

CHEFS!

THEME 1: Becoming a Chef



CHEFS!

THEME 1: Becoming a Chef

p.3 **Session 1**

Kids in the Kitchen

p.12 **Session 2**

Half-Way to a Chef

p.20 **Session 3**

Chefs in the Kitchen



Session 1:

Kids in the Kitchen – Lesson Plan

Objectives:

- Chefs have an opportunity to meet each other and the facilitator.
- Chefs create and discuss rules and expectations for behaviour in the kitchen to ensure safety.
- Chefs become familiar with the kitchen layout and equipment.

RESOURCES	DISCUSSIONS & ACTIVITIES	TIME (MINUTES)
About Me	Introduce yourself, the program, and welcome the children. Give the children a chance to share information about themselves by completing the About Me information sheet. <i>essential</i>	15
Kitchen Rules & Safety in the Kitchen	Ask the children to brainstorm some possible rules for behaviour in the kitchen. Ask them to tell you why the rules are important. Use flipchart paper and colourful markers to record their suggestions. Review the Kitchen Rules and discuss rules the children may not have thought of. Discuss the tips listed on Safety in the Kitchen. <i>essential</i>	20
Kitchen Equipment Scavenger Hunt	A Kitchen Scavenger Hunt can be a good activity to help children gain confidence in the kitchen. Assign the children to pairs and assign each pair a couple of common pieces of kitchen equipment to find. If they need a visual example of the items, hold up examples or provide them with pictures of the items. <i>essential</i>	10
Mystery Food Can	Introduce the Mystery Food Can and explain that, each day, the children will need to identify different foods inside the can with only their sense of touch and smell. <i>optional</i>	5
How to Set a Table	During the recipe preparation, or before the children begin eating, demonstrate how to properly set a table. <i>optional</i>	5

Try these recipes (45 mins):

- Strawberry Apple Salsa
- Crunchy Cinnamon Crisps
- Egg in the Hole

TEACHING MOMENT:

The *About Me* activity can function as an icebreaker. Children may find this activity more fun if you assign them to pairs and ask them to interview each other using the About Me questions.





Session 1:

Kids in the Kitchen – Resources

About Me

Welcome to **CHEFS!** Please share a little bit about yourself and your cooking experience.

Name: _____ Age: _____ Male ___ Female ___

How much experience do you have cooking? a. none b. some c. lots

Name something you enjoy cooking: _____

Name something you would like to learn to cook: _____

The breakfast of your dreams is: _____

The dinner of your dreams is: _____

Do you have a favourite fruit or vegetable? _____

Do you consider yourself a healthy eater? _____

Do you exercise or play any sports? _____

Have you ever tried a vegetarian meal? _____

What would you typically drink with a meal? _____

Session 1:

Kids in the Kitchen – Resources

Kitchen Rules

- Please leave all bags and coats outside of the kitchen/work area.
- If you have a cell phone or iPod, leave it at home or in your bag.
- Work together as a team, with all members respecting each other.
- When somebody is speaking to you, stop what you are doing and listen.
- Keep a positive attitude with no bad moods or bad language; this keeps the kitchen fun for everybody.
- Always practice safety in the kitchen by following the safety rules.
- Before you work with food, place your hair net on your head, put your apron on and wash your hands.

WHEN TO WASH YOUR HANDS:

- Before and after cooking.
- After handling raw meat.
- After using the washroom.
- After sneezing or blowing your nose.





Session 1:

Kids in the Kitchen – Resources

Safety in the Kitchen

TO PREVENT ANY ACCIDENTS IN THE KITCHEN, FOLLOW THESE TIPS:

- Clean up any spills right away.
- Keep drawers, cupboard doors, and the oven door closed at all times.
- Baggy clothes or sleeves could catch on fire around the stove or get caught up in kitchen equipment.
- Turn pot and pan handles towards the back of the stove to avoid bumping into them.
- Always handle electrical cords with dry hands.
- Be sure to wash any utensil that falls on the floor before using it again.
- Use a non-slip mat or wet cloth under a cutting board to stop it from slipping while you are chopping.
- After you use a knife, lay it along side of the sink, not in the water where you may not see it and cut yourself.
- When carrying a knife in the kitchen carry it along side your body pointing down.
- If a knife starts to fall off the counter, step back. Do not try to catch it before it hits the floor.
- When you lift the cover off a hot pot, lift it so the steam goes to the back of the stove to prevent a steam burn. Use an oven mitt, too.
- Use pot holders or oven mitts (no dish towels) when handling hot pots, pans or baking sheets.
- Use only “microwave safe” cookware in the microwave. Never use tin foil or anything made of metal.



