

Kitchen Lesson K6-1

Kitchen Orientation

Sustainability

Work in the kitchen is connected to plants in the garden, because food cooked at the Edible Schoolyard Berkeley is organic, seasonal and vegetarian.

Communication

Students share a personal memory while working as a group to set the table, eat a snack and clean up.



Nourishment

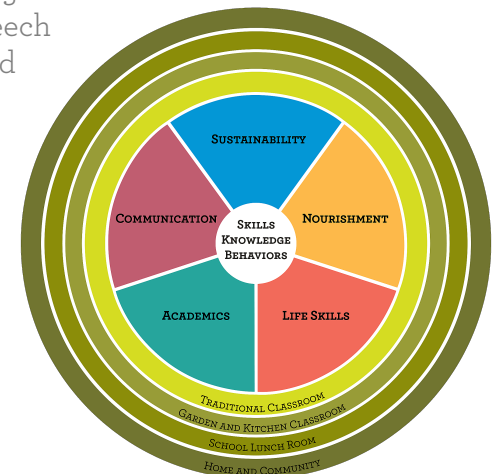
Organic, seasonal food is not only good for our bodies and the earth, but is also delicious and flavorful. Enjoyment of food is an important part of good nutrition.

Life Skills

Students set the table and have conversation while eating together, then clear dirty dishes, compost food scraps and recycle waste water after they have finished eating.

Academics

This lesson fulfills Common Core State Standards in ELA for integrating information presented in different media; engaging effectively in a range of collaborative discussions; interpreting information presented in diverse media; presenting claims and findings; adapting speech to a variety of contexts and tasks; grammar; using knowledge of language and its conventions; and acquiring words and phrases. demonstrating command of standard English.



Kitchen Orientation Abstract

Summary

This lesson introduces 6th grade students to the kitchen classroom. Students meet staff, explore the kitchen, learn the basic rules and systems and practice setting the table to eat a garden snack. While eating, they share a food memory.

Objectives

After this lesson, students will be able to:

- Name and locate the basic tools and equipment in the kitchen
- Practice implementing basic kitchen routines
- Use descriptive language and sensory details to describe a food memory

Assessments

During this lesson, students will:

- Accurately identify the basic tools and equipment in the kitchen
- Set the table, compost food scraps and correctly utilize the bussing system
- Share a personal food memory using descriptive language and sensory details

Communication is strengthened by sharing a personal memory while working as a group to set the table, eat a snack and clean up. **Sustainability** is highlighted by connecting plants in the garden to work in the kitchen, and understanding that the ESY kitchen is organic, seasonal and vegetarian. **Nourishment** is emphasized by eating organic, seasonal food that is not only good for our bodies and the earth, but is also delicious and flavorful. **Life Skills** are sharpened as students set the table and have conversation while eating together, then clear dirty dishes, compost food scraps and recycle waste water after they have finished eating.

Academics fulfill Common Core State Standards in ELA for integrating information presented in different media; engaging effectively in a range of collaborative discussions; interpreting information presented in diverse media; presenting claims and findings; adapting speech to a variety of contexts and tasks; demonstrating command of standard English grammar; using knowledge of language and its conventions; and acquiring words and phrases. See **Connections to Academic Standards** below

for details.

Edible Schoolyard curriculum emphasizes developing community and personal stewardship; **teamwork**; making **positive contributions**; **communicating** relevant questions; recognizing the **right tool** for a job; **solving problems**; making **decisions**; using **rituals** and **routines**; creating **unity**; noticing **beauty**; developing **confidence**; understanding **seasonality**; being mindful of **bio-diversity**; identify **basic tools**; use basic **techniques**; fully **engage their senses** and use descriptive vocabulary. See **Connections to *Edible Schoolyard* Standards** below for details.

This lesson follows the BEETLES Project's *Learning Cycle* (Invitation-> Exploration -> Concept Invention -> Application -> Reflection) and uses their *Discussion Routines* (Think-Pair-Share, Whip-Around). All are highlighted in **Green*** with an asterisk for easy identification. See the documents BEETLES_Discussion_Routines.pdf and BEETLES_Learning_Cycle.pdf included in **Resources** below for more information. Games and activities from other sources are also identified in **Green**, without an asterisk.

