3 compartment sink filled with warm soapy water, clean warm water to rinse, and sanitizer. If 3 compartment sinks are not available, then available sinks are filled with warm soapy water. Sponges available on sides of sink. Folded cloth towels and spray bottles available in an area easily accessible for students.

TEACHER BACKGROUND

While cooking can be a highly engaging and educational activity, it can also be dangerous. This is particularly true when using sharp knives, such as paring knives. Nonetheless, by effectively establishing procedures at the outset, such as a classroom set of “knife safety rules” that are demonstrated by the teacher, and sufficiently supervising students, students can safely use kitchen knives to participate in a wide variety of food preparation activities. We recommend allowing students to work in pairs using 1 knife between the two of them, or even 1 knife per 4 students if this is more in line with the teacher’s comfort level. This reduces the number of knives out in the classroom, and allows for easier supervision by the teacher. Another method is to designate one table as a “cutting station” where a limited number of students make cuts under the supervision of a teacher, and the other students work independently on a less dangerous aspect of the cooking lesson, like measuring seasoning or mixing a dressing.

LESSON DESCRIPTION

Students will review and practice safe utilization of paring knives and vegetable peelers while peeling, de-seeding, and cutting cucumbers. After mixing the dressing listed in the recipe students will enjoy eating Swedish Cucumber Salad with their classmates.

LEARNING OBJECTIVES

Content Learning Objectives*Recipe Concepts*

RC.3.2 Demonstrate knowledge of basic recipe techniques using kitchen tools and equipment.

*Kitchen Tools and Equipment***KTE.3.1-4** Kitchen Tools and Equipment.**Life Skills Learning Objectives***Community Life Skills***CLS.2** Students cooperate and communicate well with each other.

ACADEMIC STANDARD CONNECTIONS

NGSS Crosscutting Concept: Structure and Function—All organisms have external parts...Plants have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

HEALTH STANDARD CONNECTIONS

National Health Education Standard 7: Students will demonstrate the ability to practice health enhancing behaviors and avoid or reduce health risks.*Lesson Sequence***Preparation to Cook (3 mins):**

Students should tie any long hair back with hair ties to avoid hair touching the cucumbers they are cutting or the dressing they are mixing. Students should wash hands thoroughly for twenty seconds or more at one of the handwashing stations within the classroom. Students should return to their seats.

Recipe Introduction:

- Show students an unpeeled cucumber. Ask students to visualize the inside of the cucumber underneath the peel. What is on the inside of the cucumber? What does the cucumber hold a lot of? Students should be able to identify seeds as being inside the cucumber and that cucumbers are vegetables that hold a lot of water.
- Ask students what happens to water filled vegetables like cucumbers or cabbage when salt is applied to them and they are placed in colander. Scaffolding may be required, but students and teacher together should come to the conclusion that water will be removed from the salted vegetable and drip through the colander into the bowl.
- Inquire whether any students have experience removing the water from vegetables for recipes such as cole slaw. Have students share.
- Ask students to share any experiences they have had making homemade salad dressing. What type of dressing was it? What were the ingredients?

Review Familiar Skills:

- Ask students to think back to the 3 rules of knife safety that they learned last class. Students can briefly discuss what they remember within their table groups.
- Call on individual students to complete the rules as listed on the board by identifying missing words, and to provide a brief summary of what the rule means in practice.
- Build upon student summaries so that whole class has a proper review of the 3 rules of Knife Safety:
 - Focus—there should be a direct line of sight from your eyes to what you are cutting. You are not talking, looking in a different direction, or allowing yourself to be DISTRACTED by anything else in the room. Your thoughts and attention should be solely centered on the cut you are making.
 - Knife on the cutting board, always—(A) When you are cutting food the food should always be on a cutting board large enough that the no part of the knife is touching another surface during the cut. (B) Anytime you are not making a cut your knife should be laying down on the cutting board. Anytime you feel DISTRACTED, or feel the need to stop cutting food, place the knife on the board until you are ready to cut again. Never hold or wave a knife around when talking. Avoid taking the knife from the table unnecessarily.
 - Use Bear Claw, and Bridge—To avoid cutting the tips of your fingers while using a sharp knife, rest the flat part of the knife’s BLADE against the flat front of your knuckles. This is commonly referred to as the Bear Claw. When making a long, lengthwise cut, grip the edges of the food you are cutting with your index finger and thumb in a wide curve (like a C on it’s side) and place the knife in the space between finger and thumb to cut. This is commonly referred to as the Bridge.
- On a cutting board that the whole class can see, make a small demonstration for each rule by making cuts on a peeled cucumber. Demonstrate using the Bridge cut to slice cucumber in half lengthwise, and the Bear Claw to protect tips of fingers while making slices on the halved cucumber.