Session 1:

Kids in the Kitchen – Resources

Mystery Food Can

Source: Adapted from Kids in the Kitchen

Objective: The Mystery Food Can is a great way for student's to learn about foods using various sensory skills.

Materials/Resources:

- Mystery Can (large coffee tin with plastic lid)
- Large sock
- Large elastic band
- Various foods (eg. pineapple, kiwi, star fruit, cannelloni, couscous, whole coconut, pomegranate, dried beans or lentils, wild rice, etc.)

**To make the Mystery Food Can, cut off both ends of the coffee can, cover bottom end with plastic lid. Cut toe end off sock and stretch open end over can, securing with an elastic. Alternately, trace and attach a cardboard circle with a hole big enough for a child's hand to fit in the center. Decorate the outside of the can with food pictures.*

Instructions:

- Without the children seeing, place a mystery food in the can.
- Have the children take turns putting their hands into the can and touching the food.
- Have the children describe the food's shape and texture.
- Ask the children to guess what it might be.
- Remove the food and observe the shape and color.
- Ask the children if they can identify the food and share anything that they know about the food.
- After taking the food out of the can, wash and cut the foods that can be cut and observe the inside. Does it have skin? A core? Seeds or a pit? Is it juicy or dry?
- Have the children sample the food, if possible.

Note: This is a great ice breaker game





Session 1:

Kids in the Kitchen – Resources

Kitchen Equipment Scavenger Hunt

Source: Adapted from KICK – Kids in the Community Kitchen Program Toolkit

Objective: To help chefs become familiar with kitchen tools & equipment and where they are kept in the kitchen. Chefs learn where items are stored so that they can be more self-directed when working in the kitchen.

Materials/Resources: Scavenger Hunt Lists

- Lists of various kitchen items
- Collected examples of some items to show participants

Instructions: Arrange the kids into groups of two. Provide each group of two with a Scavenger Hunt List. Show the groups what some of the items might look like. Instruct the participants to travel through the kitchen cupboards, etc. to find all of the items on their list.

Example items for Scavenger Hunt Lists:

- Wooden spoon
- Spatula
- Drinking glass
- Plate
- Set of cutlery (spoon, fork, knife)
- Mixing bowl
- Cutting board
- Rolling Pins



Session 1:

Kids in the Kitchen – Resources

How to Set a Table

- Place the dinner plate or bowl on the table in front of the chair.
- The knife goes to the right of the plate with the sharp side of the blade facing towards the dinner plate.
- If you need a spoon for the meal, it goes beside the knife.
- The dinner (big) fork is placed on the left side of the plate.
- If you are having a salad, the small fork goes to the left of the dinner fork.
- The glass goes on the right, above the knife and spoon.
- The side plate for bread or rolls is placed just above the forks.
- The dinner napkin is folded and lies to the left of the forks.





Session 1:

Kids in the Kitchen – Recipe

Strawberry Apple Salsa

with Crunchy Cinnamon Crisps

Skill Level: Easy

Prep time: 10-15 minutes

Serves: 8

Cook time: 5 minutes

INGREDIENTS

2 cups frozen whole strawberries or or 1 pound container of fresh berries, sliced 🍓	juice of ½ an orange
2 medium apples 🍏	2 tbsp mint, freshly chopped (optional)
1 tbsp honey or maple syrup 🍯	4 whole wheat or whole grain tortillas
zest from half an orange (use the fine side of a grater)	1 tbsp white sugar
	1 tsp cinnamon

Strawberry Apple Salsa Instructions:

1. Spread berries on a large sheet pan to thaw (about 30 minutes).
2. In a large bowl, mash the berries with a potato masher.
3. Wash, core and dice the apples and add to berries.
4. Add the honey or maple syrup, zest and juice.

