

# LEVEL 3 CURRICULUM

FOOD EXPLORERS SPRING 2023

newyorkedge

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# GETTING STARTED

# **Directors**

- Use <u>Fresh Direct</u> to order ingredients. Not sure if you have an existing Fresh Direct account? Check here.
- If you're a Summer Only site or were relocated, contact Marc Rosen at mrosen@freshdirect.com to create or update your address.
- Have Specialists complete the Specialist Waiver Form.
- If you are a NEW OR RELOCATED Food Explorers site, please have your principal complete the <u>Principal Waiver</u> Form.
- Specialists need to review the <u>Food Safety Training</u> <u>Recording</u> on the Portal.
- Review the <u>Supplies List</u> and order your materials as soon as possible.
- Register for Support Visits and Field Trips.

# **Specialists**

- Specialist should take time between now and the start of programming to review the Food Explorers Curriculum available on the portal.
- Need more support? Have questions about a lesson? Schedule a meeting with Emelia or Shelby during their office hours:
  - Emelia (Bronx, Manhattan) -Click here to schedule
  - Shelby (Queens, Brooklyn, Staten Island) - <u>Click here to</u> <u>schedule</u>

# **Submit**

 Please send all signed and scanned documents to foodexplorers@newyorkedge.org

# PURPOSE STATEMENT

Food Explorers Curriculum Level 3 is an advancement of the information taught to the students in Level 1 and Level 2.

Level 1 was primarily build around nutritional education and value. Level 2 was designed to teach students how to safely use common household appliances. Level three takes a step out of the kitchen and looks are cuisine from a cultural and career aspect.

In these lessons, you will introduce your students various cultural influences surrounding food, and different careers (other than in the kitchen) available for people interested in cuisine.

You should spend time highlighting and reinforcing the safety precautions and protocols during your cooking demonstrations and lessons.

By the end of this curriculum, our goal is to empower students to view diversity in food cultures and careers as a large, intertwined system that provides opportunity for exploration and growth.

NOTE: At the end of this level, there is a Culminating Project available to all students. The Culminating Project's details are outlined in Lessons 11 and 12.

# UNIT 1:

# CULTURES IN FOOD

# LESSON 1

# **Diversity In Cuisine**

### LEARNING OBJECTIVES

- Explore the various cultural differences in food preparation.
- Discuss various components of food preparation and how they influence the taste, texture and aroma of foods.
- Discuss the importance of dietary diversity in maintaining good health.
- Participants will be able to identify what diversity is through discussion.
- Participants will be empowered to share why diversity matters.
- Participants will be presented with the opportunity to reflect on and share their on diverse backgrounds.

#### LESSON MATERIALS

- Postersheets
- Pens & pencils
- Small bowls/plates
- Plastic forks and spoons
- Ingredients from Fresh Direct
- Recipe Sheet from Master Cookbook (hardcopy one per student)
- Cooking Supplies
- Food safety Supplies
- Food Diversity Worksheet (hardcopy one per student)

### **CLASSROOM AGREEMENTS**

- Be Safe
  - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
  - Before we begin touching food, we wash our hands so we don't spread germs or
    make others sick. To properly wash hands, we must wash with soap and water for
    at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we
    use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
  - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
  - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
  - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thankyou".
- Don't Throw Food
  - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
  - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

#### INTRODUCTION

- Hello Food Explorers! Today we are going to be discussing Diversity!
- Can someone please raise their hand and tell me what comes to mind when they hear the word "diversity"?
  - Possible answers: Togetherness amongst race and culture, a variety of foods, music, and clothing
- Wouldn't it be a boring world if everyone was exactly the same? If we all looked identical, dressed alike, ate the same foods, spoke the same language, the world would be pretty bland!
- What makes the world exciting is that we are all different. Diversity simply means
  differences. If there is a diverse group of pets, for example, there might be a dog, a cat,
  a bird, and a lizard.
- Maya Angelou, a famous African-American author, said, "It is time for parents to teach young people early on that in diversity there is beauty and there is strength."
  - She believed that by having groups of diverse people come together to work toward the same goal, they would be much stronger than if the groups worked separately.
- Another quote about diversity by Catherine Pulsifer points out that we wouldn't want to have everybody exactly the same because it wouldn't be very interesting.
  - She said, "We are all different, which is great because we are all unique. Without diversity, life would be very boring."
- In this section we will discuss diversity in various cultural differences in food preparation, food customs, nutrition and food for healthy living.
- People from different cultural backgrounds have different ingredients, methods of preparation, preservation techniques, and types of food eaten at different meals vary among cultures.
- The areas in which families live and where their ancestors originated influence food likes and dislikes.
- These food preferences result in patterns of food choices within a cultural or regional group.
- Who can please raise their hand and share where they are from and what cultural background and popular foods they eat?

### DISCUSSION

- Nations or countries are frequently associated with certain foods.
  - For example, many people associate Italy with pizza and pasta. Yet Italians eat many other foods, and types of pasta dishes vary throughout Italy.
  - Some families in the United States prefer to eat "meat and potatoes," but "meat and potatoes" are not eaten on a regular basis, nor even preferred, by many in the United States and would not be labeled a national cuisine.
- Let's learn about different foods from around the world.
  - Take a look at the "Food from around the world handout" and "Around The World Menu"
  - Food is often selected with some attention to physical need, values or beliefs.
  - What may seem normal and edible in your culture may not be for another. For example, both plant and animal sources may contribute to meeting nutritional requirements for protein. In the United States we would consider soybeans, and beef great examples of protein.
  - In other countries horsemeat, and dog meat are all considered adequate protein sources in other countries. Yet, due to the symbolism attached to these protein sources, they are considered undesirable.
- Can someone please raise their hand and tell me what foods are frequently associated with their family's country of origin and culture?
- Methods of preparation and types of food also vary by regions of a nation as well.
  - Can someone please raise their hand and share how their family prepares foods frequently associated with their country and culture?
- Food habits do exist, but they also change over time. As people immigrate to different countries food practices and preferences are imported and exported.
  - Families move to other locations, bringing their food preferences with them. They
    may use their old recipes with new ingredients, or experiment with new recipes,
    incorporating ingredients to match their own tastes.
- Who can raise their hand and tell me if their family sticks strictly to their traditional methods of preparation or if it has changed over time?
  - Does your family also purchase these foods already made from the cultural food stores?
- Regardless of the differences in culture, foods and preparation we are all connected through similar food patterns.

#### **ACTIVITY**

- · We just discussed diversity in culture, food and meal preparation.
- Diversity is also very important in the foods we choose to eat in our culture.
- Can someone please raise their hand and tell me what they think dietary diversity means?
  - Possible answers
    - Eating different foods with different colors and not eating the same type of food all the time
  - o Dietary diversity in food means that we should vary our meals and snacks.
  - When you think back to what you ate today, yesterday, three weeks ago or even last year, how different is the food on your plate?
  - Some people naturally include a wide range of diverse food when choosing their meals, but for many of us, it is easy to fall into a trap of eating the same foods every day.
  - Did you know that by not consuming a diverse range of foods, you are missing out on the potential for many health benefits?
    - Despite the promotion of superfoods, no single food contains all the necessary nutrients for overall health and wellness.
- Distribute Food Diversity Worksheet from next page
- Your meals and snacks must include a variety of of vegetables from all subgroups such as:
  - Colors: yellows, reds, oranges, purples and dark greens.
  - Food Groups: starchy, and other leafy vegetables, fruits (especially whole fruits) grains (at least half of which are wholegrains), Fat-free or low-fat dairy (including cheese, milk, yogurt, and fortified soy beverages), a variety of protein foods, (including sea-food, lean meats and poultry, beans, eggs.)
  - Different foods and food groups are good sources for various macro and micronutrients, so a diverse diet best ensures nutrient adequacy.

# **FOOD DIVERSITY**

Using the chart below, please list as many foods that you REGULARLY EAT in their categories.
Tally up the total number in each category. Are your food choices diverse?

Yellow Foods	Green Foods	Red Foods	Blue/Purple Foods
Orange Foods	Dairy Foods	Whole Grains	Grains (other)
Protein (Plant)	Protein (sea- food)	Protein (land animal)	Sweets/ Desserts

#### **WRAP UP**

- Okay Food Explorers! Today we had a lot of discussion about diversity!
- This lesson gave you lots of examples of diversity in real life and lots of reasons why diversity is good. Think about your own understanding of diversity, both in your own life and based on your understanding of the world.
- What do you think diversity means and why is it important?
- Can someone please raise their hand and please tell me why eating a balanced diet filled with a wide range of foods is important?
- Dietary diversity ensures that you consume adequate amounts of all essential nutrients. This not only reduces the risk of nutritional deficiencies; it also provides numerous health benefits.
- I encourage all of you to jump start your path on variety and diversity in your food choices, by incorporating new and different healthy foods into your diet!
- That's all for today! Have a wonderful rest of your day and we will see you next week. We will be discussing DON'T YUCK MY YUM!

### Specialists: Please take a moment to complete the <u>SPECIALIST LESSON FEEDBACK FORM.</u>

This will help provide us valuable feedback that we will use when updating this currculum for the next school year.

# LESSON 2

# Don't Yuck My Yum!

### LEARNING OBJECTIVES

- Explore various cultural foods and preparation
- Identify cultural differences between regional foods
- Demonstrate sportsmanship via "Don't Yuck My Yum" focus
- Participants will be able to identify good and poor sportsmanship in situations and offer guidance.
- Participants will be encouraged to share a time when they exhibited sportsmanship like behavior.

#### LESSON MATERIALS

- Postersheets
- · Pens & pencils
- Small bowls/plates
- Plastic forks and spoons
- Ingredients from Fresh Direct
- Recipe Sheet from Master Cookbook (hardcopy one per student)
- Cooking Supplies
- Food safety Supplies
- Match Me Carda (hardcopy print one sided)
- Scissors to cut out M atch Me Cards

### **CLASSROOM AGREEMENTS**

#### Be Safe

 We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.

#### Wash Our Hands

Before we begin touching food, we wash our hands so we don't spread germs or
make others sick. To properly wash hands, we must wash with soap and water for
at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we
use hand sanitizer or sani wipes to properly wash our hands.

### • 1, 2, 3 Taste

 We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.

### • The "No, Thank-you" Bite

 We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.

### Don't Yuck My Yum

 Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thankyou".

#### · Don't Throw Food

We want to respect our surroundings and our food by not throwing food.

### Clean Up Your Space

 It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"

#### · Have Fun!

### INTRODUCTION

- Hey Food Explorers! While we prepare for our lesson today, lets review the content we covered in our last lesson.
  - What does diversity means and why is it important?
  - Can someone please raise their hand and please tell me why eating a balanced diet filled with a wide range of foods is important?
  - Dietary diversity ensures that you consume adequate amounts of all essential nutrients. This not only reduces the risk of nutritional deficiencies; it also provides numerous health benefits.
- Can someone please raise their hand and tell me what diversity means and why is it important?
- Why is eating a balanced diet filled with a wide range of foods is important?
  - Dietary diversity ensures that you consume adequate amounts of all essential nutrients. This not only reduces the risk of nutritional deficiencies; it also provides numerous health benefits.
- Today we are going to be discussing the phrase "Don't Yuck My Yum!" Can anyone tell me what that phrase means?
  - We should never express dislike for a food, especially when other people may enjoy it.
  - Remember, our favorite foods are our own personal preference. We should never press them on others.