Demonstrate New Skills:

- Introduce the vegetable peeler to class. Remind students that even if it seems harmless, a vegetable peeler can be dangerous if not used correctly. Students should peel with the blade moving away from their body, and use long slow strokes with moderate pressure to avoid cutting hands or fingers.
- Introduce the melon baller to class. Explain that part of the cooking activity today will involve DE-SEEDING the cucumber and then demonstrate using the melon baller to scoop the soft seeded center of the halved cucumber out, leaving the cucumber in a U shape. This can also be demonstrated by using a large spoon.

Divvy Up Tasks:

- Explain that students will be working in groups of two. Each student will have their own cucumber, cutting board, peeler and spoon or melon baller. Each pair of students will share one knife.
- Explain Rally Coach assignment. The student who isn't using the knife to make cuts is the Rally Coach for their partner. The Rally Coach is also intently focused on the cuts their partner is making. The Rally Coach provides polite, productive feedback to their partner in the moment, such as "curl your fingers into the Bear Claw" or "put the knife into the space between your finger or thumb." If the student cutting is adhering to the 3 rules of knife safety and doesn't require constructive feedback, then the Rally Coach can offer words of encouragement like "great job" or "you are really focused." Students will alternate turns making cuts with the knife and playing the role of the rally coach.
- After explaining Rally Coach and assigning partners, give each student an assignment to help prep the space for the cooking activity. Assignments can include: passing out cutting boards, passing out peelers, passing out spoons or melon ballers, passing out cucumbers, and putting compost buckets on tables. Only the Teacher should distribute knives.

Cook:

- Students use peeler in safe fashion to peel their cucumbers.
- Students place cucumber peels into compost container.
- Students take turns cutting their cucumbers in half lengthwise utilizing the Bridge cut. When it isn't their turn to use the knife students act as Rally Coach and provide feedback.
- Students use melon ballers or large spoons to remove seeds from cucumbers as demonstrated earlier.
- Students place seeds parts of cucumber into compost bucket.
- Students take turns cutting thin "half-moon" slices from their de-seeded cucumber halves utilizing their Bear Claw for safety. When it isn't their turn to use the knife students act as Rally Coach and provide feedback. During this time circulate and observe students' adherence to the 3 rules of knife safety while cutting. Record observations into the Cooking Observational Checklist.
- Students combine cut cucumbers into colanders on table. Salt is shaken over the cucumbers and the colander is placed in a larger bowl to collect water. Depending on schedule and time allotted students can place the colander and bowl into refrigerator overnight and finish recipe in next lesson. If this is not possible, then the cucumbers will drain while the students clear their tools and cutting boards, and work on creating the salad dressing.
- While the cucumbers drain, students follow recipe to create the salad dressing. Students will measure and combine both vinegars and sugar, then whisk until the sugar is completely dissolved.
- The cucumbers are transferred to a non-reactive bowl where they are tossed with the dressing and fresh dill (from the garden if possible.)

Enjoy:

- The salad is served onto the students' plates.
- Students enjoy their salad at their table with their classmates.
- Students are encouraged to try at least a small amount of the salad, even if they are unsure that they will care for it.

Clean Up:

- Assign each student a task to perform during clean up. Tasks should include: Collecting all silverware and dishes and walking them to the sink. Cleaning the dishes and silverware with soap and a sponge before placing them in the sanitizer. Removing dishes from sanitizer and drying with a dish towel before placing on the drying rack. Removing dried dishes from the drying rack and returning them to their designated places. Wiping down table tops and other surfaces with spray and cloth towel. Sweeping floors.
- During clean up observe students and assess their performance of their assigned task. Record observations into the Cleaning Observational Checklist.

Reflect:

- Students should fill out their Cooks Notes handout with feedback about the recipe, including whether they liked it, what they would change, and ways they could include local produce or produce from the garden.
- Call on a few students to share out their opinions.
- Collect the Cooks Notes sheets.

CONNECTIONS TO GARDEN LESSONS

During this lesson, compare guidelines for safe knife use with guidelines for safe garden tool use.

POSSIBLE EXTENSIONS

Cafeteria: Invite in your food service director to discuss and demonstrate knife safety.

Community: Invite in a local chef to demonstrate knife safety.

Classroom: Make the connection between structures and functions of the knife parts (i.e. an edge to cut, a handle to hold) with other examples of structure and function, such as structures of a seed or insect

ADDITIONAL RESOURCES

- [There's A Chef In My World by Emeril Lagasse](#)
- If a television or smartboard is available in your classroom search for a video on basic knife cuts and correct knife grips on [Youtube.com](#) or another source.

OTHER COMMENTS

Encourage students to relay the 3 rules of knife safety to caretaker or guardian at home and to practice knife cuts under the supervision of their caretaker or guardian.