Crunchy Cinnamon Crisps Instructions:

1. Using a pastry brush, brush tortillas with a little bit of water, then sprinkle with the cinnamon sugar mixture.
2. Cut each tortilla into wedges using a pizza cutter or a chef's knife and place them on a baking sheet.
3. Bake 400 °F about 5 min or until golden brown.
4. Let tortillas cool then use them to scoop up the salsa.

EQUIPMENT/TOOLS NEEDED:

- Apple corer / slicer
- Zester or grater
- Measuring spoons
- Cutting board and non-slip mat
- Potato masher
- Baking sheet
- Paring knife
- Chef's knife
- 2 mixing bowls
- Pastry brush
- Pizza cutter
- Cooling rack



Session 1:

Kids in the Kitchen – Recipe

Egg in the Hole

Skill Level: Easy

Serves: 1

Prep time: 12–25 minutes

Cook time: 5 minutes

INGREDIENTS:

1 slice whole wheat bread

1 egg 🍎

1 tsp margarine

1 pinch of salt

1 pinch of pepper

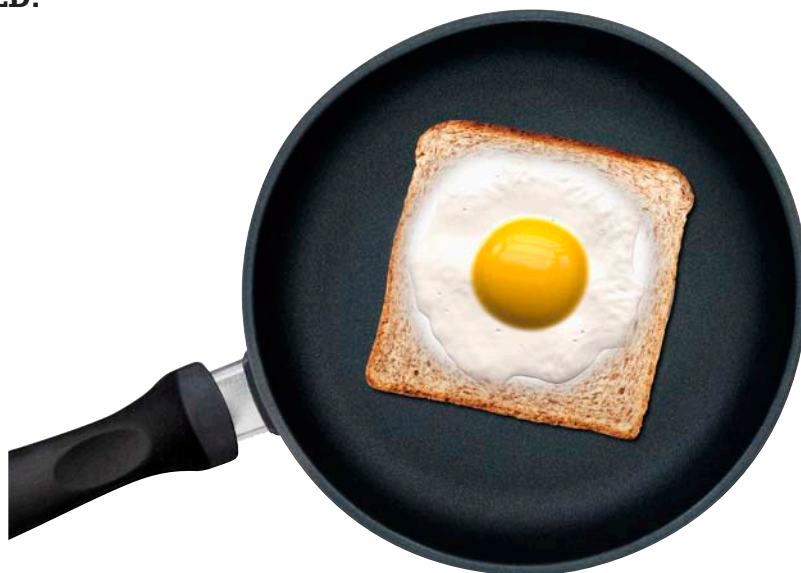
INSTRUCTIONS:

1. Spread 1 tsp margarine over both sides of bread.
2. Make a hole in the middle of the bread (about 2 inches in diameter) using a cookie cutter or by ripping it with your fingers.
3. Place bread on a hot frying pan.
4. Break an egg into the bread hole.
5. Turn the element down to low and cook until the egg white turns white.
6. Flip bread and continue to cook until the yolk is firm (you may need to puncture the yolk with a knife).
7. Slide onto your plate and enjoy.

Note: For multiple servings, use a griddle or several large frying pans.

EQUIPMENT/TOOLS NEEDED:

- Frying pan or large griddle
- Bread knife
- Spatula





Session 2

Half-Way To Chef – Lesson Plan

Objectives:

- Chefs become familiar with the names and functions of different types of kitchen equipment.
- Chefs learn the meaning of cooking terms and how to read a recipe.
- Chefs learn how to properly measure wet and dry ingredients.