Connections to *Academic Standards*

Common Core State Standards, English Language Arts and Literacy, Grade 6

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RST.6.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.
- RST.6.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.
 - SL.6.1.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - SL.6.1.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - SL.6.1.d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to

accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 53 for specific expectations.)
- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - L.6.1.a Ensure that pronouns are in the proper case (subjective, objective, possessive).
 - L.6.1.b Use all pronouns, including intensive pronouns (e.g., *myself*, *ourselves*) correctly.
 - L.6.1.c Recognize and correct inappropriate shifts in pronoun number and person.
 - L.6.1.d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - L.6.3.a Vary sentence patterns for meaning, reader/ listener interest, and style.
 - L.6.3.b Maintain consistency in style and tone.
- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connections to *Edible Schoolyard* Standards

Edible Schoolyard 3.0

In the Edible Schoolyard Program

- 1.0.0: Students work with each other and teachers to develop community and personal stewardship, along with skills that will help them navigate different situations throughout their lives.
- Tools 1.1.1: Engage in structured groups to complete tasks and practice **teamwork**.
- Tools 1.1.2: Make **positive contributions** to small group discussions.
- Tools 1.1.3: **Communicate** relevant questions to classmates; build language and listening skills by practicing self-control, self-awareness, and noticing our impact on others.
- Tools 1.1.4: Recognize the **right tool** for a job and clearly articulate reasons for choosing it.
- Techniques 1.2.5: **Solve problems** by clearly identifying the challenge, posing questions, visualizing the end goal and identifying multiple solutions.
- Techniques 1.2.6: routinely make **decisions**, and demonstrate increased self-awareness, confidence, empathy, and ability to respectfully challenge and debate others.
- Techniques 1.2.7: Follow a set of **rituals and routines** that help work go smoothly and develop into lifelong habits.

- Concepts 1.3.8: Create an atmosphere of cooperation and **unity**. We elevate the class experience for all by offering and receiving encouragement, and welcoming the ideas and contributions of others.
- Concepts 1.3.9: Notice and appreciate **beauty**. We take ownership in pleasing and awakening our senses to communicate care and value, because beauty can deliver a message of optimism and expectation without saying a word.
- Concepts 1.3.10: Develop **confidence** by creating a supportive and stimulating middle school environment in which they can seek and test boundaries, begin to formulate value systems, and define their interests and talents. The kitchen and garden offer opportunities for students to explore their strengths while building skills for life.
- Concepts 1.3.11: Understand **seasonality** by recognizing and enjoying foods at their peak of flavor and ripeness. Students know that locally sourced foods are good choices because they provide optimum freshness, support the local economy, and help offset global warming.
- Concepts 1.3.12: Are mindful of **bio-diversity** as it pertains to the ecology of the garden, the development of food throughout history, and within our own faculty and student body. We explore the garden as an ecosystem and understand that embracing and preserving diversity builds a strong, healthy, and resilient planet.

In the Kitchen Classroom, 6th grade

- 2.0.0: Throughout their years in the ESY kitchen, students develop a set of tools, techniques, and concepts to feed themselves nutritiously and deliciously, while increasing their awareness of the role of food in much wider environmental, economic, and historical contexts.
- Tools 2.1.1: Identify **basic tools** at the ESY Cooking Station and use and care for them with guidance.
- Techniques 2.2.5: Use basic **techniques** as instructed, and refer to them by name in conversation.
- Concepts 2.3.10: Fully **engage their senses** and use descriptive vocabulary to discuss observations, situations, events, moods, and other subjects including and beyond food.

