



MY FOOD CART, PART 3

Kitchen

EST. TIME 45 minutes SEASON winter TYPE cooking concept

GRADE 8 | LESSON #10

? ESSENTIAL QUESTION(S)

- What should be considered in menu design?
- How do season, budget and culture affect decisions around menu design?



MATERIALS

- Post-it notes (1 for every student)
- Selection of menus from local restaurants or food businesses
- Menu Planning Worksheet (1 for every student)

Abc VOCABULARY

- Menu
- Appetizers
- Entrees

✓ ASSESSMENT

- Observational checklist



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

PREPARATION (30 MINUTES)

Gather materials and collect menus or photos of menus from local restaurants or food businesses. Select menus representing a diversity of cultures, themes, price ranges and restaurant styles.

TEACHER BACKGROUND

Menus are typically organized into: starters / appetizers, entrees, sides, desserts. In selecting dishes for a high-quality menu, often the following are considered: a central theme around a world culture; dishes with local, seasonal ingredients; and a variety of dishes to accommodate many diets, appetites, and price ranges.

LESSON DESCRIPTION

In this lesson, students will explore menus from a variety of local restaurants and food businesses to determine qualities that make a cohesive, diverse, high-quality menu. Then they will use the Menu Planning Worksheet to guide their creative process as they draft options for a fall and spring menu of their food cart.

LEARNING OBJECTIVES

Content Learning Objectives

CFT.8.3 Create a menu that includes combinations of basic textures and taste sensations from a variety of cultures.

HE.8.1 Design and produce a week of healthy and seasonal recipes and meals on a budget using a world culture.

HC.8.1 Design a seasonal menu plan that reflects the foods grown in your bio-region/state.

MD.8.1 Create a menu using world culture theme.

Life Skills Learning Objectives

CLS.4 Students appreciate and are respectful of differences and diversity in their communities.

ACADEMIC STANDARD CONNECTIONS

Social Studies: Economics, Geography, Cultural Traditions, Diversity and Community

HEALTH STANDARD CONNECTIONS

National Health Education Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

IGNITE INTEREST (5 MINUTES) *engage*

1. Distribute a post-it note to every student and ask them to write the name of their favorite dish. It can be anything the class cooked together, a dish they like to make at home, or an item from a restaurant. On your cue, ask students to stick their post-it note to the board.
2. Consider with students, would this make a good **menu** at a restaurant? Challenge students to explain why or why not.
3. If necessary, ask leading questions: Is there a central theme or culture represented? Are all of the dishes within the season? Is there enough diversity on the menu to have plenty of options for all diets?


STIR DISCOVERIES (5 MINUTES) *explore*

1. Distribute or project a selection of menus from local restaurants or food businesses.
2. Challenge students to consider what they like about each of the menus or what they would add or improve to each of the menus.

CLARIFY NEW IDEAS (5 MINUTES) *explain*

1. Explain to students there are many factors to consider in menu design. Today, they will build 2 menus for their hypothetical food carts, 1 for fall and 1 for spring. They will start by identifying a world culture theme. Then, they will consider what types of dishes they would like to offer that incorporate local, seasonal ingredients in the fall and in the spring.
2. Make clear to students that the Menu Planning Worksheet is organized into sections to get them started, but they are allowed to omit, add, or rename categories as appropriate for their restaurant or style. In other words, they can use the worksheet as a jumping off point, but can feel free to “make it their own.” For example, the section labeled “Starters” on the worksheet could be titled “Mezze” for a Mediterranean restaurant; “Antipasti” for an Italian restaurant; just **Appetizers** if the student prefers; or “To Share” for a creative twist. Likewise, some menus may include a section for soups and salads but others may replace that with a section with selections for a meat and cheese board, or the like.
3. Explain to students that while there is much creativity in designing the menu structure and selecting dishes, there are also standards to ensure a high-quality menu. Explain that you will be looking for these standards:
 - a central theme that connects all of the dishes to a world culture
 - dishes that feature local, seasonal ingredients
 - a variety of dishes to accommodate many diets, appetites, price ranges, and ages

WATCH IT RISE (25 MINUTES) *elaborate*

1.  Provide time for students to work individually on the menu worksheet. As students are working, use the observational checklist to assess student development of Personal and Community Life Skills.
2. As students complete their drafts, have them trade with other students, reviewing one another’s work for the 3 qualities of a high-quality menu: a central world culture theme, seasonal ingredients reflecting what’s available in fall and spring, and a variety of dishes.

REFLECT (5 MINUTES) *evaluate*

1. Recognize individual student behaviors aligned with being the best for themselves, the communities, and the environment. Specifically, ask students to reflect on the value of diversity.
2. Provide time for students to give feedback to others at the table about their menus, checking that each student menu is cohesive and diverse, sharing creative ideas, and adding to their drafts when appropriate.

CONNECTIONS TO GARDEN LESSONS

Have students work together to recall what's in abundance in their garden each season. Have them use this list to guide their menu ideas for each season.

POSSIBLE EXTENSIONS

Community: Explore a variety of menus from your local restaurants and talk to the chefs to understand how they determine their menu.

MENU PLANNING WORKSHEET

STUDENT NAME: _____ DATE: _____

CHEF NAME:

RESTAURANT NAME:

WORLD CULTURE THEME:

LOCAL REGION:

SEASON

STARTERS:

Soups:

Salads:

ENTREES:

Sides:

DESSERTS:

MENU PLANNING WORKSHEET CONTINUED

BEVERAGES:

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KIDS MENU:

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