

A CAREER TASTING FOR

4TH GRADERS





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Theme: Culinary Career Exploration 4 th Grade			
Essential Questions: What does a chef do? Where does a chef work? How and why do chefs wash their hands?		What is included in a recipe? What are common tools used to measure ingredients for a recipe? How do you adjust a recipe yield? Why use paper boxes instead of plastic?	
Content (As a result of this learning segment students will know...) <ul style="list-style-type: none"> • Where chefs work. • How to avoid situations and behaviors that contribute to contaminating food. • Proper handwashing steps • How to measure with measuring cups and spoons. • How to use a conversion factor to adjust a recipe yield. • Why selecting sustainable packaging reduces waste. 	Skills (As a result of this learning segment, students will be able to...) <ul style="list-style-type: none"> • Match jobs in the community to the culinary pathway • Identify proper personal cleanliness practices and appropriate work attire. • Demonstrate proper handwashing steps • Identify and demonstrate the proper use of measuring devices • Select an appropriate unit and tool for the attribute being measured. • Convert a recipe yield. • Prepare a recipe using measuring devices. • Discuss how proper packaging selection can contribute to sustainability. 	Assessments (both formative and summative measures of authentic performance tasks and formal assessments) <ul style="list-style-type: none"> • Pair & Share • Demonstration • Conversion Worksheet • Individual Exit Quiz 	Standards: Career Exploration Reading Measuring Yield Conversions Pacing Chart/Time Frame: 55 minutes Materials: <ul style="list-style-type: none"> • Chef's poster or google slide • Toolbox Resources: Chapter 7 – Handwashing Video Chapter 14- Recipe Video Chapter 14- How to measure dry ingredients Video

Lesson Plan Grade Four (55 minutes)

Essential Questions:

- 1) What is a chef and where do they work?
- 2) How and why do chefs wash their hands?
- 3) What is included in a recipe?
- 4) What are common tools used to measure ingredients for a recipe?
- 5) How do you adjust the recipe yield?
- 6) Why use paper boxes instead of plastic?

Objectives:

- Match jobs in the community to the culinary pathway
- Demonstrate proper handwashing steps
- Identify and demonstrate the proper use of measuring devices
- Prepare a recipe using measuring devices.
- Apply a conversion factor to adjust yield.
- Discuss how proper packaging selection can contribute to sustainability.

Classroom Setup & Lesson Sequencing:

- Slide show with videos
 - Handwashing (Chapter 7)
 - Recipe Video (Chapter 14)
 - Measuring- dry & liquid (Chapter 14)
- Gloves
- Measuring tools
- Spatulas (one per group)
- Large Measuring Bowl (one per group)
- Ingredients in separate bowls
- One bowl per student (@ 1 pint)
- Laminated ingredient cards on table at each ingredient
- 1 ½ cup paper to go boxes, **with industry stickers to seal**

Activities:

Sequence One: Think, Pair, Whisper, Share

Sequence Two: Stand up, Hand up, Pair Up

Sequence Three: Handwashing Video, Matching

Sequence Four: Recipes & Measuring Tools

Sequence Five: Conversions Worksheet

Sequence Five: Prepare Recipe

Sequence Six: Sustainability (if time allows)

Check for Understanding- Quiz

Lesson Introduction: (Students should be paired up) (3 minutes)

In the front of the classroom there is a picture of a chef. Today, we are going to explore where chefs work, what tools they use in their jobs, what is required to prepare food for others, and then we are going to prepare a recipe.

Essential Questions:

- 1) What is a chef and where do they work?
- 2) How and why do chefs wash their hands?
- 3) What is included in a recipe?
- 4) What are common tools used to measure ingredients for a recipe?
- 5) How do you adjust the recipe yield?
- 6) Why use paper boxes instead of plastic?

The objectives for today are:

- Matching jobs in the community to the culinary (cooking) pathway
- Demonstrating proper handwashing steps
- Identifying and demonstrating the proper use of measuring devices
- Preparing a recipe using measuring devices.
- Using a conversion factor to adjust the volume of a recipe.
- Selecting packaging that contributes to sustainability. (Additional Activity)

Activity: Think, Pair, Whisper, Share (5 minutes)

For our first activity please think about the following questions: (30 seconds)

- 1) What is a chef?
- 2) Where do chefs and cooks work?

Whisper to your partner the answers to these questions? (30 seconds)

Share out (2 minutes)

Next Questions (30 seconds)

- 3) What other workers work in restaurants?
(Servers, Greeters/Hosts, Bakers, Bussers, Cashiers, Managers)
- 4) Think about all the places chefs, cooks, and bakers work. How many places can you name?
(Specific restaurants, school cafeterias, hotels, amusement parks,)

Share out (2 minutes)

For the next activity, I would like to you think about the following:

- 1) When cooking for others how important is it to have clean hands and clothing?