### DISCUSSION

- There are 5 Textures that are used to generally categorize food:
  - Watery (soup)
  - Firm (vegetables)
  - Crunchy (crackers, chips and most roasted foods)
  - Creamy (purees, pudding)
  - Chewy (bread, grains, etc.)
- What are some factors that influence food in various countries?
  - Some answers could include: culture, familiarity, region, geographic location, climate, religion, etc
- What food textures are most common in American cuisine?
  - Most common is crunchy.
  - Have the students name a few American foods are are crunchy
    - Examples: fried chicken, cereal, grilled cheese, potato chips, raw vegetables.
- Can you name some other textures that are significantly different from American cuisine? Why are they different?
  - Chinese cuisine is described as: slippery, slimy, gristly, bouncy, slithery and even rubbery textures (example: steam dumplings).
  - Indian food is described as creamy and soft (example: rice and curry)

#### **ACTIVITY**

- Divide the class into two groups (food, description). Each student in the group will be given a card from the stack labeled for their group.
- The objective of the game is for students to walk around the room and find the member of their group that matches the card they have.
  - Sea cucumber (China)
    - A sea animal with a slippery texture that can be eaten fresh or dried.
    - It is considered a delicacy in many cultures.
  - Balut (Philippines)
    - Duck eggs that have been incubated so that they are made up of embryo, feathers and crunchy bones.
    - Eaten in The Philippines, they are boiled and eaten out of the shell.
  - Natto (Japan)
    - Slimy texture and smell of pungent cheese, making this breakfast dish of fermented soybeans an acquired taste.
  - Chapulines (Mexico)
    - Mexican grasshoppers. The little bugs are seasoned and heavily salted and sold by the gram (if you like them, pick up 100 grams for a go-to snack).
  - Escargots (France)
    - Fluffy and they tend to taste like whatever they are cooked in, which is usually butter, garlic, and parsley.
  - Tacacá (Brazil)
    - At the end of the meal, you will be unable to feel the inside of your mouth.
    - A spicy soup with dried shrimp, peppers and leaves from the jambu plant. It is these leaves that cause the numbing sensation.
  - Tavuk Gögsü (Turkey)
    - a stiff, milky pudding that is made from milk, shredded chicken breast, and rice.
  - Beondegi Silkworms (South Korea)
    - If you can get past the smell, they are grilled up in a big wok and served in a cup with a toothpick.
    - They have an earthy taste along with a gritty texture.
  - Locust Bugs (Myanmar)
    - An insect with a tough exoskeleton, and a bitter, gooey center.
    - Eaten like a snack in bags.
  - Crocodile meat curry (Cambodia)
    - Resembles a soupy, creamy curry dish served in a banana leaf.
    - Crocodile meat has been described to taste like chicken!

### SEA CUCUMBER (CHINA)



A SEA ANIMAL
WITH A
SLIPPERY
TEXTURE THAT
CAN BE EATEN
FRESH OR
DRIED. IT IS
CONSIDERED A
DELICACY IN
MANY
CULTURES.

# BALUT (PHILIPPINES)



DUCK EGGS THAT
HAVE BEEN
INCUBATED SO
THAT THEY ARE
MADE UP OF
EMBRYO,
FEATHERS AND
CRUNCHY BONES.
EATEN IN THE
PHILIPPINES,
THEY ARE BOILED
AND EATEN OUT
OF THE SHELL.

# NATTO (JAPAN)



SLIMY TEXTURE AND SMELL OF PUNGENT CHEESE, MAKING THIS BREAKFAST DISH OF FERMENTED SOYBEANS AN ACQUIRED TASTE.

# CHAPULINES (MEXICO)



MEXICAN
GRASSHOPPERS.
THE LITTLE BUGS
ARE SEASONED
AND HEAVILY
SALTED AND
SOLD BY THE
GRAM (IF YOU
LIKE THEM, PICK
UP 100 GRAMS
FOR A GO-TO
SNACK).

# ESCARGOTS (FRANCE)



FLUFFY AND
THEY TEND TO
TASTE LIKE
WHATEVER
THEY ARE
COOKED IN,
WHICH IS
USUALLY
BUTTER,
GARLIC, AND
PARSLEY.

# TACACÁ (BRAZIL)



AT THE END OF THE MEAL, YOU WILL BE UNABLE TO FEEL THE INSIDE OF YOUR MOUTH. A SPICY SOUP WITH DRIED SHRIMP, PEPPERS AND LEAVES FROM THE JAMBU PLANT. IT IS THESE LEAVES THAT CAUSE THE NUMBING SENSATION.

# TAVUK GÖGSÜ (TURKEY)



A STIFF, MILKY
PUDDING THAT
IS MADE FROM
MILK,
SHREDDED
CHICKEN
BREAST, AND
RICE.

# BEONDEGI SILKWORMS (SOUTH KOREA)



IF YOU CAN GET PAST THE SMELL, THEY ARE GRILLED UP IN A BIG WOK AND SERVED IN A CUP WITH A TOOTHPICK. THEY HAVE AN EARTHY TASTE ALONG WITH A GRITTY TEXTURE.

# LOCUST BUGS (MYANMAR)



AN INSECT WITH A TOUGH EXOSKELETON, AND A BITTER, GOOEY CENTER. EATEN LIKE A SNACK IN BAGS.

# CROCODILE MEAT CURRY (CAMBODIA)



RESEMBLES A
SOUPY, CREAMY
CURRY DISH
SERVED IN A
BANANA LEAF.
CROCODILE
MEAT HAS BEEN
DESCRIBED TO
TASTE LIKE
CHICKEN!.

### **WRAP UP**

- Okay Food Explorers! Today we had a lot of discussion about not yucking someone else's yum! You were all brave and adventerous and tried a recipe that you may not have experienced before?
  - o Did you enjoy it?
  - What textures did you experience when you tried it?
  - Would you try it again?
- Remember, in cuisine, culture plays a key role in what we like to eat. It is important that we understand that just because a food is not popular in our culture does not mean that it is gross, or inedible.
- That's all for today! Have a wonderful rest of your day and we will see you next week. We will be discussing Fusion Foods!

## Specialists: Please take a moment to complete the <u>SPECIALIST LESSON FEEDBACK FORM.</u>

This will help provide us valuable feedback that we will use when updating this currculum for the next school year.

# LESSON 3

### **Fusion Foods**

### LEARNING OBJECTIVES

- Identify examples of fusion foods, combining various ingredients and cultures
- Use our creativity to imagine a fusion food menu
- Participants will be presented with the opportunity to reflect and hare a time when they felt untied to others.
- Participants will be able to identify what unity is and how they can strengthen unity in their learning communities.

### LESSON MATERIALS

- Postersheets
- Pens & pencils
- Small bowls/plates
- Plastic forks and spoons
- Ingredients from Fresh Direct
- Recipe Sheet from Master Cookbook (hardcopy one per student)
- Cooking Supplies
- Food safety Supplies
- Basket
- Scrap paper
- · Wheel of Names for game
- Craft supplies for menu design

### **CLASSROOM AGREEMENTS**

- Be Safe
  - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
  - Before we begin touching food, we wash our hands so we don't spread germs or
    make others sick. To properly wash hands, we must wash with soap and water for
    at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we
    use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
  - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
  - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
  - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thankyou".
- · Don't Throw Food
  - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
  - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

### INTRODUCTION

- Welcome back Food Explorers! Can someone please raise their hand and tell me what we learned last week?
  - In our last lesson, we discussed the phrase "Don't Yuck My Yum!" and how food preferences vary among various cultures.
  - Remember, in cuisine, culture plays a key role in what we like to eat. It is important
    that we understand that just because a food is not popular in our culture does not
    mean that it is gross, or inedible.
  - What are some reasons that foods are more popular in various cultures compared to others?
- Today we are going to be talking about Fusion Foods! Can anyone tell me what a Fusion Food is?
- Even though fusion food is often the invention by chefs, fusion cuisine can occur naturally within the different cuisines of a region or sub-region.
- A common fusion cuisine In the United Kingdom, fish and chips can be seen as an early fusion dish due to its marrying of ingredients stemming from Jewish, French, and Belgian cuisines.
- What are some examples of fusion cuisine that you have tried?

### **DISCUSSION**

- Now that we've discussed some examples of fusion foods, now we're going to discuss their origin.
- What do you think inspires the creation of fusion foods?
- What are some fusion foods that you have tried/cooked at home?

#### **ACTIVITY**

- Executive Chef Wheel of Names Menu Designer
  - Go to https://wheelofnames.com/ and project onto the smart board
    - Back up/low-tech: grab a basket and slips of paper
- Have students shout out different non-fusion cuisine styles (i.e. Italian, Chinese, Indian, Oceanic)
  - o Add these selections to the list on the website
- Split the group into pairs/groups of 3
- Have each team spin the wheel twice. These will be their cuisines to fuse.
  - Do not remove the option from the wheel between spins.
  - It is OK if there are duplicates
- Students will create three menu items by combining the two cuisine styles they were assigned via the wheel
- Then, students will design their own menu, listing their three items, that visually highlights BOTH cuisine styles.

### WRAP UP

- Today we had a lot of discussion about Fusion Foods! Lets review what we learned.
- Can someone please raise their hand and tell me what a fusion food is?
- How do fusion foods show connection among cultures?
- That's all for today! Have a wonderful rest of your day and we will see you next week. We will be discussing Comfort Foods!

Specialists: Please take a moment to complete the <u>SPECIALIST LESSON FEEDBACK FORM.</u>

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# LESSON 4

### **Comfort Foods**

### LEARNING OBJECTIVES

- Identify what feelings experienced when eating "comfort food"
- Explore how scent influences our memories and why that impacts comfort foods
- Discuss various cultural comfort foods
- Participants will be able to reflect and share their cultures comfort foods.

#### LESSON MATERIALS

- Postersheets
- Pens & pencils
- Small bowls/plates
- · Plastic forks and spoons
- Ingredients from Fresh Direct
- Recipe Sheet from Master Cookbook (hardcopy one per student)
- Cooking Supplies
- Food safety Supplies
- · White Board
- Dry erase markers
- Cotton balls
- Colored Plastic cups
- Foil
- Optional Scents Choose a minimum of 5 scents for this activity:

Vanilla	Mothballs	Play-Doh
Shaved Crayons	Mint	Soy Sauce
Ketchup	Chocolate	Bleu Cheese
Citrus	Dryer Sheets	Cinnamon
Pine	Vapo Rub	Sunblock
Pickles/Pickles Juice	Mouthwash	Other

### **CLASSROOM AGREEMENTS**

- Be Safe
  - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
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    make others sick. To properly wash hands, we must wash with soap and water for
    at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we
    use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
  - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
  - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
  - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thankyou".
- · Don't Throw Food
  - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
  - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

### INTRODUCTION

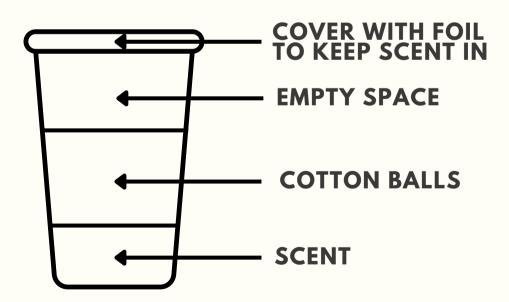
- · Welcome back Food Explorers who can remember what we learned last week?
  - In our last lesson, we discussed how fusion foods have been used to combine flavors from different cultural foods into one.
  - Can someone raise their hand and tell me their favorite fusion food?
  - What are your favorite flavors and textures?
- Today we are going to be talking about the creation of "comfort foods"
- Let's create a list of our favorite comfort foods and when we crave them.
- Write two columns on the board (Dish and Emotions).
- Encourage students to provide their favorite comfort food and the emotion that triggers them to crave it.
- Examples: Chicken Soup when we are feeling sick; Ice Cream when we are celebrating an accomplishment.

