



GETTING STARTED WITH PARING KNIVES

Kitchen

EST. TIME 45 minutes SEASON fall TYPE cooking

GRADE 3 | LESSON #3

? ESSENTIAL QUESTION(S)

- How are tools used to make tasks easier?
- How can we be mindful with our bodies and energy level to keep ourselves safe when using tools?



MATERIALS

- Handouts / Visual Aids
- Equipment
- Ingredients
- Tableware
- Cleaning Tools

Abc VOCABULARY

- Knife
- Wedge
- Tip, edge, handle
- Slice (verb), slice (noun)

✓ ASSESSMENT

- Observational checklist



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

PREPARATION (15 MINUTES)

- Gather materials, equipment, and ingredients listed above.
- Peel each banana and cut it in half lengthwise to create a flat surface.

TEACHER BACKGROUND

While cooking can be a highly engaging and educational activity, it can also be dangerous. This is particularly true when using kitchen knives. Nonetheless, by effectively establishing procedures at the outset and sufficiently supervising students, students can safely use kitchen knives to participate in a wide variety of food preparation activities. When students are using knives, particularly for the first time, we recommend having them work in groups of 10 or fewer with 1 or more adults. You can do this by running a cutting station while other students work independently on a separate project, or by inviting other adult volunteers to supervise small groups.

Note:

The appropriate grade level to introduce knives and knife safety is at the discretion of the school and its instructors. Schools should always inform parents when students will be handling knives in class, especially for the first time.

LESSON DESCRIPTION

In this lesson, students will explore tools that are used for different tasks including those they have used in the garden and the kitchen. They will then learn about knives—their different parts and how they function as simple machines. Then, the techniques of “claw and slaw” and “low and slow” will be modeled by the teacher before the students utilize knives to slice a banana to eat as a snack.

LEARNING OBJECTIVES

Content Learning Objectives

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

KTE.3.1 Use tools introduced in previous grades independently.

KTE.3.2 Name, identify, locate and safely use new tools (paring knife).

KTE.3.3 Explain form and function of new tools/equipment (paring knife).

KTE.3.4 Select the correct tool to perform and complete a task with minimal instructor input.

Life Skills Learning Objectives

CLS.2 Students cooperate and communicate well with each other.

ACADEMIC CONTENT STANDARD CONNECTIONS

NGSS Crosscutting Concept: Structure and Function

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 MATERIALS

Materials for Lesson Introduction**Visual Aids**

- The Tool Book*
by Gail Gibbons

Equipment

- Cutting boards
(1 per student)
- Paring knives
(1 per student)
- Small bucket to hold
clean knives
(1 per cook station)
- Small bucket to hold
dirty knives
(1 per cook station)

Ingredients

- Bananas
(1 for every 2 students)

Materials for Enjoying or Storing the Food

- Presentation plate
(1 for every
2 students)

Materials for Cleaning Up

- Dish soap
- Scrubber
(for dishes)
- Drying rack
- Kitchen towels
- Sponge
(for counters)
- Broom and
dustpan

PREPARE TO COOK (5 MIN)

Have students tie hair back, wash hands, put on aprons (if relevant) and take their seats.

RECIPE INTRODUCTION (5 MINUTES)

Read aloud *The Tool Book* by Gail Gibbons, noticing tools that different professionals use to help them complete their tasks.

REVIEW FAMILIAR SKILLS (7 MINUTES)

1. Ask students what tools they have used so far in the garden and write a list on a piece of chart paper or on the board.
2. Ask students what tools they have used so far in the kitchen and write a list on a different piece of chart paper in one color.
3. Then ask students what other tools they can think of that chefs use and add that to the chart paper or board in a different color. If no one mentions knives, add knives to the list.

DEMONSTRATE NEW TOOLS AND SKILLS (5 MINUTES)

1. Explain that a **knife** is a useful tool in the kitchen for cutting. The knife itself is a **wedge**, which is a type of simple machine. When a wedge is placed on an object and force is applied, the wedge drives the object apart into 2.
2. Reiterate to students that to use tools, it is important to understand how they work and how to use them safely, particularly if the tools are sharp and could be dangerous, like knives. Explain to students that using knives is a privilege, and if anyone is playing with them or not being safe, that privilege will be taken away in order to keep everyone safe.
3. Show students one of the knives that they will be using and draw a model of it on chart paper. Identify the parts (structures) and label on the model.
 - **tip**
 - **edge**
 - **handle**

Explain that the only part of the knife that students will touch is the handle. It may be useful to wrap the handle in a certain color electrical tape as a visual cue.



See "Best Practices and Guidelines" in the Getting Started section for information on how to practice safety first in any kitchen.

DIVVY UP TASKS (5 MINUTES)

1. Make sure knives are out of reach of students while you introduce and discuss them. Demonstrate how to pick up and hold a knife properly, then return it to its “home base” (the cutting board). Model for students—does the knife go on the counter? on the floor? on your notebook? on a friend? on your lap? (No, only on the cutting board). The only other place it will go is in the cleaning bucket when students are completely finished with their task.
2. Also, demonstrate how their other hand will be holding their fruit or vegetable like a “claw” with their fingers tucked. Students can remember these 2 cues by the phrase “claw and saw.” Another helpful phrase to encourage a safe motion with the knife is “low and slow.” Students may have seen cooking shows where chefs use a fast chop but remind students that in our class we will be using a “claw and saw” and will be doing it “low and slow.”
3. Request that one student per each group of 10 retrieve cutting boards for all of the students at their table. When everyone has returned to their seats, deliver a bucket of knives to each table.
4. Demonstrate for students how to slice their banana approximately every ½ inch. Introduce the vocabulary **slice** which is a specific way to cut something (can be used as either a verb or a noun to describe the result of this cut). On your cue, provide time for students to slice their bananas and then carefully place their knives in the bucket when they are finished.

COOK! (5 MINUTES)



1. As students are slicing their bananas, remember to use the cooking and cleaning observational checklist to assess students’ mastery of cooking skills.
2. Pick up the buckets of dirty knives from each table and place by the sink, explaining to students that the teacher will clean them and that they should not touch them.

ENJOY! (5 MINUTES)

1. Demonstrate for students where to choose a plate for the presentation of their banana slices and provide time for a student in each partner group to retrieve a plate to bring back to the table.
2. Provide students with time to arrange their half-circle banana slices in any way that they feel is beautiful on their plate.
3. On your cue, allow students to enjoy their bananas with their group. Provide groups with conversation prompts to practice conversation skills while they snack. Prompts could include:
 - What profession might you want to pursue?
 - What tools might you use in that profession?

CLEAN UP (5 MINUTES)

1. Provide students with time in their small groups to divide then execute tasks before returning their attention back to the whole group.
2. As students work in their small groups, remember to use the cooking and cleaning observational checklist to assess students' mastery of cleaning skills.

REFLECT (5 MINUTES)

1. Recognize specific students' behaviors that aligned with being the best for themselves, their communities, and their environment. Specifically, ask students to reflect on how they showed cooperation and how they communicated in their small groups.
2. Review with students:
 - How are tools used to make tasks easier?
 - How can we be mindful with our bodies and energy level to keep ourselves safe when using tools?

CONNECTIONS TO GARDEN LESSONS

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 discuss and 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

- The Parts of a Kitchen Knife:

<http://www.knifeplanet.net/the-parts-of-kitchen-knife/>