Kitchen Orientation Lesson

Materials

- K6-1 Visual Aid
- K6-1 Question Cards
- K6-1 Food Memory Worksheet
- Toolbox
- Tablecloth
- Cups
- Plates
- Napkins
- Forks
- Knives
- Seasonal fruits or vegetables

Tools

- Pitcher
- Reamer
- Apple corer
- Potato masher
- Zester
- Grater
- Vegetable peeler
- Crinkle cutter
- Pasta crimper
- Garlic peeler
- Bench scraper
- Wooden spoon
- Chefs' knives
- Paring knives

- Cutting boards
- Measuring beaker
- Measuring cups
- Measuring spoons

Timeline Overview

Total Duration: 90 minutes

Welcome: (10 minutes)

1. *Invitation**

Introduction (10 minutes)

2. *Exploration**

3. *Concept Invention**

Table Group Orientation: (30 minutes)

4. *Exploration**

5. *Concept Invention**

Practicing Kitchen Rituals

6. *Application** (30 minutes)

Closing Circle

7. *Reflection** (10 minutes)

Before you Begin

- Create the visual aid
- Collect all the tools and ingredients, and then distribute them to tables
- Copy the Food Memory Worksheet for students
- Prepare a seasonal garden snack

Procedures

Welcome (10 minutes)

1. *Invitation*:*

Welcome students and divide them into three table groups.

- a. Table groups are color-coded: green, red, and blue.

Introduction (10 minutes)

2. *Exploration**:

Students ask questions of teachers and volunteers.

- a. Have a student volunteer from each group choose a question from the question cards for each adult to answer before they are introduced.

3. *Concept Invention**:

Students learn about the kitchen classroom.

- a. Emphasize the students' transition from the garden to the kitchen.
 - i. Invite them to share examples of plants they saw growing in the garden throughout the fall.
- b. Have students define organic and seasonal.
 - i. Discuss what is cooked in the kitchen (organic, seasonal, vegetarian).
- c. Discuss the behavior expectations in the kitchen.

Table Group Orientation (30 minutes)

4. *Exploration**:

Students tour the kitchen, explore cooking stations and get to know the toolbox.

- a. Break into table groups.
- b. Lead a small group check-in.
- c. Go on a walking tour of important kitchen features and systems:
 - i. Cubbies
 - ii. Library
 - iii. Recycling
 - iv. Compost
 - v. Spice Table
 - vi. Oven
 - vii. Dish Cupboard
 - viii. Altar
 - ix. Metro Shelf
 - x. Fridge
 - xi. Bussing Station
 - xii. Griddle

xiii. Dish Tower

xiv. Dishwasher

- d. Return to table groups and give students time to explore their cooking station and toolbox with the directive to observe and memorize everything they find in each place.

5. *Concept Invention**:

Students learn about tools, ingredients, equipment and responsibilities.

- a. Quiz the group after exploration time to help them recall the names, uses, and locations of basic tools, ingredients, and equipment.
- b. Explain to the table groups their areas of responsibility and that students are responsible for cleaning and maintaining these three areas:
- i. Table
 - ii. Toolbox
 - iii. Cooking Station

Practicing Kitchen Rituals (30 minutes)

6. *Application**:

Students apply what they have learned to eat a snack together.

- a. Describe to students the items needed to set the table.
- b. Help students to set the table for a garden snack.
- i. Encourage them to work independently by giving as little hands-on help as possible.
- c. Eat.
- i. While eating, pass out the Food Memory Worksheet and encourage students to share a food memory.
 - ii. If there is time, use the question cards to engage the full group in shared conversation.
- d. Clean up.
- i. Have students familiarize themselves with the kitchen systems by composting, bussing dishes, and refilling water pitchers.

At the Closing Circle (10 minutes)

7. *Reflection**:

Students reflect on today's class time.

- a. Invite students to share their food memories.

b. Answer any remaining questions.

Vocabulary

Seasonal

Organic

Cubbies

Dish Cupboard

Altar

Metro Shelf

Fridge

Bussing Station

Griddle

Dish Tower

Spice Table

Contributors

All lessons at the Edible Schoolyard Berkeley are developed in collaboration with the teachers and staff of the Edible Schoolyard and Martin Luther King Jr. Middle School.

Learning Cycle and Think-Pair-Share discussion routine © The Regents of the University of California. All materials created by BEETLESTM at The Lawrence Hall of Science.