### **DISCUSSION**

- Now that we have our list of comfort foods, let's discuss the common tastes and textures of the foods we mentioned.
- What are common flavors that we notice in our list?
  - Examples: Savory; Sweet
- What food group is most common in the comfort foods list?
  - Grains, Protein, Vegetables, Fruit or Dairy?
  - Answer SHOULD be grains/carbohydrates.
- Most comfort foods are heavy in carbohydrates/grains.
- We can specifically crave carbs during times of stress because carbohydrates increase production of serotonin, our body's "feel-good" chemical.

#### **ACTIVITY**

- Some comfort foods are reinforced by other senses OTHER than taste.
- What senses are also impacted by "comfort foods"
- Our memories are stimulated by smell. When we smell certain foods, they bring memories back that comfort us.
- What are some smells that stimulate YOUR memories?
  - Example: smell of hot dogs reminding you of a baseball game you attended
- We are now going to test memory recollection and scents.
- We have 5 cups. Each one has a cotton ball containing a scent.
  - We will take turns and come up and smell the scent.
  - WITHOUT identifying the scent to the other students, write down your guess to the identity of the mystery scent.
  - Also, write down a memory that you have associated with that scent.
- After the class is finished, we will discuss our answers and reveal the scents.



IF USING CLEAR CUPS, YOU MAY WANT TO COVER THE OUTSIDE OF THE CUP WITH PAPER SO THE PARTICIPANTS CANNOT SEE THE CONTENTS IN THE BOTTOM OF THE CUP.

### **WRAP UP**

- Okay Food Explorers! Today we had a lot of discussion about comfort foods! Lets review what we learned.
- Can someone please raise their hand and tell me what a comfort food is?
- How do comfort foods make us feel when we are eating them?
  - What brain chemical is responsible for that feeling?
- What is your favorite comfort food?
- That's all for today! Have a wonderful rest of your day and we will see you next week. We will be discussing Table Manners Around the World!

## Specialists: Please take a moment to complete the <u>SPECIALIST LESSON FEEDBACK FORM.</u>

This will help provide us valuable feedback that we will use when updating this currculum for the next school year.

# LESSON 5

### Table Manners Around the World

### LEARNING OBJECTIVES

- Identify various cultural table manner practices and why they are important
- Discuss table manners in the United States
- Participants will be reflect and share what respect looks like in their family.

### **LESSON MATERIALS**

- Postersheets
- Pens & pencils
- Small bowls/plates
- · Plastic forks and spoons
- Ingredients from Fresh Direct
- Recipe Sheet from Master Cookbook (hardcopy one per student)
- Cooking Supplies
- Food safety supplies

## **CLASSROOM AGREEMENTS**

- Be Safe
  - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
  - Before we begin touching food, we wash our hands so we don't spread germs or
    make others sick. To properly wash hands, we must wash with soap and water for
    at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we
    use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
  - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
  - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
  - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thankyou".
- Don't Throw Food
  - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
  - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

#### INTRODUCTION

- Hello Food Explorers! Can someone please raise their hand and tell me what we learned last week?
  - o Can someone please raise their hand and tell me what a comfort food is?
  - How do comfort foods make us feel when we are eating them?
  - What brain chemical is responsible for that feeling?
  - What is your favorite comfort food?
- Today we are going to be talking about Table Manners! Can anyone tell me what table manners are?
  - Table manners are the behaviors expected when dining.
- What are some table manners that we learn to use in the United States?
  - Examples: Don't talk with your mouth full, wipe your mouth with a napkin, keep elbows off of the table.
- Table manners are very important to the cultural experience of cuisine.
   Especially, when the manners are directly related to how the food is being served or eaten.
- What are some table manners that originate from your family's countries of origin?

- Let's discuss some curious table manners from around the world!
- SLURPING YOUR FOOD
  - In Japan, it is considered respectful to slurp/make noises when eating your food.
  - It is a sign that you are enjoying your meal and complimenting the chef/host.
- SPLITTING THE BILL
  - In France, when you invite people to go out for a meal, you are expected to cover the entire check.
  - Splitting the check is considered unsophisticated.
- LEAVING FOOD ON YOUR PLATE
  - In America, we emphasize "cleaning your plate." We even created an imaginary "club" called the "clean plate club"
  - In China and Columbia, it could be perceived as rude to eat every last bite of food on your plate.
  - It is seen as though the host did not provide you enough food.
- FLIPPING OVER THE FISH
  - In some parts of China, when you reach bone while eating one side of a fish, you must not flip the fish to continue eating.
  - It is said that doing so symbolizes the capsizing of a fishing boat.
  - Instead, you should remove the bone and continue eating.
- BEING SERVED A HALF CUP OF TEA
  - In America, it's pretty typical to get annoyed when your host doesn't fill your cup to the top.
  - In Kazakhstan, half-filled cups are meant to keep your tea warm since your host will continuously fill your cup as a way to keep the interaction going.
  - If your host or server were to fill your cup with tea, however, it is a sign that they might want you to leave
- ALWAYS EAT WITH YOUR RIGHT HAND
  - In India, and across the Middle East and parts of Africa, always make sure to use your right hand to eat meals, as the left hand is considered unclean.
  - Also, don't actually put the fingers in your mouth; use your thumb to push the food in.
- WAIT FOR SOMEONE ELSE TO REFILL YOUR GLASS
  - Getting up from a meal or a gathering to refill your glass is considered bad manners in Egypt.
  - Instead, you should wait for someone else (usually your neighbor) to offer to do so.
  - Similarly, you should also offer to refill your neighbor's glasses.

- DON'T EAT THE BREAD BEFORE YOUR FOOD
- In France, if bread is put on the table, it is not an appetizer; it's meant to accompany your food.
  - You're meant to tear off pieces and use it to push food onto the fork or to mop up sauces.
- DON'T ORDER MILKY DRINKS AFTER A MEAL
  - Italians never order milky beverages after a meal, as milk is seen to hinder digestion.
  - Instead, they stick to espresso or black coffee, which is seen as a digestive.
  - Ordering a cappuccino won't result in outrage, but will definitely mark you out as a tourist.
- CHOPSTICK ETIQUETTE
  - In Japanese culture, chopsticks are placed vertically in rice in offerings made to the dead and at funerals. It is therefore considered bad manners and bad luck to do so during the course of a meal.
  - Another funeral ritual in Japan consists of the passing of bones from one set of chopsticks to another. So, it is considered extremely rude and even taboo to pass food this way.
- ACCEPT PLATES OF FOOD WITH BOTH HANDS
  - In Korea, if you are offered a plate of food, make sure to accept it with both hands and to hold it firmly.
  - This shows respect and gratitude to your hosts and to the food.
- DON'T USE YOUR FORK TO PUT FOOD IN YOUR MOUTH
  - When you're in Thailand, eating with a fork is seen as unacceptable.
  - Instead, you're expected to use the fork to push the food onto a spoon and use that to eat with.
- DON'T ASK FOR SALT AND PEPPER
  - In Portugal, If salt and pepper aren't provided on the table, don't ask for them.
  - It is considered insulting to the seasoning skills of the chef.
- DON'T EAT WITH YOUR HANDS
  - In Chile, it is seen as extremely ill-mannered to touch your food with your hands. This is also often the case in Brazil.
  - Make sure to eat everything with your fork and knife, even burgers and French fries.

#### **ACTIVITY**

- Split the class into equal groups of 3-5.
- Each group will be given a piece of paper and a writing utensil.
- The groups are going to create their own country.
  - Name of Country
  - National Food
  - Make up 2-3 table manners that are required in their made-up country
- Let the kids be creative and silly.
- Have students present their country, national food and table manners to the class.
- OPTIONAL: Have the class vote on the "Most Creative" country, food and table manners.

#### **WRAP UP**

- Okay Food Explorers! Today we had a lot of discussion about Table Manners! Lets review what we learned.
- Can someone please raise their hand and tell me what a a table manner is?
- How do table manners impact the way we experience cuisine?
- Why is understanding various cultural table manners important?
- That's all for today! Have a wonderful rest of your day and we will see you next week.
- We will be entering Unit 2 and discussion various careers in the Food Industry!

Specialists: Please take a moment to complete the <u>SPECIALIST LESSON FEEDBACK FORM.</u>

This will help provide us valuable feedback that we will use when updating this currculum for the next school year.

# **UNIT 2:**

# CAREERS IN FOOD

# LESSON 6

# Vegetable Farmer

#### LEARNING OBJECTIVES

- Students will define the role of a Vegetable Farmer.
- Students will learn about the job functions of a Vegetable Farmer.
- Students will learn about the importance of a Vegetable Farmer.
- Students will learn about the educational requirements of a Vegetable Farmer.

#### LESSON MATERIALS

- Postersheets
- Pens & pencils
- Small bowls/plates
- Plastic forks and spoons
- Ingredients from Fresh Direct
- Recipe Sheet from Master Cookbook (hardcopy one per student)
- Cooking Supplies
- Food safety Supplies
- Where Do Fruits and Vegetables Grow Worksheet (hardcopy one per student)
- Cups
- Water
- Green Onion
- Beets

### **CLASSROOM AGREEMENTS**

- Be Safe
  - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- · Wash Our Hands
  - Before we begin touching food, we wash our hands so we don't spread germs or
    make others sick. To properly wash hands, we must wash with soap and water for
    at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we
    use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
  - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
  - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
  - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thankyou".
- Don't Throw Food
  - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
  - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

#### INTRODUCTION

- Hello Food Explorers! Can someone please raise their hand and tell me what we learned last week?
  - Can someone please raise their hand and tell me what comes to mind when they think of a farm?
    - A land where wheat, corn, and rows of fruits and vegetables are grown.
  - Has anyone ever grown fruits or vegetables at home or in a neighborhood garden?
    - Do you know that you can regrow certain fruits and vegetables from scraps?
    - You can regrow vegetables like potatoes, garlic, onions, beets and ginger.
    - You can start the process in a pot inside your home and replant them in soil in a pot or outside when they start to grow.
  - The USDA defines a farm as any place from which \$1000 or more of agricultural products will be grown and sold or normally sold within any given year.
  - When we eat a meal, we don't always consider where those foods came from. We must appreciate the importance of agriculture in our daily lives.
    - Can someone please raise their hand and tell me their definition of agriculture?
    - Agriculture is the production of food and animals such as cows, chicken, and goat.
  - Why do you think farming is important?
    - Farming provides both people and animals food to eat.
    - We all need to eat and everyone needs to have access to healthy food.
    - Farming connects us to the earth and we all need to learn how to grow food in a sustainable way.
  - o In this lesson we will learn all about a Vegetable Farmer!

- A Vegetable Farmer plants, harvest, and sells vegetables of all kinds. They can work on a small or a large farm.
  - Some work all year round while others work seasonally.
  - Smaller farmers don't make as much money as bigger farms because they can't grow as much.
- Raise your hand if you have bought fruits and vegetables from a farmers market.
  - Small farms are those you find selling at local outdoor markets like a farmers market.
  - They are usually owned by one family and have workers they can count on.
  - An advantage small farmers have over bigger farms is that they have a lot more control over the crop they grow.
- Can someone please raise their hand and tell me what a "crop" is?
  - o A crop is a plant that is grown as food and harvested for eating or to sell.
- What do you think the world's most popular crops are?
  - Grains, such as corn, wheat, and rice, are the world's most popular food crops.
  - Vegetable Farmers raise a variety of vegetables, including beans, potatoes, corn, carrots, tomatoes, lettuce, and peppers.
  - Some farmers raise the same vegetable year after year. Others grow several kinds of vegetables in the same year.
  - Some switch crops from year to year to ensure the highest profits possible.
- We mentioned that small farms have a lot more control over their crops.
  - Can someone please raise their hand and share the type of control a small farm would have over how they grow their crops?
  - Small farms can decide not to use pesticides, for example, or change the crops they grow.
- Can someone please raise their hand and tell me what pesticides are?
  - Pesticides are chemicals that are used to protect fruits and vegetables by killing the bugs that destroy them and their ability to grow well.
  - They are helpful but can be dangerous to our health.
  - Unlike big farms, small farms can't ship their vegetables far away.
  - They are limited in the amount of people they can sell to without risking the chances of their produce spoiling.