RESOURCES	DISCUSSIONS & ACTIVITIES	TIME (MINUTES)
A variety of uncommon kitchen items	Display a variety of kitchen items which the children may not be familiar with. Ask if they know what they are called, what they do, or how to use them. Allow the children to demonstrate, with supervision, where appropriate. Ask them to think of some meals that may involve the items in preparation. <i>essential</i>	10
Cooking Terms Jeopardy Glossary of Cooking Terms	The Chefs learn cooking terms through friendly competition and a familiar game format. <i>essential</i>	25–30
Measuring Tips How to Measure	Measuring = Math + Food. Gather measuring spoons and cups along with basic kitchen ingredients, like water and flour. Discuss the different units of measurement (eg. cup, tablespoon, etc.). Demonstrate the techniques for measuring wet and dry ingredients. Ask for volunteers to join you and ask them to measure varying amounts of wet and dry ingredients. <i>essential</i>	15
Reading a Recipe Recipe Preparation Steps	Use one of the suggested recipes below to illustrate the guidelines for reading a recipe. You may wish to use the Reading a Recipe Resources to guide your lesson. Ask the children to brainstorm and think of possible scenarios that might result if you misread a recipe; for example, you might end up with chunks of carrots in your carrot muffins, if you don't read that they need to be grated. <i>essential</i>	10

Try one of these recipes (30 mins):

- Whole Wheat Blueberry Pancakes
- Tuna Wrap

TEACHING MOMENT:

Maintain a positive atmosphere by providing encouragement and asking questions of the children that call upon their knowledge and experiences.

Session 2:

Half-Way To Chef – Resources

Cooking Term Jeopardy!

Objective: The chefs become familiar with cooking terms to help them read and make recipes in upcoming sessions.

Materials/Resources:

- Flip chart paper/marker board
- Markers
- Glossary of Cooking Terms

Instructions:

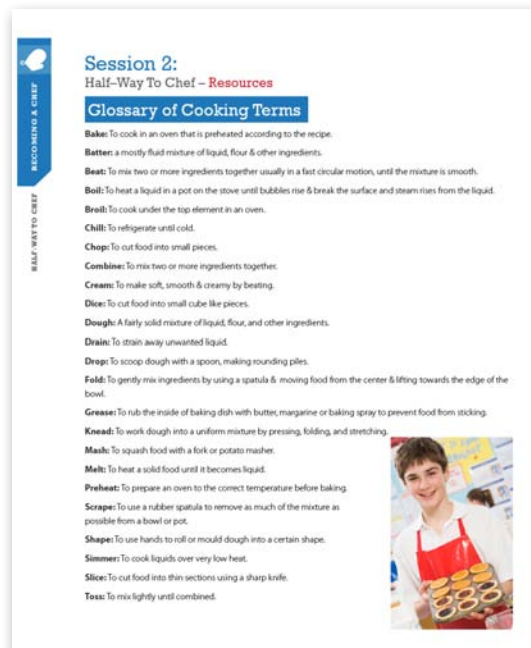
Provide each participant with a copy of the Glossary of Cooking Terms. Review the terms as a group, allowing the children to take turns reading out the terms and definitions. Assign the participants to two or three teams (they may wish to create team names).

Collect the Glossary of Cooking Terms copies from the children and begin the game.

Read the definition of a term and allow the teams to raise their hands when they know the answer. The first to answer correctly receives points. Just as in Jeopardy, answers are given in question format; for example, 'What is bake?'

Keep a tally of points on flip chart paper or a marker board.

Note: It may be helpful to have a complete list of the terms written on a marker board or otherwise visible, depending on how familiar the children are with the terms.





Session 2:

Half-Way To Chef – Resources

Glossary of Cooking Terms

Bake: To cook in an oven that is preheated according to the recipe.

Batter: a mostly fluid mixture of liquid, flour & other ingredients.

Beat: To mix two or more ingredients together usually in a fast circular motion, until the mixture is smooth.

Boil: To heat a liquid in a pot on the stove until bubbles rise & break the surface and steam rises from the liquid.

Broil: To cook under the top element in an oven.

Chill: To refrigerate until cold.

Chop: To cut food into small pieces.

Combine: To mix two or more ingredients together.

Cream: To make soft, smooth & creamy by beating.

Dice: To cut food into small cube like pieces.

Dough: A fairly solid mixture of liquid, flour, and other ingredients.

Drain: To strain away unwanted liquid.

Drop: To scoop dough with a spoon, making rounding piles.

Fold: To gently mix ingredients using a spatula, moving food from the center & lifting towards the edge of the bowl.

Grease: To rub the inside of baking dish with butter, margarine or baking spray to prevent food from sticking.

Knead: To work dough into a uniform mixture by pressing, folding, and stretching.

Mash: To squash food with a fork or potato masher.