Stand Up, Hands Up, Pair Up (6 minutes)

Instructions:

- 1) Everyone stand up.
- 2) Is everyone standing, okay great, now put your hand up in the air, straight elbows so everyone can see your hand is up.
- 3) Now look around and find a partner with their hand up. Once you find a partner, give your partner a soft elbow bump and tell them why you think it is important to have clean hands and clothing when cooking for others.
- 4) Once you share with your partner, please say thank you, put your hand up and share your answers with another partner.

After two or three rounds, have the students stop and then ask the following:

- 1) What is the proper way to wash your hands. Did you know that there are five steps in proper handwashing? For the next round of Stand up, hands up, pair up I want you to list as many of these steps as you can with your partner.

After two or three rounds, ask the students to take their seats. While they are sharing and taking their seats, queue up the video: Handwashing

View Video (3 minutes)

Demonstrate and have each student wash their hands (5 minutes)

Segment 2: Measuring and Recipe-

For this activity, place students in groups of 4 to 6 – box of measuring tools on each table and one recipe per student.

Instructions:

Before we prepare the snack today, let's discuss recipes and measuring. Each of you should have a recipe. Please wait to touch the measuring tools until we discuss the recipe.

Activity: Think, Pair, Whisper, Share (5 minutes)

Question:

When you or your family members cook at home do they use a recipe? What are your favorite recipes?

Whisper to your partner the answers to these questions? (30 seconds)

Share out (1 minutes)

Prepare the recipe (30 minutes)

Discussion:

Distribute recipe (four portions)

Now let's look at the recipe. What is included in the recipe? There's a title that tells us what we are making, the yield tells us how much the recipe makes (*explain*), what ingredients are needed, how much of each ingredient, and how to prepare the recipe. Sometimes the recipe also tells us what other equipment is needed, such as an oven or grill, along with any nutritional information such as how many calories per serving.

Let's read the recipe together (age-appropriate reading)

- 1) What are you preparing today
- 2) What is the yield? How much does each recipe make?
- 3) What are the ingredients?
- 4) What measuring tools will you use to prepare the recipe

Now let's look in the box. Remember that your hands are clean, so please only touch the handle of the measuring tool so you don't contaminate the part that will be in contact with the ingredient. (*Teacher demonstrates-students demonstrate for teacher*).

Teacher holds up each measuring tool as he or she explains the recipe.

Activity: Conversion Worksheet

Each of you is going to measure your own ingredients for the recipe, so we will need to adjust the measurements.

Give the students the conversion handout, explain the handout. Once the students complete the handout, review the answers.

Prepare the recipe – Place the recipe for one portion on the projector (laminated cards with the correct measurements next to the bowls).

Please take your bowl and your box of measuring tools to the table with the ingredients.

Please put your gloves on. Remember to avoid touching your face or clothes or you will need to rewash your hands and be sure to scrub again for 10 to 15 seconds and use a single use towel to dry your hands?

In front of each of the ingredients (*teacher describes the ingredients*) you will see a card with the ingredient amount. When measuring, make sure to level off the ingredients (*teacher demonstrates*).

After you measure one ingredient, you will walk around the table, read the card with the correct measurement, measure each ingredient accurately and place the ingredient in your bowl. After you have measured all the ingredients you can return to your table and pour your ingredients into the larger mixing bowl.

Once everyone is back at the table, I will show you how to gently fold (stir) the ingredients before you measure them into the boxes.

Now before you start. I want to remind you that you are a professional chef today. That means you are preparing food for a classmate and not for yourself. Remember, it's very important that you don't eat any of the ingredients while you are preparing the recipe. If you must sneeze or touch your face, please rewash your hands following the five steps, and put on new gloves- (*teacher reinforces the steps*) Please help each other and gently remind your classmates how to handle the food properly.

Does anyone have any questions? *If not, go ahead and start measuring.*

Once all the students have returned to their groups, demonstrate folding gently and have them take turns using the spatula to fold the ingredients vs. stirring.

Instructions:

After all your ingredients are mixed and while still wearing gloves, please open the box and measure one cup of trail mix into the box. You will seal the box like this (*teacher demonstrates*). Once the box is sealed, please return the box to the table with the ingredients.

