



WELCOME TO THE KITCHEN

Kitchen

EST. TIME 45 minutes SEASON fall TYPE cooking concept

GRADE 6 | LESSON #1

? ESSENTIAL QUESTION(S)

- How can I be my best self in the kitchen?
- How can we make informed, responsible decisions and keep ourselves safe in the kitchen?
- How can I be my best for my community?
- How can I be my best for my kitchen environment?



MATERIALS

- Chart paper (2 sheets, easel, markers)
- 2 seasonal foods to taste (2 plates per table)
- 2 sheets or poster boards

Abc VOCABULARY

- Present, attentive, aware, engaged
- Responsibility
- Empathy
- Respect

✓ ASSESSMENT

- Observational checklist

PREPARATION (20 MINUTES)

Prepare 2 plates of different seasonal food for each table of 10 students, (for example, a plate of basil leaves and a plate of apple slices for each table). Before class, hide all of the plates from view. Hide the plates with the same type of produce in one location and those with the other produce in another location.

TEACHER BACKGROUND

The development of expectations for the kitchen space happens collaboratively with students in this lesson. This is a process that encourages students to reflect on how they impact their own learning, their community, and the environment along with what behaviors they can agree to as a class to ensure shared goals are met.

LESSON DESCRIPTION

In this lesson, students will share summer memories related to food. Then, as a class, students will discuss how to be the best for themselves, the community, and their environment in this kitchen space as they experience new things together. These conclusions will serve as enduring understandings throughout the year. The teacher will guide them to cohesive language around these understandings before modeling behaviors that align with these understandings. Finally, students will experience a blind taste test game together while practicing these behaviors.



Use the lesson template to create your own and share with us!

LEARNING OBJECTIVES

Content Learning Objectives

CFT.6.2 Understand the relationship between smell and taste in culinary practices.

FP.6.1 Demonstrate knowledge of safe food handling practices.

Life Skills Learning Objectives

PLS.1 Students are self-aware and show respect for their own needs, the needs of others, and the environment. They practice safe and conscientious behaviors in the garden and kitchen environments.

PLS.2 Students are active and engaged learners who show up on time prepared to learn and manage their time wisely.

PLS.3 Students cultivate honest and responsible behaviors that contribute to the learning of the community.

PLS.4 Students are active and engaged learners who show up on time, prepared to learn and participate, and able to manage their time.

PLS.5 Students develop the ability to make informed and responsible decisions.

PLS.6 Students actively seek creative and resourceful solutions.

CLS.5 Students participate in the development of agreed upon protocols and behaviors for the garden and kitchen environments.

IGNITE INTEREST (10 MINUTES) *engage*

1. Welcome students to the kitchen. Have each student share a summer memory involving food. Express interest in their previous unique experiences with foods and excitement for what they will experience together in the class that year.

STIR DISCOVERIES (10 MINUTES) *explore*

1. Explain to students to get the most of the new experiences this year, it is essential each student is best for themselves, the community, and the environment.
2. Introduce the following questions, each written on a separate piece of chart paper:
 - How can we be our best for ourselves?
 - How can we be our best for our community?
 - How can we be our best for the environment?
3. Provide students time to discuss ideas for each question as pairs or in small groups. Walk around the groups, listening, guiding, and challenging the discussions while distributing 1 pencil and 3 post-it notes for each student.
4. Instruct each student to write 1 idea for each of the questions on each post-it note and then stick them to the appropriate piece of chart paper.

CLARIFY NEW IDEAS (10 MINUTES) *explain*

1. Review responses as a class, adding any additional ideas that were not considered by students to result in a comprehensive list of what it means to be our best for ourselves, our community, and our environment in the kitchen.

ESSENTIAL QUESTIONS	EXAMPLES
<p>What does it mean to be self-aware? How can we show respect and caring for our own needs?</p> <ul style="list-style-type: none"> • How can we be our best for ourselves? <ul style="list-style-type: none"> - What does it mean to be self-aware? - How can we show respect and caring for our own needs? • How can we make informed, responsible decisions and keep ourselves safe in the garden? • What does it look like to be an active and engaged listener? • Why is it important to show up on time prepared to learn? 	<ul style="list-style-type: none"> • being active and engaged • being aware of our thoughts, feelings, and needs • being in control of our bodies • sharing our thoughts, feelings, and needs, with others • considering the impact of our choices • taking responsibility for our choices • making choices that keep us safe • using tools safely
<p>How can we be our best for our community?</p> <ul style="list-style-type: none"> • How can we show respect, empathy, and caring for others? • How can we keep others safe in the garden? • How can we contribute to the learning of the community? • Why is it important to participate? • How can we work together to seek creative, resourceful solutions and make informed, responsible decisions? 	<ul style="list-style-type: none"> • being present and attentive • being aware of others' thoughts, feelings, and needs • showing empathy for others' feelings • showing respect for others' thoughts • interacting with our classmates in a gentle way with our bodies and language • considering the impact of your choices on others • being honest with others • including all team members in small group work • joining the group for whole group discussions • listening with a still body and attentive eyes
<p>How can we be our best for our environment?</p> <ul style="list-style-type: none"> • How can we show respect and caring for the environment? 	<ul style="list-style-type: none"> • showing caring and respect for all of the living and nonliving parts of the environment • considering the impact of your choices on the environment • making responsible decisions

WATCH IT RISE (10 MINUTES) *elaborate*

1. Explain to students they will have time to practice these behaviors in pairs through participating in a blind taste test game.
2. Demonstrate the blind taste test game with a volunteer. Each pair will have a Taster and a Guide. The Tasters will close their eyes and plug their noses. The other student in the pair will be the Guide. At each table, have a Guide go get the plate of food, making sure the Tasters keep their eyes closed.
3. Model how to move carefully through the room, pick-up a plate of the selected snack from a specific area, and carry it back to the table. Then, select a student from each table to follow the instructions.
4. Once foods are at tables, have each Guide give the Taster a piece of food to taste, with eyes closed and nose plugged. Have Tasters keep their eyes closed as they guess what it was that they tasted. Then have them open their noses but keep their eyes closed, and try again.
5. Have Tasters open their eyes and discuss how smell and taste are related senses.
6. Have students switch roles and repeat with the other type of food.
7. As students play the game, acknowledge observed behaviors that align with the Life Skills Learning Objectives, such as being engaged learners and being respectful of others. Also, use the observational checklist to assess student current development of the life skills.
8. Model the appropriate clean-up instructions and select a student from each table to follow the instructions.

REFLECT (5 MINUTES) *evaluate*

1. Recognize individual student behaviors aligned with the enduring understandings they developed together with the goal of being the best for themselves, the community, and the environment.
2. Ask students to reflect silently on what it means to be the best for themselves, the community, and the environment beyond the kitchen—perhaps in school or in their home environment.
3. Share appreciation for each of their individual contributions to the kitchen and to the community, and for their respect for the kitchen. Express excitement for your next time together.

CONNECTIONS TO GARDEN LESSONS

For the smelling and tasting activity, use aromatic herbs or produce from the garden. Bring compost out to the garden.

POSSIBLE EXTENSIONS

Classroom: Write a poem about a dish, describing it using all of your senses and then revealing the name and origin of the dish in the end.

ADDITIONAL RESOURCES

For more information on group management and group development of procedures and parameters, see:

- *Tools for Teaching* by Fred Jones.
- *Rethinking Classroom Management* by Patricia Belvel