- So, how do you become a Vegetable Farmer?
  - Most Vegetable Farmers do not require specific education requirements.
     Experience is what matters and one way to get this training is to work on a vegetable farm owned by relatives or neighbors.
  - Training or experience in management and agricultural economics can help in becoming a manager of a vegetable farm.
  - Management and agricultural economics trains someone how to not only be their own boss but understand the science behind planting and growing,
  - Aspiring farmers can also form a partnership with someone and become part-owner of a farm. Another possibility is to rent or lease a farm and work it.
- Book keeping and other business courses to learn effective management strategies are also important.
  - o Can someone please raise their hand and tell me what bookkeeping is?
  - Bookkeeping is the recording of how you are spending and using money in a business. It helps a business owner make better future decisions. It helps your business stay open and successful.
- We are now going to answer some questions on a worksheet about where fruits and vegetables grow.

#### **ACTIVITY**

- In this activity we will first classify 8 different fruits and vegetables by where they grow.
  - For example on a tree, under the ground, or on a vine.
- After this review, we will regrow an onion and beet greens from kitchen scraps.
- Growing food from kitchen scraps is very easy and it can be fun to do especially
  if you are new to gardening or don't want to be wasteful by throwing away food
  scraps.

### SPECIALIST ONLY:

Answers to worksheet on next page:

- Apples & Oranges: Tree
- Grapes & Pumpkin: Vines
- Potatoes, Carrots & Onion: Under the ground
- Raspberries: Bushes

Fun Fact: When answering the question about whether onions grow underground, the answer is ambiguous. The bulb of the onion grows underground, but the onion tops grow above ground. Gardeners harvest yellow onions and red onions for their bulbs, which would be underground. On the other hand, you harvest green onions for their stalks, which grow above ground.

### **INSTRUCTIONS:**

DRAW A LINE FROM EACH FRUIT OR VEGETABLE TO WHERE IT IS GROWN.

# Where do Fruits and Vegetables Grow?

Where do these different fruits and vegetables grow?



apples





trees



oranges



bushes





onions



pumpkins







raspberries



- · Why not have a go at growing some of these fruits and vegetables?
- You could go to the garden centre and see if you can find them growing there.
- · Can you add any fruits or vegetables to the list?



### **REGROW A GREEN ONION**

- What type of vegetable is a green onion?
  - A green onion is a bulb.
- To regrow a green onion from scraps all we need is the white bulbous portion with the roots intact, a cup of water, and a window near a light source.
  - We will leave about 1-2 inches of the white bulb to make sure it's able to stand on its own in the cup.
  - o Green onions will start growing more green leaves within the first 24 hours.
  - We will put it in a warm sunny location and we will start to see new green leaves growing and we will transfer it into our potted soil.
- Once we plant our newly rooted scraps into our container plants we will continue to place it in a sunny location.
- Regular watering will help provide extra nutrients for our green onion.



#### **REGROW BEET GREENS**

- What type of vegetable is a beet?
  - Beet is a root vegetable.
- To regrow beets from scraps all we need is the top portion of the beet root intact, a cup of water, and a window near a light source.
- With vegetables such as beets, the root gets eaten and the top part, where leaves once grew usually gets thrown away.
- You can't grow beets from beets but you can regrow the beet greens.
  - These top scraps regrow tasty leaves for fresh salads or sautés.
- We will cut off the top, but leave ½ inch of the beet attached with the greens.
  - Place the scrap in shallow water and fresh greens will soon appear.
- We will put it in a warm sunny location and we will start to see new beat leaves growing and we will transfer it into our potted soil.
- Once we plant our newly rooted scraps into our container plants we will continue to place it in a sunny location.
- Regular watering will help provide extra nutrients for our beet green.





#### **WRAP UP**

- From soil preparation and pest control, all the way to the harvest, Vegetable farmers provide us food to survive.
- One of the best ways for us to get interested in healthy foods and to learn more about the nutritional benefits of plant-based eating is to start our own garden and grow our own food.
- I encourage all of you to start small and start growing fruits and vegetables.
- Home gardening, no matter if it's a small seed in a container in your kitchen or a backyard, is a great way to not only try new fruits and vegetables but to learn about sustainable practices to grow them.
- Next week, we will be discussing the career responsibilities of a Food Service Manager!

Specialists: Please take a moment to complete the <u>SPECIALIST LESSON FEEDBACK FORM.</u>

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# LESSON 7

## Food Service Manager

#### LEARNING OBJECTIVES

- Students will define the role of a Food Service Manager
- · Students will learn about the job functions of a food service manager
- Students will learn about the importance of a Food Service Manager
- Students will learn about the educational requirements of a Food Service Manager

#### LESSON MATERIALS

- Postersheets
- Pens & pencils
- Small bowls/plates
- Plastic forks and spoons
- Ingredients from Fresh Direct
- Recipe Sheet from Master Cookbook (hardcopy one per student)
- Cooking Supplies
- Food Safety Supplies
- Benefits of Each Kitchen Layout Worksheets (hardcopy one per student)

### **CLASSROOM AGREEMENTS**

- Be Safe
  - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
  - Before we begin touching food, we wash our hands so we don't spread germs or
    make others sick. To properly wash hands, we must wash with soap and water for
    at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we
    use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
  - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
  - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
  - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thankyou".
- Don't Throw Food
  - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
  - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- · Have Fun!

#### INTRODUCTION

- Hello Food Explorers! Can someone please raise their hand and tell me what we learned last week?
- Can someone please raise their hand and tell me what comes to mind when they hear the word food service manager?
  - Someone who works in a place that prepares and serves food and beverages.
  - Someone who makes sure that food service operations are smooth and profitable.
  - Food Service Managers do everything that restaurant managers do but on a much larger scale.
- · So how do you become a Food Service Manager?
  - Food service managers need a high school diploma and several years of work experience in the food service industry.
  - Some receive additional training at community colleges, technical or vocational schools, culinary schools, or 4-year colleges.
  - Although certification is not required, managers may obtain the Food Protection Manager Certification by passing a food safety exam.
- Can someone please raise their hand and tell me where food service managers usually work?
  - Hospitals, restaurants, schools, offices, private businesses, and establishments where food is prepared and served.
- This week we will dive deeper in learning about food service management.

- Can someone please raise their hand and tell me what they know about the role of a food service manager?
  - Food service managers are responsible for the operations of the kitchen from food preparation to the hiring and training of staff members.
  - Food product flow and kitchen design
  - Procurement
  - Food production
  - o Distribution and service
  - Safety, sanitation, and maintenance
- Can someone please raise their hands and share what responsibilities the food service manager has in regards to the following:
  - Food product flow and kitchen design:
    - The Food Service Manager must ensure that food and menu items follow a specific plan from when it is received to when it is served to the customer.
    - Who can raise their hand and share why consistency is important in a food service plan? (All staff members will be able to follow the same procedures and maintain the quality of meal prep and service).
  - Food Service Managers must ensure that workstations are designed to allow employees to work efficiently and effectively.
    - They are responsible for eliminating tripping hazards and keeping all appliances and fixtures inspected and safe to use.
- Procurement: The goal of any food service operation is to serve quality meals by increasing value for both the food establishment and the customer.
  - Before the food service goal can be achieved the necessary food items must be precured.
  - Can someone please raise their hands and tell me what they think the word procured means?
    - To procure is to purchase ingredients and supplies for a food establishment, receive and store items ordered, take inventory on everything received, and store the goods under proper condition to ensure quality.
    - The Food Service Manager is responsible for making sure that all of this is done correctly and efficiently.

- Food production
  - Food Service Managers are responsible for collaborating with chefs and cooks regarding items on the days menu.
  - They must ensure that menu items are prepared in the needed quantity with the desired quality at the appropriate prices.
  - They must train kitchen staff to minimize waste without compromising the quality of the meals.
    - Who can raise their hands and give me an example on this?
      - (Using the correct portions and ingredients when cooking, refrigerating foods at the correct temperatures so that they don't spoil.)
- Distribution and service
  - Signature dishes define a food establishment but without food and ingredients for them nothing happens.
  - Hospitals, schools, restaurants and other food establishments count on the best foods to be available and on time and delivered in perfect condition.
  - How do you think this is possible?(
    - (through food service distribution and service).
  - Food Service Managers must make sure that ingredients coming in from the warehouses are inspected to ensure nothing is damaged.
    - They must check the quantity, quality and temperature to make sure they are correct before being used in the kitchen.
  - Once the ingredients are prepared (gone through production), the food must now go from distribution to service.
  - Food Service Managers must ensure the meals are at the right temperature, looks presentable, and sent to the appropriate place.
  - Service may be different depending on the establishment. Who can raise their hands and give an example on how service can be different?
    - (In a restaurant people are served their meals, hospital meals are delivered to patients, school students go to a cafeteria).
- Sanitation and safety
  - Can someone please raise their hands and explain why safety, sanitation, and maintenance are critical in a foodservice operation?
  - It reduces or eliminates workplace injuries and food borne illnesses.
  - The Food Service Manager must ensure that equipment and service areas follow proper cleaning and safe food handling procedures.

- Can someone please raise their hands and name food safety and food handling practices?
  - (hand washing, wearing gloves, no cross contamination, cleaning and sanitizing surfaces).
  - Receiving and storage areas are thoroughly cleaned daily to prevent rodents and pests such as cockroaches and rats.
- Employees are trained on food safety, food borne pathogens such as E-Coli and Salmonella, cleaning solutions, correct food temperatures, and cross contamination.
- Can someone please raise their hands and explain why it is important for staff to be trained on the proper use of cleaning solutions?
  - (Minimize incorrect usage and injury).
- These essential management functions in addition to interpersonal skills ensure that a food establishment is successful, productive, and profitable.

#### **ACTIVITY**

- Food Service Managers are also in charge of helping to design an effective kitchen layout.
- In this activity we will work in groups to pick the best kitchen layout for our after school Food Explorers Program.

## Things To Keep In Mind

- You need to make sure that you are able to serve food directly from the kitchen. If anyone is walking too much, it can lead to chaos.
- Everything has to be orderly in order for students to get what they need.
- When you design your school kitchen, you will want to consider how much students, support staff and Specialists will be doing.
- When planning out your kitchen layout, you have to make sure your design fulfills our Food Explorers basic needs and the flow.

#### Seven Basic Functions That Our Kitchen Should Fulfill:

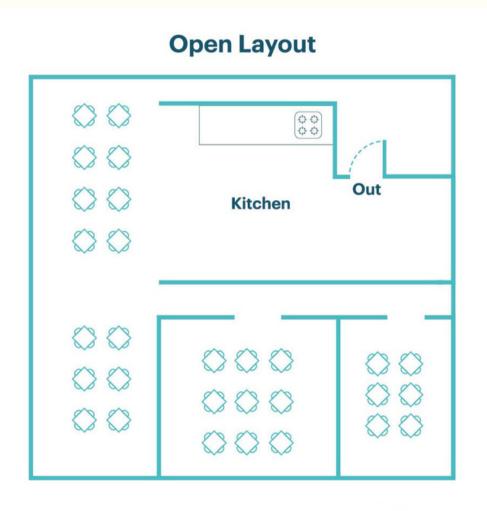
- Delivery: Every kitchen needs a delivery space where products can be received from Fresh Direct and other vendors.
- Storage: The kitchen will need to store a variety of items.
- Food Prep: We will need several different food preparation areas.
- Cooking: After food is prepped, it will be moved to cooking stations. Make sure it
  is equipped with the appropriate equipment for the amount and type of
  ingredients to be used.
- Service: Once our recipes have been cooked, they need to be properly plated before they are served for tasting.
- Dish Return: All the dishes that leave our kitchen will eventually have to come back. Our kitchen should have a dedicated dish return space for everyone to drop off dirty plates, utensils, and other items.
- Cleaning: From dirty plates to the kitchen equipment itself, there's a lot of cleaning that goes on in a kitchen. Make sure your kitchen has a good cleaning area equipped with three-compartment sinks, dishwashers, and drying racks.

