

THE EDIBLE
SCHOOLYARD
PROJECT

KITCHEN HABITS OF MIND

Student Name:

Summary: Experimenting and reflecting are important parts of learning to cook. Your mindset (how you think about something) impacts how we approach our time in the kitchen. Here are some kitchen habits of mind that can help you reflect and experiment as you cook: *embrace failures as learning opportunities, stay curious, observe using all of your senses, and know when to challenge yourself and when to ask for help.* In this lesson, you will read about these kitchen mindsets in preparation to start cooking

Time: This lesson is estimated to take 30 minutes to complete. However, we encourage allocating more time (approximately 20 minutes) if a jigsaw group discussion is included.

Vocabulary:

- **Mindset:** A way of thinking about something
- **A habit of mind:** A practiced approach to thinking through problems

Before You Get Started:

- Print out the Kitchen Habits of Mind (attached below)

Materials:

- A pen or pencil
- A computer to view the lesson



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READ: Read through the kitchen habits of minds (listed below) once. Then, read the kitchen habits of minds again. Talk to the Text by using a pen or pencil to underline and circle words, ask questions, and make notes in the margins about what stands out to you.

Embrace “failures” as learning opportunities: The kitchen is a space where mistakes are welcome. Cooking flops are great for learning what not to do. When something doesn’t turn out as you expected, it is an opportunity to figure out what caused it to turn out that way and learn what to do instead. Ask yourself: What went wrong? What might I try next time? What skills could I practice?

Stay curious: Approach your time in the kitchen with curiosity. When you are open to new flavor combinations, techniques, and recipes, you might make some amazing discoveries! As you cook, ask yourself questions like: Why does this taste good or not taste good? What are the textures of the food? What are the different flavors I’m tasting? Being curious and asking these questions can lead to experimentation. You might ask: What could I add to this recipe next time? What would improve this recipe? What would happen if I added _____, cooked it for a different amount of time, or cut the ingredients differently?

Make observations using all of your senses: Noticing tastes, smells, sights, feelings, and sounds in the kitchen makes us better cooks. We stay aware so that we can notice what we like, and what we might want to add or change. What does it *feel* like to cut into a carrot? What *colors* are the vegetables and how do they change as they cook? What does the parsley *smell* like? How does salt change the *taste* of your dish?

Stay aware of your surroundings by being present: Being present — fully engaged with tasks at hand — is important for safety reasons. When you are working with knives, the stove, or the oven, notice where your body is, where you place items, and who is nearby. Being present will also help you make observations.

Know when to challenge yourself and when to ask for help: Whether you are already comfortable in the kitchen or are a new cook, there will be some kitchen tasks that are new to you. When it’s time to try a new skill or use a new tool, you might want to ask yourself: *Is this something I can do by myself, or should I ask for support?* Some of these activities will be good challenges to try on your own, and others might be dangerous to do without some help. If you feel nervous about a task, especially if it involves heat or sharp objects, ask an adult or older sibling to help, assist, or guide you.



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RESPOND: Choose ONE of these prompts and reflect on the habits of mind:

1. Choose the habit of mind that speaks to you the most. Draw a picture that illustrates that habit of mind.
2. Copy each habit of mind on a piece of paper. Then, write 1-2 sentences that summarize the meaning of each habit of mind in a way that makes the most sense to you.
3. Add a sixth habit of mind that you think is important for cooking. Explain why you think it is important in a short paragraph.
4. Respond to the following prompt in a notebook or on your computer: *You are finishing up a long day of distanced learning. How might you get ready to be in the kitchen?*

Teacher Notes:

- If students are completing this lesson as part of the kitchen curriculum [Cooking with Curiosity: Challenging Perfection with Reflection](#) this lesson is 1.1: The first lesson of Unit 1.
- The kitchen habits of mind can also be treated as group agreements. The teacher can encourage students to keep returning to these habits of mind throughout the lessons.
- In a classroom setting, this lesson could utilize a jigsaw format, in which students split up the habits of mind within small groups, discuss and report back to the large group.
- For sections that instruct students to READ, you can record yourself reading aloud and send it to students. Direct them to read along with the recording. This is a helpful strategy for differentiating learning that supports all students, especially English Language Learners.