Melt: To heat a solid food until it becomes liquid.

Preheat: To prepare an oven to the correct temperature before baking.

Scrape: To use a rubber spatula to remove as much of the mixture as possible from a bowl or pot.

Shape: To use hands to roll or mould dough into a certain shape.

Simmer: To cook liquids over very low heat.

Slice: To cut food into thin sections using a sharp knife.

Toss: To mix lightly until combined.



Session 2:

Half-Way To Chef – Resources

Measuring Tips

It is important to measure ingredients correctly to get good results. You will need to know:

- The right tools.
- How to measure (some ingredients are measured using different methods).
- Abbreviations for measurements.



Dry Measuring Cups: These are often cups that fit one inside the other. They are metal or plastic. They are used to measure dry ingredients like flour or sugar and soft solids like margarine. They come in sizes: $\frac{1}{4}$ cup (50ml), $\frac{1}{3}$ cup (75ml), $\frac{1}{2}$ cup (125ml), $\frac{2}{3}$ cup (150ml), $\frac{3}{4}$ cup (175ml), and 1 cup (250ml).



Liquid Measuring Cups: These are clear glass or plastic cups with measurement markings painted on the outside. They have a handle and spout or lip to make pouring easy. They will hold 1 cup (250ml), 2 cups (500ml) or 4 cups (1L).



Measuring Spoons: Measuring spoons usually come in a set. They can be used for dry or liquid measure. They come in sizes that measure: $\frac{1}{4}$ teaspoon (1ml), $\frac{1}{2}$ teaspoon (2ml), 1 teaspoon (5ml), and 1 tablespoon (15ml).

Dry Ingredients:

1. Spoon the ingredients into the measuring cup.
2. Level off any extra with the straight edge of a knife or spatula.

Liquid Ingredients:

1. Place the liquid measuring cup on a level surface.
2. Bend down so your eye is the level with the markings of the cup.
3. Fill the cup to the right level.

Note: When measuring 1 tablespoon (15ml) or less, fill the appropriate measuring spoon to the top without letting it spill over.





Session 2:

Half-Way To Chef – Resources

Reading a Recipe

A recipe is a set of instructions for preparing a certain food or drink. Although they can be written in different forms, they usually follow the same guidelines:

Recipe Title or Name: can include a description of the recipe like “healthy tropical smoothie”.

Servings or Portions: How many portions the recipe makes and sometimes the size of the portion.

Time: Tells you how long it takes to prepare the recipe. Sometimes includes cooking time

Ingredients: A list of items you will need to prepare the recipe.

- A recipe may say “optional” beside an ingredient which means it is not critical but can be added for extra flavour or to make the recipe a little different.
- Ingredients can be without a specific measurement as in “salt to taste” or a “pinch” of salt or spice.
- The ingredient might be listed with certain instructions of what you need to do with it before using it in the recipe. “one egg, beaten” or “1 cup carrots, grated.”

Directions or Method: The steps for preparing the recipe must be followed in the order they are given. Preheating the oven is often the first step.

Serving Suggestions: Ways to serve the food you are preparing or other foods to serve with it.

Nutritional Analysis: Number of calories & other nutrients per serving.

Measurement Short Forms:

cup = c = 250 ml

pound = lb = 454 g

teaspoon = tsp = 5 ml

tablespoon = Tbsp = 15 ml



Session 2:

Half-Way To Chef – Resources

Recipe Preparation Steps

Before you start a recipe, read the recipe and the directions, to make sure that you have:

- All the ingredients called for
- The necessary kitchen tools & equipment
- Enough time to complete the recipe (preparation time & cooking time)

Be prepared by always following these steps:

- Remove any jewelry on your hands and wrists
- Keep your hair tied back or wear a hair net
- Wear an apron to keep your clothes clean
- Clean and clear a work area
- Set out necessary ingredients and equipment
- If necessary, preheat the oven
- Wash your hands

Now, you are ready to start cooking. Remember to follow the directions exactly and in the order they are given. Ingredients need to be measured accurately for best results.