#### **ACTIVITY**

- Let's discuss the kitchen layout that is the best for our Food Explorers program. What designs did your groups choose and why?
  - Assembly line layout is one of the best and most popular options for a school kitchen because it allows ingredients to move easily from a food prep station, through to cooking, and finally, a service area where the completed items are picked up and served.
  - Ergonomic Layout is also another good one because it makes sure students are comfortable and need to move as little as possible to complete their tasks and students don't have to be reaching, crouching, bending, stretching, or walking around to get what they need.

**ACTIVITY** 

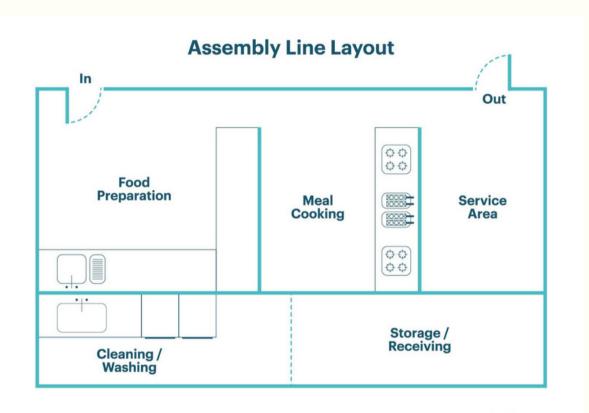
## Benefits of Each Kitchen Layout



- Open kitchen layout
  - Open so everyone can see all the action that takes place behind the scenes.
  - School staff can see students cook.
  - Hot cooking equipment should be kept as far away from everyone.
  - Dividers are useful to separate cooking areas from eating areas.
  - School staff can watch as we cook, which provides entertainment and lets everyone see how we do things.

**ACTIVITY** 

## Benefits of Each Kitchen Layout

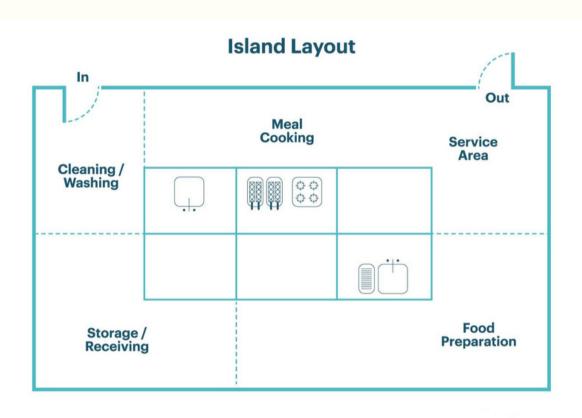


## Assembly line:

- The assembly line kitchen layout focuses on the assembly of each dish.
- Central row or island organized in a single line.
- Allows ingredients to move easily from a food prep station, through to cooking, and finally, a service area where the completed items are picked up and served.
- Accommodates multiple workers at once, each focusing on an individual task.
- Great for preparing lots of food.
- Easy to cook in a timely fashion.

**ACTIVITY** 

## Benefits of Each Kitchen Layout

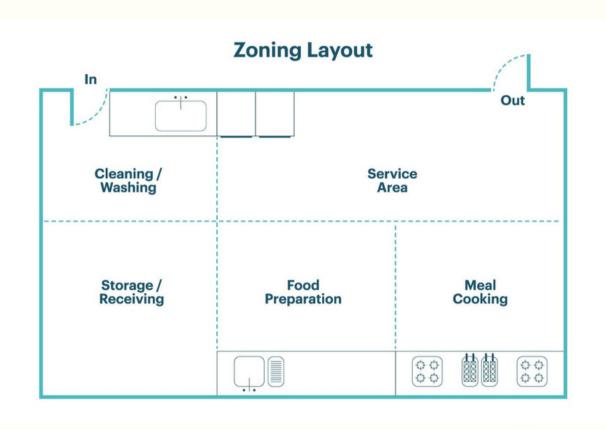


## Island layout

- The meal is at the center of the action.
- All the kitchen equipment dedicated to cooking, such as ovens, ranges, and fryers, are all centered in the middle of the kitchen in an island-like setup.
- In an island layout, all the non-cooking stations, such as the dishwashing station and food preparation areas, are pushed up against the kitchen.
- The meal becomes the visual and functional heart of the kitchen
- The circular flow of the kitchen allows everyone to gather in the same area, making it easy to talk to others.
- Easier to clean.

**ACTIVITY** 

## Benefits of Each Kitchen Layout

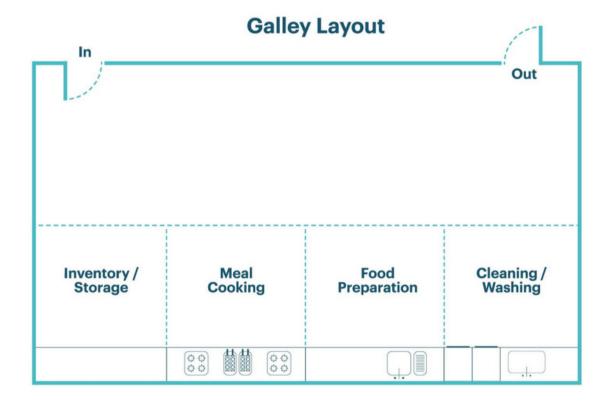


## Zoning Layout

- The kitchen will be divided into separate zones for each activity (e.g. food prep vs dishwashing).
- Each person can focus on their area of expertise.
- $\circ\;$  Allows many different types of dishes to be prepared at the same time.
- Leaves a wider open space in the center of the kitchen that can promote better flow

**ACTIVITY** 

## Benefits of Each Kitchen Layout

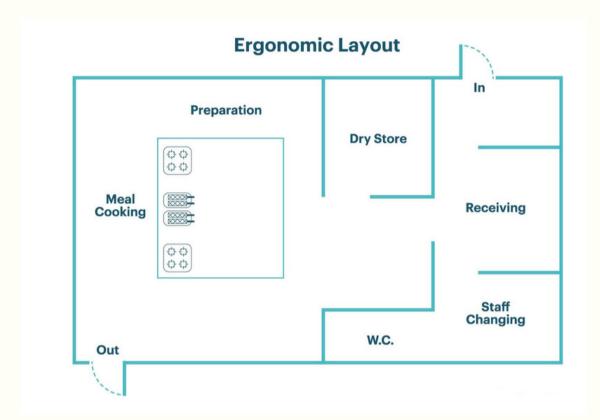


## Galley Kitchen Layout

- All the different stations and kitchen equipment are positioned along the walls of the kitchen.
- If the kitchen is very tight, this might mean everything sits along just two walls across from each other.
- The ring layout leaves an empty space in the center that will allow students to easily rotate from one area to the next.
- In smaller kitchens, the galley layout makes the most of the limited space available.
- Best a small space with a few students.

**ACTIVITY** 

## Benefits of Each Kitchen Layout



## Ergonomic Kitchen Layout

- Ergonomics mean to do things with peoples comfort and safety in mind
- Layout makes sure students are comfortable and need to move as little as possible to complete their tasks.
- Cooking equipment and supplies are placed close to one another.
- Students don't have to be reaching, crouching, bending, stretching, or walking around to get what they need.
- More comfortable physical working conditions for students.
- Reducing movement in the kitchen so everyone can move quickly and safely.
- Separate workstations and aisles to reduce accidents.

#### **WRAP UP**

- Food Service Management is an important career field in the food service industry.
- Food Service Managers are the driving force behind the daily operations of food establishments that prepare and serve food and beverages.
- They direct staff to ensure that customers are satisfied with their dining experience, and they manage the business to ensure that it is profitable.
- Next week, we will be discussing the job responsibilities of a Food Critic!

## Specialists: Please take a moment to complete the <u>SPECIALIST LESSON FEEDBACK FORM.</u>

This will help provide us valuable feedback that we will use when updating this currculum for the next school year.

# LESSON 8

## **Food Critic**

#### LEARNING OBJECTIVES

- Students will define the role of a Food Critic
- Students will learn about the job functions of a Food Critic
- Students will learn about the importance of a Food Critic
- Students will learn about the educational requirements of a Food Critic

#### **LESSON MATERIALS**

- Postersheets
- Pens & pencils
- Small bowls/plates
- · Plastic forks and spoons
- Ingredients from Fresh Direct
- Recipe Sheet from Master Cookbook (hardcopy one per student)
- Cooking Supplies
- Food safety Supplies
- Be A Food Critic Workheet (hardcopy as many as needed per student)

## **Food Critic**

## **CLASSROOM AGREEMENTS**

- Be Safe
  - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
  - Before we begin touching food, we wash our hands so we don't spread germs or
    make others sick. To properly wash hands, we must wash with soap and water for
    at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we
    use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
  - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
  - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
  - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thankyou".
- Don't Throw Food
  - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
  - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

## **Food Critic**

#### INTRODUCTION

- Welcome back food explorers! Who can raise their hand and share what we learned last week?
- Has anyone in this class watched the show Top Chef or heard about it?
  - Top chef is a reality television show on Bravo network where chefs from all over the world compete against each other in a culinary challenge.
  - A group of food critics sample and review the meals prepared by the chefs.
  - The food critics choose the best chefs to move on to the next challenge towards winning the title Top Chef.
- In today's lesson we will learn about the exciting career of a Food Critic!

## **Food Critic**

- Who can raise their hands and tell me what comes to mind when they hear the word "Food Critic"?
  - A Food Critic is a person who tastes and analyzes a wide variety of food and shares their reviews with the public.
  - Food Critics are writers, while many are journalists who specialize in the areas of food and drink.
  - Their rating may also include the serving size, the way the food establishment looked, the price, and how well the staff did their job.
  - After a food critic analyzes their dining experience, they give the food establishment a rating which can then be used to help the public decide whether to eat there or not.
  - Who can give an example of a food establishment? (Restaurant, Cafe or Grill)
  - In the case of the reality competition show Top Chef, the panel of Food
     Critics rating helps eliminate the least favorite chefs and move the best chefs
     forward in the competition.
- What do you think Food Critics look for when analyzing food?
  - Appearance: how the food looks, is it smooth, not strong or sturdy, can easily fall apart, mushy, sticky, dull, firm, fluffy, crumbly, dry and hard.
  - Aroma: pungent (sharp strong smell), aromatic (a pleasant and distinct smell), rancid (an unpleasant and old smell).
  - Taste: is it bittersweet (a less harsh taste than bitterness, and a little sweet), minty, robust (a rich taste with some earthiness). Savory (food that is salty or spicy rather than sweet).
  - Texture: is it delicate (a light, fine texture that may come apart easily, succulent (a tender, juicy texture).
  - Aroma and taste work together to create flavor.
- So how does one become a Food Critic?
  - You have to get an education and obtain a bachelor's degree in a field like creative writing, journalism, or communications.
  - You can also attend a culinary arts school to expand your knowledge on foods and their many styles of preparation.
  - To acquire more experience, volunteer or work the line at a restaurant.
  - Research the different expectations and needed skills of a food critic, and be sure to make yourself familiar with cooking terms and restaurant practices, as well as the restaurant industry as a whole.
  - Taste different ingredients to expand your palette and make yourself more
  - Start your own food blog or website and post your own reviews there.