Resources

K6-1_Visual_Aid.pdf

K6-1_Food_Memory_Worksheet.pdf

K6-1_Question_Cards.pdf

BEETLES_Learning_Cycle.pdf (See lesson G6-0)

BE SAFE

- KNIVES stay at the table
- Right tool for the job
- Practice good hygiene

BE RESPECTFUL

- Keep your hands to yourself
- Use appropriate language
- One voice at Chef Meetings

BE RESPONSIBLE

- Clean as you go
- Properly care for tools + equipment
- Put things back where you found them

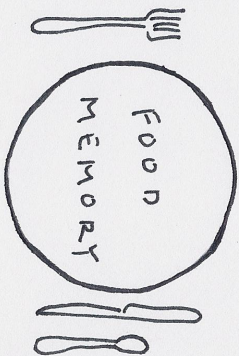
BE AN ALLY

- Help each other
- Keep an open mind
- Teamwork + Collaboration



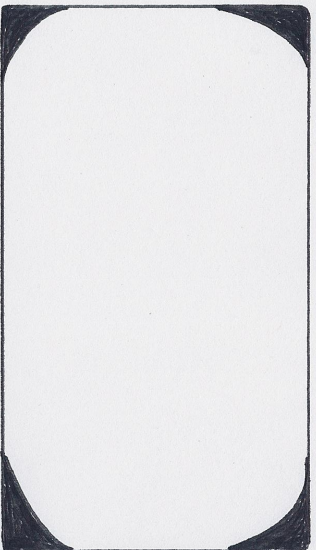
The Edible Schoolyard

Food Memory Activity



WHO
WAS
THERE?

WHAT
SEASON
WAS
IT?



WHAT
WAS
THE
OCCASION?

WHAT
WERE
THE FLAVORS,
AROMAS,
SOUNDS?



Sample Question Card Questions

What is the scariest thing about becoming an adult?

What is something you want to learn that they don't teach you in school?

If you could change anything about yourself, what would it be?

Why do you think people give up on their dreams?

If you could be famous, what would you be famous for?

If you could live anywhere, where would you live?

If you could bring back one person from the dead, who would it be?

What is the first step toward ending racism?

Why do you think we need to go to school?

What is your most important goal right now?

What is one lesson that you had to learn the hard way and what did you learn?

What is the worst crime against humanity?

What are your three best and worst qualities?

What is your most prized possession and why?

What do you like most about yourself?

If you could teach any class, what would it be?

If you could have any talent, what would it be?

When do you feel the most protected?

Do you believe a person is defined by what he or she does for a living?

What is your greatest fear about having children?

What is one of your most beautiful childhood memories?

What makes you angry and how can you change that?

How do you think others view you and why?

What is a piece of wisdom that you would pass on to your kids about being your age?

What question would you like to be asked?

What is your biggest accomplishment and why?

What is something you wish you could change about your life?

What is your greatest fear?

If you could change one law, what would it be?

What are three traits you look for in a friend?

If you could visit any time period, which would you choose?

Would you rather have a job with average pay that you love or a job with great pay that you hate?

What language would you like to speak fluently?

If you could supersize one of your senses, which one would it be?
(taste, sight, touch, hearing, smell)

What makes you happy?

If you could make any dish in the world, what would you make?

Do you consider yourself an optimist or a pessimist?

Who is someone that you admire and why?

Would you rather live in the city or in the country?

What is an essential life skill you need in order to live on your own?

What is a misconception that people have about you?

Where is your favorite place to read?

What historical person do you admire and why?

If you could rename the Golden Gate Bridge, what would you call it?

Would you rather explore the deep sea or outer space?

What do you do when you are talking with friends and someone makes an offensive
(i.e. racist, sexist, homophobic) comment?

Which is more powerful: love or hate?

What is one goal you want to achieve in the next year?

What does loyalty mean to you?

If your life had a soundtrack, what would be theme song and why?

If you could travel anywhere in the world, where would you go and why?

If you won 1 Million dollars and could use it for anything but yourself, how would you use it?

Does climate change concern you? Why or why not?

What is one thing you wish adults understood better about young people and why?

What is one thing you wish you understood better about adults and why?

If you could meet one historic figure, living or dead, who would it be and why?

If you had 5 minutes to meet with the US President, what would you say?

If you were stranded on an island and could only bring 3 things what would you bring and why?

What is one thing people don't know about you that you wish they knew?

Who is your favorite character in a book and why?

Do you think people under 18 should be allowed to vote? Why?