Session 2:

Half-Way To Chef – Recipe

Whole Wheat Pancakes

Skill level: Easy

Serves: 12 (2 pancakes each)

Prep time: 15 minutes

Cook time: 2–3 minutes/pancake

INGREDIENTS:

1½ cups all purpose flour 🍎

1½ cups whole wheat flour

3 tbsp granulated sugar

2 tbsp baking powder

½ tsp cinnamon

1 tsp salt

2 eggs 🍎

3 cups 2% milk

3 tbsp vegetable oil

1 ½ tsp vanilla

1 cup blueberries 🍎

INSTRUCTIONS:

1. In a medium bowl, stir together flours, sugar, baking powder, salt and cinnamon.
2. In a separate large bowl, whisk together eggs, milk, oil and vanilla.
3. Pour dry ingredients over wet and very gently mix batter until just combined. Do not over-mix. Let mixture sit for 2 minutes.
4. Heat a large non-stick skillet or griddle over medium to high heat. Spray with non-stick spray then pour ¼ cup batter for each pancake, scatter blueberries on top.
5. Cook 1½ – 2 minutes or until bubbles on top break, bottom of pancake should be golden when you flip it.
6. Turn and cook for 1 minute longer or until lightly browned.

EQUIPMENT/TOOLS NEEDED:

- Medium mixing bowl
- Large mixing bowl
- Dry measuring cups and measuring spoons
- Liquid measuring cup
- Whisk
- Non stick skillet or griddle
- Non stick spray
- Spatula



Session 2:

Half-Way To Chef – Recipe

Tuna Wrap

Skill level: Easy

Serves: 4 (1/2 wrap per serving)

Prep time: 10 minutes

Cook time: N/A

INGREDIENTS:

2 large whole wheat or whole grain tortillas

1 can tuna in water – drained

1 tbsp olive oil mayonnaise

2 tbsp mild salsa

¼ cup celery – minced

½ cup reduced fat grated cheddar cheese

INSTRUCTIONS:

1. Mix tuna with salsa, mayo and celery in a mixing bowl.
2. Lay tortillas flat on the counter and divide the tuna mixture between them, spreading with a spoon or spreader to almost reach the edges.
3. Sprinkle each tortilla with half of the cheese.
4. Fold opposite ends of tortilla in about 2 inches (this will keep your filling from falling out) then roll up the tortilla from one non folded side to the other. Cut in half and serve.

EQUIPMENT/TOOLS NEEDED:

- Cutting board and non slip mat
- Chefs' knife
- Mixing bowl
- Measuring spoons
- Dry measuring cups
- Grater





Session 3:

Chefs in the Kitchen – Lesson Plan

Objectives:

- Chefs are able to safely use a chef's knife and a paring knife.
- Chefs participate in cleaning up.

RESOURCES	DISCUSSIONS & ACTIVITIES	TIME (MINUTES)
Samples of knives (bread, chef's, paring, etc.) Types of Knives	Discuss the differences between kitchen knives (eg. bread knives have serrated edges to keep bread in place when slicing, chef's knives have a rounded blade for rocking back and forth when chopping vegetables, paring knives are used to peel and slice small foods, etc.) <i>essential</i>	10
How to Use a Chef's Knife How to use a Paring Knife Slicing, Dicing, & More	Demonstrate the proper technique for using a chef's knife and a paring knife. Involve the children in the demonstration by guiding them through the proper steps to ensure safety. Demonstrate the difference between chopping, dicing, slicing, etc. <i>essential</i> <i>Note: it is best practice to use a cutting board with non-slip mats underneath when cutting.</i>	20
How to Make a Chef's Hat	Now that the children have learned all of the important chef skills, they can celebrate by making their own chef's hat! <i>optional</i>	10
Kitchen Charades	Lead the kids in a game of Kitchen Charades. Write cooking terms, kitchen equipment, and even food names on cards, place them in a hat, and have the children pick one with their eyes closed. The child will then act out the word, for the opposing team to guess. <i>optional</i>	20
Dish & Kitchen Clean Up	Guide the children in cleaning the kitchen after the food has been served. They will be responsible for cleaning up in future sessions. <i>optional</i>	15

Try these Recipes (45 mins):

- Apple & Cheddar Quesadillas
- Broccoli Salad

TEACHING MOMENT:

Allow the children to practise a skill like peeling or chopping as soon as they learn it.