#### **DISCUSSION**

- Why do you think you can not be a picky eater to be a food critic?
  - Food critics must develop a palate for different foods and flavors.
  - They must be willing to try foods that broaden their palate and add to their culinary knowledge.
- Who can raise their hand and tell me what palate means?
  - Palate is your sense of taste.
- Lets now use our sense of taste and smell to be Food Critics for our Food Explorers Sensory Bonanza!

#### **ACTIVITY**

- Who can raise their hands and tell me if they have seen this taste map of your tongue?
  - It shows specific places where we can only taste sweet, salty, sour and bitter.
  - The diagram comes from the 1900s and the scientist who came up with that diagram based that on what his volunteers felt like they were tasting at the time.
  - It is not accurate!
  - Research from the 1970s showed that all tastes register in all parts of our tongue.
  - We can taste sweet, sour, salty, bitter and the new taste Umami (savory) anywhere on our tongue!
- Can you all taste food well when you have a cold or allergy and your nose is stuffed?
  - Most foods seem tasteless or bland when our nose is stuffed.
  - o Our sense of smell is responsible for about 80% of what we taste.
  - Without our sense of smell, our sense of taste is limited to only five distinct sensations: sweet, salty, sour, bitter, and the new taste Umami (savory)!
  - Flavor is what we call the "taste" of food. It is a combination of smell, taste, spiciness, temperature and texture.
  - Most of the flavor of food comes from smell, so when you cannot smell food it makes it hard to experience flavor.
- Let's first review how aroma and taste work together to create flavor.
  - Who can look at this diagram and describe how they think aroma and taste work to create flavor?

#### Smell

- First, when the aroma (smell) of the cupcake fills the room it gets sucked up into your nose and goes to your olfactory system. Olfaction means smell.
   The harder and deeper you smell the cup cake the more it goes to the olfactory system which has three parts.
- The smell first travels to your olfactory nerve, then the olfactory bulb and then the olfactory receptors and identifies the aroma (smell) from the cup cake.

#### Taste

- When you take a bite of the cupcake air is forced up your nose and your olfactory receptor picks up the smell the same time your taste receptors do.
- You end up smelling and tasting at the same time.
- Both sensations are communicated to your brain, which unites the information so that flavors from the cupcake can be recognized and appreciated!

#### **ACTIVITY**

- You will work in groups to prepare recipes for your classmates to sample and rate them like a Food Critic.
  - Work together and utilize your recipe reading skills which you learned from level 1 lesson 10.
  - You can choose any of the recipes listed in the Master Cookbook.
  - Ensure that each group has a unique recipe.
- Each member of the group will be assigned a task from cleaning and preparation of the ingredients to cooking and final presentation.
- Each group will taste each other's meal and rate it using the handout based on presentation, smell, taste, and texture using a scale of 1 to 5 where 5 is the best.
- Each group will calculate their total score, choose their emoji to describe how they enjoyed or did not enjoy the meal, and circle yes or no if the meal is enjoyable enough to serve again.

# **Be a Food Critic Worksheet**

# NAME OF DISH:

CRITERIA	1	2	3	4	5
Presentation					
Smell					
Taste					
Texture					
FINAL RATING		••	•••	C	

# NAME OF DISH:

CRITERIA	1	2	3	4	5
Presentation					
Smell					
Taste					
Texture					
FINAL RATING	•••	••	··	<u></u>	

#### **WRAP UP**

- Food Critics are an important part of the food industry.
- A Food Critic's rating is like word of mouth advertising and is very powerful.
- Their ratings have an effect on the sales volume of restaurants following their positive or negative publication of their critique.
- We are all Food Critics in our own way when we dine at our favorite restaurant. cafe, or grill and share our experiences with our friends and family.
- What we tell people influences their decision to eat or not to eat at a particular food establishment.
- The next time you visit your favorite restaurant it is very important to give an honest review!
- See you next time!

Specialists: Please take a moment to complete the <u>SPECIALIST LESSON FEEDBACK FORM.</u>

This will help provide us valuable feedback that we will use when updating this currculum for the next school year.

# LESSON 9

# Registered Dietician

#### LEARNING OBJECTIVES

- Students will define the role of a Registered Dietitian
- Students will learn about the job functions of a Registered Dietitian
- Students will learn about the importance of a Registered Dietitian
- Students will learn about the educational requirements of a Registered Dietitian

#### LESSON MATERIALS

- Postersheets
- Pens & pencils
- Small bowls/plates
- Plastic forks and spoons
- Ingredients from Fresh Direct
- Recipe Sheet from Master Cookbook (hardcopy one per student)
- Cooking Supplies
- Food Safety Supplies
- Build My Plate Registered Dietician Worksheet (hardcopy one per student)

### **CLASSROOM AGREEMENTS**

- Be Safe
  - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
  - Before we begin touching food, we wash our hands so we don't spread germs or
    make others sick. To properly wash hands, we must wash with soap and water for
    at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we
    use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
  - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
  - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- · Don't Yuck My Yum
  - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thankyou".
- Don't Throw Food
  - We want to respect our surroundings and our food by not throwing food.
- · Clean Up Your Space
  - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

#### INTRODUCTION

- Hey there, Food Explorers! Can someone please raise their hand and remind us what we learned in our last lesson?
- Can someone please raise their hands and tell me what comes to mind when they hear the name "Registered Dietitian or Nutritionist"?
  - o Healthy eating, fitness, wellness, weight management, MyPlate
- Is a Registered Dietitian and a Nutritionist the same thing?
  - No, but the names are used by many interchangeably but they are not the same thing.
  - o It is a general user-friendly term that the public is more familiar with.
  - You may see the abbreviation "RDN' Registered Dietitian Nutritionist.
     Nutritionist is added to the end to indicate that the individual covers a broader concept of wellness.
  - The difference between them is education and licensure credentials.
    - A Dietitian is required to have a 4 year Bachelor's degree in nutrition science, advanced to a Masters degree.
    - The specialties in this field include clinical, community, sports, and research Dietitians
    - A Nutritionist is someone who studies or is an expert in nutrition. Anyone with some nutrition background can call themselves a "Nutritionist".
- In today's lesson we will learn more about the important career field of a Registered Dietitian!

#### **DISCUSSION**

- Registered Dietitians are an essential part of our society.
  - They use food as medicine and give individualized diets.
- Can someone please raise their hands and explain what it means to use food as medicine?
  - To use food as medicine is to use healthy foods to prevent or manage the effects of preventable lifestyle related illnesses such as Type 2 diabetes, heart disease, and some cancers.
- Registered Dietitians use medical nutrition therapy.
  - Can someone please raise their hands and tell me what they think medical nutrition therapy means?
- Medical nutrition therapy is an intensive, focused, and aggressive treatment method Dietitians use to eliminate or manage disease.
- So, what is required to be a Registered Dietitian?
  - To enter the occupation, Dietitians must first earn at least a bachelor's degree in Foods and Nutrition.
  - After acquiring the degree, they are required to have supervised training called a dietetic internship, followed by a national board exam in order to be licensed.
  - A masters degree was highly recommended in the past but is now a requirement effective in the year 2024.
- Can someone please raise their hand and tell me what an internship is?
  - Internships are work and learning experiences that provide a hands-on way for you to learn the day to day operations of your career choice.
  - Internships provide opportunities for mentoring, networking, and possibly landing a job in the place you interned after completing all the requirements for the career field.
  - Some internships pay while most do not, but what you gain from the experience is priceless.
- Can someone please raise their hand and tell me where they have seen a Dietitian work?
  - Dietitians work in hospitals, nursing homes, clinics, cafeterias, laboratories, and for state and local governments.

#### **DISCUSSION**

- So what exactly does a Registered Dietitian do?
  - Dietitians know a lot about food, especially the science and effect of it. Dietitians can help you decide what to eat, when to eat, and almost anything else about eating right.
  - They counsel clients on nutrition issues and healthy eating habits considering individual background and culture.
  - They use evidenced based food and nutrition information to promote health and manage disease.
- Can someone please raise their hands and share an example of using food to promote health and manage disease?
  - Eating more fruits and vegetables, whole grains, reducing sugar intake, low fat dairy and choosing healthy fats to prevent or manage heart disease and high cholesterol.
- Registered Dietitians also encourage individuals to embrace healthy lifestyles.
  - Can someone please raise their hands and tell me an example of a healthy lifestyle?
  - Eating from all the five food groups (fruit, vegetables, whole grain, low fat dairy, and protein) staying active, and not smoking, drinking or engaging in reckless behavior.
- Registered Dietitians provide nutrition support to positively support outcomes
  - We will now conduct an activity adjusting the daily meal of a patient with high blood pressure.

#### **ACTIVITY**

- Registered Dietitians are important in helping us reach our health and nutrition goals!
- A performance athlete comes to you for a consultation. What recommendations would you have for them?
  - A Registered Dietitian would recommend that your client eat a variety of fruits and vegetables daily.
  - Eat carbohydrates sources such as whole-wheat bread or pasta, and fiberrich cereals as power-packed energy sources.
  - Limit the refined grains and sugars such as sugary cereals, white breads and bagels.
  - Eat protein such as chicken, turkey, fish, peanut butter, eggs, nuts and beans.
  - Drink water, milk, drinking sports drinks after engaging in exercise of vigorous intensity for more than one hour.
- As a Registered Dietitian if a client came to you with a health condition such as high blood pressure what would you recommend?
  - A Dietitian would recommend the DASH diet which can help your client lower their blood pressure.
  - Who can raise their hand and tell me what a DASH diet means?
  - DASH stands for Dietary Approaches to Stop Hypertension. Hypertension means high blood pressure.
  - The DASH diet includes foods that are rich in: potassium (bananas, oranges, avocados, broccoli), calcium (milk, kale, broccoli) and magnesium (oatmeal, pumpkin seeds).
- If another client presents with diabetes what would you recommend?
  - A Registered Dietitian would recommend a low carbohydrate diet which is eating very few carbohydrates during meals and snacks.
  - A client with diabetes would eat protein rich foods like lean chicken, salmon, beans, and vegetables along with fats.
- Who can raise their hand and tell me where Carbohydrates are found?
  - Carbohydrates are found in sugary foods such as candy, and starchy foods such as pasta, breads, and cereals.
- When your client lowers how much carbohydrate they are eating, their blood sugar will be stable which is a great thing in managing diabetes.

#### **ACTIVITY**

#### Take Control Of Your Health

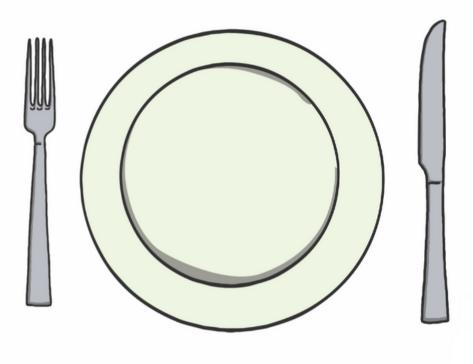
• In today's activity we will take on the role of a Registered Dietitian and create a lunch menu for the following clients: A performance athlete, diabetic, and a client with high blood pressure.

