

Title: Culture

Grade: 4th	Date of Delivery: 190108
Unit: Introduction to Kitchen	Recipe: Tacos
Time: Two 45-minute classes	

Unit overview and background information:

These are the first two days in kitchen for the 4th graders. These days will set the tone and the expectations for the rest of the semester, while also establishing a culture of mutual trust between the chef teachers and students. We want to use these first two days of classes as an introduction to the kitchen by getting straight to cooking and focusing less on the “dos and don'ts” of kitchen class. By the end of these two days, students will have made their first meal of the year and should demonstrate an understanding of what can be accomplished in kitchen if we respect the kitchen space, work as a team, and move safely through the classroom.

ESYNOLA Kitchen Core Concepts:

Social & Emotional Learning

SWBAT:

1. Name the Chef teachers.
2. Demonstrate the proper way to enter and exit the class.
3. Explain the positive behavior system in kitchen.
4. Understand what rules need to be followed in order to accomplish the most in kitchen class.
5. Explain what our class, “The Food Truck Road Trip” is.
6. Feel excited about the arc of the class, and welcomed to the kitchen community.

Assessment plan (formal or informal):

1. Earning of fruit by demonstrating the rules; explanation of what “earning fruit” means.
2. Completion of dish in a calm and cooperative manner.
3. Creation of a group food truck.

Academic component: n/a

Key Academic and Culinary Vocabulary (intentionally taught)	Secondary Vocabulary (language used in other classes; increase exposure)

Key Preparation/Materials:

Day 1:

- Taco ingredients out
- Kagan numbers taped to table
- Pencils and papers at each quad

Day 2:

- Scavenger hunt set up
- Popcorn made for each table

Lesson Flow: Day 1

Driving Question: What are we doing in class this year? Can we work together and listen to each other's ideas to make a dish? What are the kitchen rules?

Lesson Intro - Engagement/Inquiry: (10 min)

Students enter from recess, have a drink of water, and enjoy a few minutes drawing or writing whatever they choose to re-center.

What is a food truck? Turn and talk and share out.

Has anyone ever seen any of these [food trucks](#) in New Orleans?

In this class we are going to be taking a "Food truck road trip" across the United States, to all of the different regions. We will find out about who lives in each region, what kind of food grows there, and what people like to eat.

Watch a clip about food trucks, from the movie [Chef](#). After seeing this clip, and learning about food trucks, how do you feel about our class?

1. Individual writing
2. Round robin
3. Choose a representative
4. Share out

Body - Exploration: (30 min)

Taco ingredients grouped in the middle of each quad.

Step 1: You will have one minute to independently draw how you think these ingredients should be incorporated into a dish, on level zero.

Step 2: Heads together - Each person will have thirty seconds to share their plan with the group, on a level one. Number 4 will go first, then 3, then 2, then 1. I will tell you when to switch.

Step 3: As a group, either choose one design that you think will be most successful, or work together to create a new design. You have two minutes on a level 1 to complete this task.

Step 4: The two groups at each table share their designs. The two quads collaborate to create a final design for the table.

Step 5: Teams make tacos (or whatever dish they come up with). Each group shares what their taco (or dish) looks like. Students eat and give feedback.

Closing - Final check for Understanding/Summarization: (10 min)

Look up at the rules on the wall. Ones read 1, twos read 2, etc. Did we follow these rules today? How? Discuss in your small groups; we will review more tomorrow.

Lesson Flow: Day 2

Driving Question: What are the kitchen rules? What happens if we follow them (or don't follow them)? Where can we find the things we need in the kitchen?

Lesson Intro - Engagement/Inquiry: (10 min)

Look up at the rules on the wall. Ones read 1, twos read 2, etc. Now, ones group with ones, twos with twos, etc. You have five minutes to come up with a skit, a song, or a rap, that demonstrates the right way, and the wrong way to follow this rule. The chefs will demonstrate for "We follow knife and stove safety rules."

Body - Exploration: (25 min)

Students work on their skits, etc., and then present. The other groups decide which rule they were presenting.

Present Smoothie PBIS and practice with scenarios given by teacher. Talk about awarding of Dojo points, also.

If, however, students are not showing RISE values, or not respecting a kitchen rule, the chef teachers will take dojos. And just like upstairs, if behaviors continue, we can issue values violations. Each quad has a copy of a tracker. At the bottom are the reasons for values violations. With your group, circle the violations that you think apply in the kitchen. Share out and conclude that all of the same rules apply in kitchen as upstairs. Add that ringing the bell or disrespecting kitchen safety is also a values violation.

Scavenger Hunt!:

- Look around room, try to see and remember as much as you can. You have five minutes.
- In two teams, students will one-by-one go to find specified kitchen tools, Your team can help you out, but think about how you can actually be the most helpful to your teammate.
- Once you come back to the table, you must say, "This is a _____, and it _____" to the next teammate. You will then hand that tool to your teammate, who will read on the handle what tool they are expected to find next.
- If both teams can complete the task in FIVE MINUTES, the class will earn two fruit for their blender!
- Review rules 1 & 2, as they apply to the scavenger hunt

Closing - Final check for Understanding/Summarization: (10 min)

Season and eat popcorn, working together as a team.