After you bring your box to the table, please complete the handout and return it to me. *The teacher can collect these and hand out the snacks if time allows. If there isn't enough time remaining, the teacher can give each student their snack box and have them complete the check for understanding the next day.*

Activity: Think, Pair, Whisper, Share (5 minutes)

Sustainability Discussion:

- 1) Why would a restaurant use paper boxes instead of plastic bags?
(Sustainability, waste reduction)
- 2) Where do you put the box after you finish your snack?
(Recycle, reduce, reuse- where are the recycling bins)



Kitchen Equipment/Tools :

Match the name to the kitchen tool

Measuring Cups _____

Measuring Spoons _____

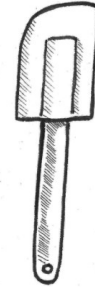
Spatula _____

Mixing Bowl _____

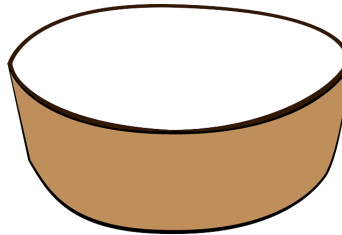
A



B



C



D



Handwashing

How long should you scrub your hands?

A. 5 seconds

B. 10 to 15 seconds

How much a recipe makes is known as the:

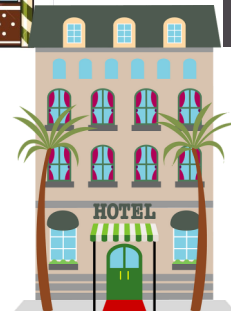
A. Measurement

B. Yield

C. Portion Size

Culinary (Cooking Careers)

Please circle the places where cooks & bakers work?



Recipe Title: Nut Free Trail Mix

Yield: 4 cups

Portions: 4 serving



Ingredients:	Amount (4 servings)	One Serving Amount / 4
• Rice Chex	1 cup =	_____ Cup
• Cheez-its	1/2 cup =	_____ Cup
• Cheerios	1 cup =	_____ Cup
• Yogurt Pretzels	1/2 cup =	_____ Cup
• Pumpkin seeds	12 tsp* =	_____ tsp*
• Craisins	12 Tablespoons =	_____ T**

*tsp = teaspoon

** T = Tablespoon

3 teaspoons = 1 Tablespoon

Kitchen Equipment/Tools :

Measuring Cups

Measuring Spoons

Spatula



Sustainability: Paper boxes instead of Plastic

Reduce

Recycle

Reuse



Instructions:



1. Wash your hands.
2. Put on your gloves.
3. Take your bowl to the table with the ingredients
4. Wait until the teacher tells you to start measuring.
5. Walk around the table and use the measuring cups (scoops in the bowls) to measure and put the ingredient you your bowl.
6. Remember when measuring to make sure to use the leveling tool so there is enough for everyone.
7. When you have all the ingredients in your bowl, return to your seat.
8. Carefully mix your ingredients with the spatula. Gently stir and mix from the bottom of the bowl.
9. Use a small measuring cup to scoop the ingredients into the paper box over a sheet of paper. If you spill any, pick up from the paper and pour the extra in your box.
10. Watch the teacher demonstrate how to close the box. Help your partner.

Recipe: Nut Free Trailmix Conversion Worksheet

Original Yield: 4 cups

Original Servings: 4

Portion Size: 1 cup

Desired Yield: 1 cup

Servings: 1

Portion Size: 1 cup

Formula: $\text{Desired yield} / \text{Original yield} = \text{Conversion Factor}$

Formula: $1/4 = .25$ ($\frac{1}{4}$)

The original recipe is for 4 people. You are preparing the recipe for one person, cutting the recipe by $\frac{1}{4}$ or .25.

- 1) Use this worksheet to calculate the new amounts.
- 2) Once you have the correct answer, transfer the new amount to the original recipe.

Ingredient	Original Amount	Fraction	Conversion Factor	Desired Amount (one serving)	US Customary Measure
Rice Chex	1 cup	1 cup	.25	.25 cup	$\frac{1}{4}$ cup
Cheez-Its	$\frac{1}{2}$ cup	.50 cup	.25		
Cheerios	1 cup		.25		
Yogurt Pretzels	$\frac{1}{2}$ cup		.25	.125 cup	$\frac{1}{8}$ cup
Pumpkin Seeds	12 tsp.		.25		
Craisins	12 T.		.25		

Volume Measurements

16 cups = 1 gallon

4 cups = 1 quart

2 cups = 1 pint

16 Tablespoons = 1 cup

3 teaspoons = 1 Tablespoon

Abbreviations

Gallon = Gal.

Quart = Qt.

Pint = Pt.

Cup = C.

Tablespoon = T. or TBSP

Teaspoon = t. Or tsp.