### Client Nutrition History:

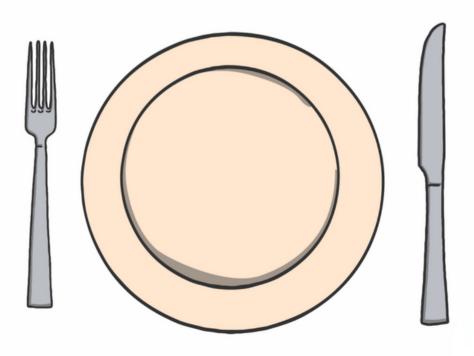
- Edward has high blood pressure. He usually eats two salted fish and fried sweet potatoes for his lunch. He also drinks gatorade with all his meals.
- Jessica has type II diabetes. She eats a lot of white rice with steak, a side of corn and two butter roll bread for lunch. She also drinks 1 cup of sunny delight orange juice with her meals.
- Brandon is a performance athlete training for the World Athletics Cross Country race. For lunch he eats brown rice with two salmon and a side of asparagus. He drinks water or green tea.

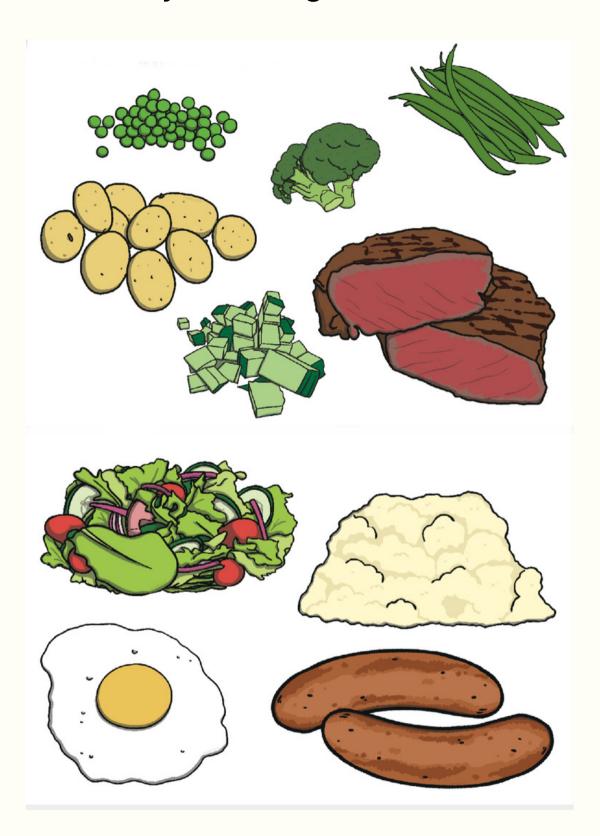
- Use the food images in the handout provided as a guide.
  - Make a lunch menu for high blood pressure (DASH) for Mr Edwards
  - o Low carbohydrate lunch menu for Diabetes for Jessica
  - High protein, high carbohydrate lunch for Brandon
- Also write down foods your clients can eat a lot of on one plate template and the foods they can eat sometimes on another plate template.

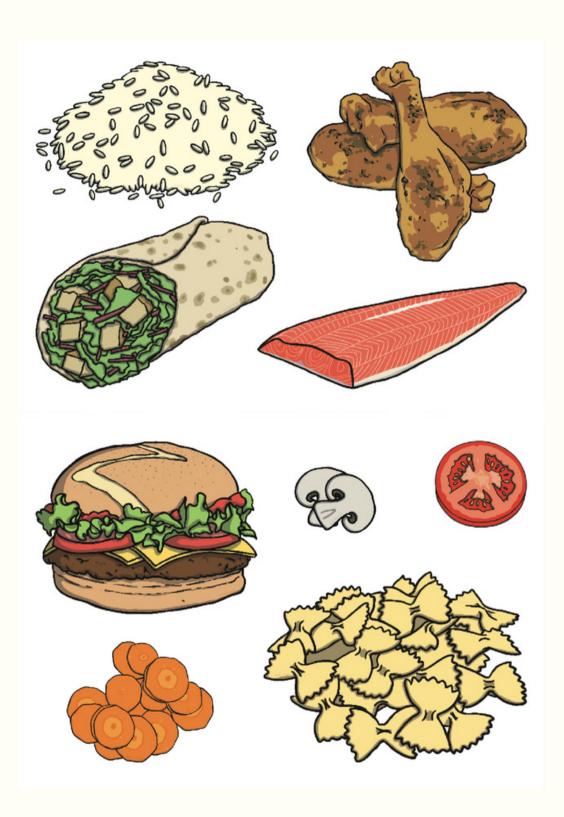
I should eat a lot of these foods!



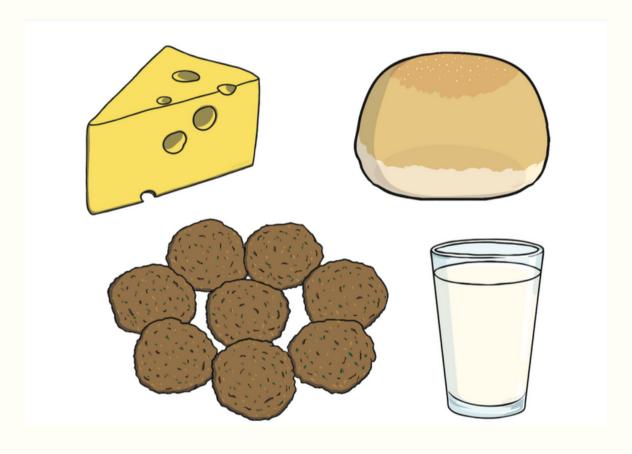
I should eat these foods sometimes.











#### **WRAP UP**

- Maintaining our health throughout our lives despite genetics, and family history depends on what we eat and our lifestyle choices.
- Food has the power to change the expression of our genes to promote health.
  - Registered Dietitians teach us how to use healthy foods to prevent, manage and heal certain diseases.
  - They use an individualized approach working with you to see what foods you like and what you are eating and help you tweak it so you can improve your health.
- Be your own Registered Dietitian today and allow food to be your medicine!

Specialists: Please take a moment to complete the <u>SPECIALIST LESSON FEEDBACK FORM.</u>

This will help provide us valuable feedback that we will use when updating this currculum for the next school year.

# LESSON 10

# **Food Marketing**

#### LEARNING OBJECTIVES

- · Students will define the role of a Food Marketer
- Students will learn about the job functions of a Food Marketer
- Students will learn about the importance of a Food Marketer
- Students will learn about the educational requirements of a Food Marketer

#### **LESSON MATERIALS**

- Postersheets
- Pens & pencils
- Small bowls/plates
- Plastic forks and spoons
- Ingredients from Fresh Direct
- Recipe Sheet from Master Cookbook (hardcopy one per student)
- Cooking Supplies
- Food Safety Supplies
- Device to project/watch videos on (i.e. laptop, smartboard, ipad)
- Menu Worksheet (hardcopy one per student)
- Food Magazines/Pictures of Food/craft items to draw pictures of food
- Scissors to cut pictures out of magazine (if applicable)

### CLASSROOM AGREEMENTS

- Be Safe
  - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
  - Before we begin touching food, we wash our hands so we don't spread germs or
    make others sick. To properly wash hands, we must wash with soap and water for
    at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we
    use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
  - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
  - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- · Don't Yuck My Yum
  - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thankyou".
- Don't Throw Food
  - We want to respect our surroundings and our food by not throwing food.
- · Clean Up Your Space
  - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

#### INTRODUCTION

- Hey there, Food Explorers! Can someone please raise their hand and remind us what we learned in our last lesson?
- Ever wonder how your favorite food commercials are put together?
  - Delicious color pallets, catchy jingles, and arrangement almost as if you can reach through the advertisement, grab and eat the deliciously appealing food!
- A Food Marketer is the one who makes sure that they brand the food you see on television, billboards, magazines or other platforms in such a way that it entices you to buy that food.
- Raise your hand if you have ever wanted to eat a particular food after seeing its advertisement.
  - Some Food Marketers use marketing schemes with changing and conflicting messages about food but it's up to you to fall or not to fall for their marketing schemes.
- Let's watch these videos that show us some marketing/photography hacks that food marketers use to capture our interest:
  - Video 1: Watch until 02:40.
  - Video 2: Watch until 03:50
- What examples of commericals/billboards or signs have you seen that look like they were created using the strategies shown in the videos?
  - Do you think these hacks are successful at making you want to buy their food?
- Let's dive right in and learn all about these media tricksters!

#### **DISCUSSION**

- The food industry is very competitive and that is why companies must have a
  great marketing strategy to stay on top.
  - Can someone please raise their hands and tell us why a marketing strategy is important?
- A strong marketing strategy simply put will sell your products or services or improve its sales.
- The role of a Food Marketer is to develop effective marketing strategies such as:
  - Investing in attractive food presentation and packaging.
  - The food must already be delicious and enticing to encourage customers to buy it.
  - Food Marketers must present their food at a competitive pricing range.
  - Why do you think pricing is important?
  - Who doesn't want a good deal?
    - Pricing must be an ideal range because it will convince customers to buy the food without compromising on quality and taste.
- Can someone please raise their hands and tell me what other strategies they will come up with if they had a food business?
  - FOOD PROMOS! Everyone likes to save a buck or two.
  - Food Marketers must come up with food promos for customers to take advantage of right away.
  - During special occasions especially, promotional discounts are always important so Food Marketers must make sure their establishments don't skip it.
- The role of a Food Marketer is to also establish relationships with other businesses.
  - Can someone please raise their hands and tell us why this is important?
  - Clients and followers of other businesses can become loyal customers and vice versa.
  - Collaboration this way also builds both business potential.
- So how can one get involved in this field where you can create exciting food marketing campaigns?
  - Traditionally, one must first acquire a Bachelor's Degree in Marketing and have a solid understanding of consumer psychology.
  - Can someone please raise their hand and tell us why consumer psychology is so important in marketing?
  - Food marketers must understand their target audience and understand and cater to their desires before they can make products and advertisements to suit those desires.

#### **DISCUSSION**

- A degree in business and advertising will also prepare individuals in the field of food marketing.
- Others who want to work in senior-level positions continue their education to obtain a master's degree in business administration (MBA). This degree provides advanced skills for careers in business and management.
- Let's use our creative skills and work in groups to pick a food and develop a marketing advertisement for that food.

#### **ACTIVITY**

- You just opened a new restaurant and need to showcase your menu.
- Keep in mind that food aims to satisfy our hunger and cravings which means that the first thing to consider is TASTE.
- Your customers will not only use their sense of taste, but SIGHT, to decide whether they will come to your restaurant and buy your food.
- In this activity, you will work in groups to create 5 menu options for your restaurant: drink, appetizer, salad, main dish and dessert.
- Specialists:
  - You may choose to have your students print out pictures from the internet, cut images out of magazines, or draw the pictures they choose for their menu.
  - Emphasize dish cohesiveness (meaning: make sure the dishes flow nicely together and compliment each others flavors, textures and aromas).
- Your menu items must include at least 3 food groups (fruits, vegetables, whole grain, lean protein, and low fat dairy)
  - Include art, music, or poetry, in your presentation be creative!
  - The goal of your advertisement is to increase awareness of your food.
- As a group you will also answer the following questions:
  - How would you build a story around your menu?
  - How would you educate your customers about your food choices?



PLACE DRINK IMAGE HERE PLACE APPETIZER IMAGE HERE

PLACE SALAD IMAGE HERE PLACE MAIN DISH IMAGE HERE

PLACE DESSERT IMAGE HERE



#### **WRAP UP**

- Food marketing influences our diets everyday with its bright, eye-catching colors and photography.
- It would be great if all food advertisements showcased healthy foods.
  - Unfortunately foods marketed to us on platforms such as television, social media, billboards, and magazines are usually high in salt, sugar and fat.
- You can't control everything in your life but you can certainly control what you put in your body!
- Next time you see a food advertisement use your better judgment and decide if what you see is a healthy choice.
- Don't get fooled by the tricks and gimmicks of food marketing! Tame your advertisement temptations!
- See you next time!