Session 3:

Chefs in the Kitchen – Resources

Type of Knives





Session 3:

Chefs in the Kitchen – Resources

How to Use a Chef's Knife

How to use a Chef's knife:

Understanding how to hold a chef's knife properly is 80% of using it safely. The other 20% of safety lies in how you hold the food being cut.

- Grip the knife at the base of the blade. Pinch the back of the blade between your thumb & index finger – the way you might hold a credit card out to someone.
- Grip the food with the tips of your fingers slightly curled under (like a claw). Your fingers will act as a guide for the knife.
- You can either drag the knife towards you with the blade tip and the point touching the board the whole time when you are slicing through a food.
- Or you can rock the knife back and forth on the curved surface of the knife's tip, using the back edge or "heel" of the blade to do most of the cutting.
- To dice or mince the food, keep the same grip on the knife and place your other hand flat on top of the knife. Rock the knife back & forth over the food with the tip staying on the board

How to use a Chef's knife video.

<http://www.stellaculinary.com/knife-skill-video-techniques-hd>



Session 3:

Chefs in the Kitchen – Resources

How to Use a Paring Knife

A paring knife is a much smaller knife with a blade that is between 2½ and 4 inches long. For many, it is the most used knife in the kitchen.

- Used for peeling fruit and vegetables
- Cutting or slicing small foods like garlic, berries etc.
- Mincing small items like garlic
- Removing the skin from onions, citrus fruits etc.
- Detailed or controlled cutting



HOW TO PEEL

- Open your working hand flat and lay the paring knife diagonally across your fingers with the blade facing in. Close your hand around the handle with your index finger wrapping around the top edge of the knife's handle.
- Hold the apple in your left hand (or right if you are a lefty). Your right thumb also holds the apple as you begin to push the knife along the inside of the flesh.
- Now your thumb becomes your knife's guide. Your thumb moves around the apple as your left hand turns the apple. Always keep your thumb ahead of the blade to protect yourself from being cut.

Visit <http://queencleopatra.hubpages.com/hub/paring-knife---different-kinds-of-knife> for lots more information on knives and a video on how to use a paring knife.





Session 3:

Chefs in the Kitchen – Resources

How to Make a Chef's Hat

Objective: New chefs have fun creating their own chef's hat to either take home or wear in upcoming sessions.

Materials/Resources: (per hat)

- 2 sheets of legal size (8.5 x 14 inches) sheets paper
- Scissors & ruler or measuring tape
- Tape & stapler
- Crayons, markers, or pencil crayons
- Stickers (optional)
- White Bristol board cut to: 23 x 4 inches

Instructions:

1. Have the children decorate their hat bands first, then set aside.
2. Tape the two pieces of paper together on the 8½ inch side, overlapping edges ½ inches. Then fold this long sheet vertically into an accordion fold all the way along the length. One inch pleats work well but you can make them smaller if you like.
3. Gently unfold the accordion folded paper and stretch it out to fit 1 inch inside the top edge of the hat band. Tape the bottom of the paper onto the back side of the band all along the edge allowing for some pleating. If there is excess paper that doesn't fit into the band, just cut it off leaving a ½ inch excess.
4. Overlap the back edges of the hat band until it fits the child's head. Staple the band in place and tape the accordion file together where the edges overlap.

This is a great photo opportunity for your group of chefs!

Adapted from

www.ehow.com



Session 3:

Chefs in the Kitchen – Resources

Kitchen Charades

Source: Adapted from **Kids in the Kitchen**

Objective: This activity tests the chefs' retention and comprehension of cooking terms and names of kitchen tools and / or equipment.

Materials/Resources:










- Charades cards (included)
- Kitchen equipment/tools which will be needed for demonstration

Instructions: Before the session begins, cut out the charades cards and arrange them face down in a pile. Each child will have a chance to choose a card from the pile and act out the term on the Charades card. You can perform this activity as one group or divided into teams.