Specialists: Please take a moment to complete the <u>SPECIALIST LESSON FEEDBACK FORM.</u>

This will help provide us valuable feedback that we will use when updating this currculum for the next school year.

# CULMINATING PROJECT

# LESSON 11

# Planning for Food Explorers Restaurant Week

#### LEARNING OBJECTIVES

- Welcome to the preparation of the Level 3 Culminating Project ("Restaurant Week")
- During Restaurant Week, your students will use their imaginations and creativity to create a unique restaurant experience to be shared with others.
- Students will start with a unique location (i.e. a different country, underwater, space, a different universe) and create their restaurant name, ambiance, menu, table manners and dining experience based on their creativity.
- This entire week should be dedicated to creating the props, preparing the menus and creating the recipes for their restaurant.
- Things to consider:
  - What items does your restaurant need to be successful? (example: menus, uniforms, a sign with the name of your restaurant on, a news article announcing your restaurant's grand opening)
  - What roles do people need to play in order to resemble a real restaurant?
     (example: host(ess), executive chef, bussers, waiter/waitresses, food service managers)
  - What type of food does your restaurant want to offer? (example: soul food, fusion food, healthy desserts, smoothies)
  - What makes your restaurant unique? (examples: staff speaking in accents, decorations, location, formal dining)
  - How does your restaurant ensure food safety? (example: food safety posters, expaining your food safety procedures to customers)
  - Who do you want to serve at your new restaurant? (example: program staff, other students, teachers, principal, parents)

Specialists: Be sure to finalilze the student menu early in the week so you have enough time to place your order from Fresh Direct and get it delivered on time.

# LESSON 12

## **Restaurant Week**

- Now it's time to open your restaurant!
- Invite your patrons to your grand opening and dazzle them with delicious food and an unforgettable experience.
- You may wish to take videos or photos of your event. Please share these with us by uploading them into this <u>folder on Google Drive</u>.
- Ask your patrons to act as Food Critics and give your restaurant a review.
  - Review Lesson 8 for guidance on what they should be looking for.
- Have fun and be as creative as you can be!

Specialists: Please take a moment to complete the <u>SPECIALIST LESSON FEEDBACK FORM.</u>

This will help provide us valuable feedback that we will use when updating this currculum for the next school year.

# **APPENDIX**

# FOOD HANDLERS SAFETY TRAINING

Remember:
New Specialists must teach the
VEGETARIAN Food Explorers Curriculum
for at least 6 months before they are
eligible to take their Food Handlers
training course.

## Food Handlers Training Website Link

- Select Food Protection For Soup Kitchen and Summer Camp Workers
- Select Register for this Class
- Select Health Academy Training Courses
- Select Food Protection For Soup Kitchen and Summer Camp Workers
- Complete registration information and submit.

SUBMIT COMPLETED CERTIFICATES TO YOUR PROGRAM DIRECTOR AND EMAIL TO FOODEXPLORERS@NEWYORKEDGE.ORG FOR APPROVAL.

# CHANGING YIELDED SERVINGS

Remember:
You must adjust the ingredients for the recipe to the number of students in your class.

If you neglect to adjust the amount of ingredients, you will not have the correct amount of final product to distribute to your class.

General Culinary Math:

Ingredient amount in recipe [divided by] number of servings = amount of ingredient per serving

Amount of ingredient per serving [multiplied by] the total number of students in your class = new ingredient amount.

## Example:

The recipe calls for 2 bananas to yield 2 servings. We need 10 servings.

- 2 bananas [divided by] 2 servings = 1 banana per serving
- 1 banana per serving [multiplied by] 10 servings = 10 bananas.

# SPECIALIST WAIVER FORM

# Please use <u>THIS LINK</u> to access the Specialist Waiver Form PDF.

- All Specialist teaching the FOOD EXPLORERS
   Curriculum is required to submit a Specialist Waiver Form.
- After the specialist has reviewed and signed their waiver form, please email it to foodexplorers@newyorkedge.org

### Notes:

 You may not begin teaching this curriculum until the waiver form has been submitted.

# ORDERING FROM FRESH DIRECT

# REFER TO THIS LINK FOR THE PROTOCOLS FOR ORDERING FROM FRESH DIRECT.

## **Ordering Protocols**

- You should carefully review the ordering and approval process, as well as the list of allowed and prohibited items.
- Also review the Payment Method information
- PMs are responsible for approving the orders and forwarding approvals to budget analysts

### Note:

• To ensure that you are able to reserve your desired delivery time, please place your orders at least 5 days prior to the lesson.

# LESSON TRACKER

Lesson Number	Date	Recipe #1	Recipe #2	Recipe #3	Recipe #4	Recipe #5
Example: 0	9/12	Avacado Fries on 9/12	Brussel Sprouts on 9/13	Kale Chips on 9/14	Churros on 9/15	Flafel on 9/16
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						



# FOOD EXPLORERS SPECIALIST EVALUATION TOOL

Criteria	Yes	No
Did the specialist begin the lesson with a previous lesson review?		
Did the Specialist review the Community Agreements with students?		
Before getting started, did the specialist verify that there were no allergies to foods presented in the lesson?		
Are all students and staff wearing gloves that are being changed between foods?		
Is the specialist wearing an apron, or clothing that is not excessively baggy?		
When preparing the recipe, did the specialst review, demonstrate and encourage the bear-claw cutting method?		
Did the Specialist follow food safety protocols?		
Did the Specialist check equipment for damage prior to use?		
Did the Specialists engage the students in the lesson? Did each student participate?		
Did the Specialist struggle to teach all the content in their lesson?		
Did the Specialist utilize the aid of their assisting staff in the classroom?		
Did the Specialist end the lesson with a recap of the information covered?		
Did the Specialist confirm that all students understood the infomration provided and answered any questions asked by the students related to the content?		

# FAMILY LETTER TEMPLATE

Welcome Food Explorers and Families!

Ready to expand your nutrition knowledge? We are so excited to start the Food Explorers Level 3 Curriculum! During this season, students will be learning about different cultural and career components of cuisine!

Throughout the curriculum, your child will be introduced to a variety of cultural concepts in food, as well as career opportunities in cuisine OTHER than a chef!

Here is the list of components that your child will be learning about:

- Unit 1: Cultures in Food
  - o Diversity in Cuisine
  - Don't Yúck My Yum
  - Fusion Foods
  - Comfort Foods
  - Table Manners Around the World
- Unit 2: Careers in Food
  - Vegetable Farmers
  - Food Service Managers
  - Food Critics
  - Registered Dieticians
  - Food Marketers
- At the end of the curriculum, your child will will use their imaginations and creativity
  to create a unique restaurant experience to be shared with others. Students will start
  with a unique location (i.e. a different country, underwater, space, a different
  universe) and create their restaurant name, ambiance, menu, table manners and
  dining experience based on their creativity. This entire week should be dedicated to
  creating the props, preparing the menus and creating the recipes for their
  restaurant.

Want to practice these skills with your child at home? Here are some recipes that you can make with your child!

- AIR FRYER Air-Fryer Chocolate Chip Oatmeal Cookies
- GRIDDLE Grilled Watermelon Salad
- HOTPLATE/STOVETOP Black Bean Dip
- BLENDER Cumin-Spiced Lentil Burgers

Encourage your child to read the recipe, and explain the instructions as if they were teaching you how to prepare the dish.

We are excited to learn and cook together! If you have any questions regarding the Food Explorers curriculum, please feel free to email foodexplorers@newyorkedge.org for more information.

Have a great season! Food Explorers

# Air-Fryer Chocolate Chip Oatmeal Cookies





Serves: 2

Cook Time: 45 minutes

#### Ingredients

- 1 cup butter, softened
- 3/4 cup sugar
- 3/4 cup packed brown sugar
- 2 large eggs, room temperature
- 1 teaspoon vanilla extract
- 3 cups quick-cooking oats
- 1-1/2 cups all-purpose flour
- 1 package (3.4 ounces) instant vanilla pudding mix
- 1 teaspoon baking soda
- 1 teaspoon salt
- 2 cups semisweet chocolate chips

- Preheat air fryer to 325°. In a large bowl, cream butter and sugars until light and fluffy, 5-7 minutes. Beat in eggs and vanilla.
- In another bowl, whisk oats, flour, dry pudding mix, baking soda and salt; gradually beat into creamed mixture.
- Stir in chocolate chips.
- Drop dough by tablespoonfuls onto baking sheets; flatten slightly.
- In batches, place 1 in. apart on greased tray in air-fryer basket.
- Cook until lightly browned, 8-10 minutes. Remove to wire racks to cool.

# **Grilled Watermelon Salad**



Difficulty Level:

Serves: 8

Cook Time: 20 minutes

#### Ingredients

- 1 small watermelon seedless variety, if possible
- 2½ tablespoons olive oil divided
- 7 ounces (200g) feta cheese crumbled
- 2 cups (380g) blueberries
- 2 tablespoons orange juice
- juice from one lime
- mint leaves for garnish

- Heat an outdoor grill to high, or heat a griddle pan on the stovetop.
- Cut the watermelon into half-inch thick wedges, remove the rind, and use 1 tablespoon of olive oil to brush onto both sides of the wedges.
- Cook watermelon on each side for 2-3 minutes until grill marks develop.
- Arrange the grilled watermelon on a serving plate and top with feta and blueberries.
- In a small bowl, mix together olive oil, lime juice, orange juice, and salt, then drizzle over the salad.
- · Garnish with mint leaves and serve immediately.

# Black Bean Dip



Difficulty Level:

Serves: 4

Cook Time: 15 minutes

#### Ingredients

- 1 tablespoon olive oil
- 1/2 yellow onion, chopped 2 cloves garlic, chopped
- 2 cans (15 ounces each) black beans, drained and rinsed
- 14 cup packed fresh cilantro leaves and stems
- 1 chipotle pepper with adobo sauce (about 1 heaping tablespoon)
- 2 tablespoons fresh lime juice
- 1 teaspoon kosher salt
- 3 tablespoons water

- Heat oil in skillet over medium heat. Add onion and garlic and cook, stirring, until softened, about 5 minutes.
- Combine onion mixture, beans, cilantro, chipotle and sauce, lime juice and salt in blender until mixture is chunky, about 30 seconds.
- Add water and continue to blend until smooth, about 30 seconds.
- If dip is too thick, blend in an extra splash or two of water.
- Taste and adjust seasoning with salt.
- Serve immediately, or store in airtight container in refrigerator for up to 1 week

# **Cumin-Spiced Lentil Burgers**





- Place 2 cups of water and lentils in a large saucepan. Bring to a boil.
- Reduce heat; simmer, uncovered, until lentils are tender, 15-20 minutes, stirring occasionally.
- Remove from heat; stir in bulgur and 1 teaspoon salt. Cover and let stand until bulgur is tender and liquid is absorbed, 15-20 minutes.
- Meanwhile, in a large nonstick skillet, heat 2 tablespoons of oil over medium-high heat.
- Add onion; cook and stir until tender, 5-7 minutes.
- Add cumin and black pepper; cook 1 minute longer. Remove from heat.
- Add onion mixture to lentil mixture. Stir in egg, green onions, parsley and remaining ½ teaspoon salt, mixing lightly but thoroughly.
- If needed, add remaining ¼ cup water, 1 Tbsp. at a time, to help the mixture stay together when squeezed; shape into eight ½ -in. thick patties.
- Only add 1- 2 tablespoons of water to soften if the burger mixture is too dry and does not stick together.
- In the same skillet, heat the remaining 4 tablespoons of oil over medium heat.
- Add burgers in batches; cook until golden brown, 3-5 minutes on each side.
- Serve in wraps with Sriracha mayonnaise and toppings