Session 3:
Chefs in the Kitchen – Resources

Kitchen Charades Pictures

 Whisk	 Mix	 Mash
 Roll	 Boil	 Bake
 Sprinkle	 Pour	 Blend

26

Session 3:
Chefs in the Kitchen – Resources

Kitchen Charades Pictures

 Knead	 Chop	 Grate
 Toast	 Fry	 Stir Fry
 Steam	 Barbecue	 Beat

27



Session 3:

Chefs in the Kitchen – Resources

Kitchen Charades Pictures



Whisk



Mix



Mash



Roll



Boil



Bake



Sprinkle



Pour



Blend

Session 3:

Chefs in the Kitchen – Resources

Kitchen Charades Pictures



Knead



Chop



Grate



Toast



Fry



Stir Fry



Steam



Barbecue



Beat





Session 3:

Chefs in the Kitchen – Resources

Dish & Kitchen Cleanup

Rule #1: Everyone participates in clean up

This is how we will clean:

- Separate garbage into their proper bins (wet, dry, compost, refundables, recycling, etc. as appropriate).
- Collect all dishes and utensils in clean bins.
- Scrape and rinse any food from dishes.
- Fill one sink with hot soapy water (one squirt of dish soap). Use the other sink for running hot water when you need to rinse the dishes.
- Set up a draining board or rack next to the rinse sink.
- Use a dish cloth, brush, or scouring pad to wash the dishes.
- Rinse the dishes in the rinse sink by holding them under hot, running, rinse water and inspecting for any missed spots. Be sure to rinse away all soap suds.
- Dry the dishes with a clean dish towel.
- All dishes, utensils, and equipment need to be put away in the proper cupboards and drawers.
- Using a fresh sink of hot, soapy water, clean the counters/workspace as well as the stove top. Dry the surfaces after cleaning.
- Place all dirty laundry (soiled aprons, wash cloths, drying cloths, etc.) in the appropriate laundry basket.

Before anyone leaves for the day, please be sure that the kitchen is clean.



Session 3:

Chefs in the Kitchen – Recipe

Apple and Cheddar Quesadillas

Skill level: Moderate

Prep time: 10 minutes

Serves: 11

Cook time: 5 - 10 minutes

INGREDIENTS:

1 small whole wheat tortilla

½ tsp white sugar

½ apple or pear, washed and sliced 

¼ tsp cinnamon

¼ cup reduced fat cheddar cheese, grated

1 non-stick spray

INSTRUCTIONS:

1. Combine cinnamon and sugar in a small bowl.
2. Grate cheese and set aside.
3. Thinly slice apple leaving the skin on.
4. Lay the apple or pear slices over half of the tortilla.
5. Sprinkle with cinnamon sugar.
6. Cover the apples with grated cheese and fold the tortilla in half.
7. Heat griddle or frying pan over medium to high heat.
8. Spray griddle lightly with non-stick spray, then place tortilla on top.
9. Cook until the bottom tortilla is slightly browned. Lightly spray top of tortilla with non-stick spray and gently flip it over. Cook until the other side browns and slide it onto a cutting board.
10. Use a pizza cutter or chef's knife to cut tortilla into wedges.

EQUIPMENT/TOOLS NEEDED:

- Skillet or griddle
- Spatula
- Grater
- Paring knife
- Cutting board and non-slip mat
- Pizza cutter or Chef's knife
- Small bowl
- Measuring spoons





Session 3:

Chefs in the Kitchen – Recipe

Broccoli Salad

Skill level: Easy

Serves: 6

Prep time: 25 minutes

Cook time: N/A

SALAD INGREDIENTS:

3 cups broccoli stems and florets, diced 🍅

½ cup dried cranberries 🍅

½ cup sunflower seeds

½ red pepper, diced fine 🍅

1 carrot, peeled and grated 🍅

1 can mandarin oranges in juice, drained

DRESSING:

½ cup light mayonnaise

2 tbsp reduced-fat sour cream

1 tbsp white vinegar

2 tbsp sugar

INSTRUCTIONS:

1. Whisk dressing ingredients together and let sit for at least 10 minutes for sugar to dissolve, then whisk again.
2. Combine salad ingredients in a bowl, and toss with dressing until well combined.

EQUIPMENT/TOOLS NEEDED:

- Cutting board and non slip mat
- Vegetable peeler
- Can opener
- Strainer
- Paring knife
- Chef's knife
- Whisk
- 2 mixing bowls

