


THE EDIBLE SCHOOLYARD PROJECT




COOKING WITH CURIOSITY: UNIT ONE INTRODUCTION



Summary: Unit one introduces students to basic kitchen skills, such as knife safety and recipe reading, along with basic information on organic and flavor. This document details the scope and sequence of Unit One, along with important notes for teachers.

See the Unit One Scope and Sequence (attached below) for a detailed outline of lessons.



Setting the Tone: This unit is written with a strong emphasis on introducing the routines and practices that set students up for success in subsequent units. Throughout the curriculum students are encouraged to reflect on their experiences in the kitchen and share their reflections and what they are making.

Learning Objectives:

- Understand the difference between precise recipes and flexible recipes
- Understand how to hold a knife safely
- Practice critical thinking skills by analyzing recipes
- Prepare for and participate effectively in a range of conversations
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)
- Practice reflective thinking and responding
- Know the basic components of flavor
- Explore and discuss their understandings of what organic is and what it represents to them
- Understand what needs to be cleaned in a kitchen and how to clean those things
- Learn fun strategies to make cleaning feel less of a hassle
- Practice cleaning habits of mind



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PLAN: The resource, [Planning Sharing and Extension Activities](#) helps teachers plan how to integrate extension activities and how they will facilitate students sharing their work. Both of these practices are designed to help students reflect on their learning within this curriculum

READ: Teaching Extension Activities: We have designed a number of short activities that prompt students to consider various aspects of the cooking process. In the curriculum, every 2-3 lessons you will see a lesson that reads Extension Activities. This refers to a number of activities that students can choose from or that teachers can assign to their class. Teachers can use their best judgment when planning how to integrate extension activities for students. Here are some options for mapping the provided reflection activities into the curriculum:

- Follow the suggested outline provided in the curriculum map, assigning students the reflection activities as written.
- Allow students to make their own choices from the list of reflection activities when a reflection activity is listed in the curriculum.
- Use one or two of the reflection activities as ongoing tools that students will return to each time there is a reflection activity in the curriculum.

The following lessons in the curriculum prompt the use of these extension activities:

- Unit One:
 - Lesson Five: Introduce students to the format of the extension activities you will use. Provide instruction on where and how you want them to share.
- Unit Two:
 - Lesson Four: *Suggested activity* - Kitchen Tool Exploration
 - Lesson Seven: *Suggested activity* - Peer check-in
- Unit Three:
 - Lesson Eight: *Suggested activity* - Interview an Elder
 - Lesson Eleven: *Suggested activity* - Decorate a Recipe



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DO: Choose how you will be instructing students to complete the reflection activities. Will you be allowing students to make their own choices on which activity they will complete? Or will you be assigning the suggested activities?

NOTE: Below you will find links to each of the extension activities.

- [Kitchen Reflection Wheel](#)
- [Peer Check-In](#)
- [Decorate a Recipe](#)
- [Interview an Elder](#)
- [Kitchen Tool Exploration](#)

Additional Unit Teacher Notes:

- It can be challenging to gauge how long lessons take when taught via distance learning. The instructional minutes indicated for each lesson is the projected time it would take to teach that lesson synchronously. We suggest doubling suggested instructional time when directing students to complete the lessons on their own.
- 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. Consider also adding visual aids or creating a PowerPoint for those sections.



COOKING WITH CURIOSITY SCOPE AND SEQUENCE: UNIT ONE

Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources that accompany lesson plan
Week One					
Kitchen Habits of Mind	1.1: Lesson One	30—50 minutes	<ul style="list-style-type: none"> How does our way of thinking impact our time in the kitchen? 	<ul style="list-style-type: none"> Practice reflective thinking and responding. 	
Week Two					
Kitchen Reflection Wheel	1.2: Lesson Two	30-45 minutes	<ul style="list-style-type: none"> Why should we take time to reflect when we cook? 	<ul style="list-style-type: none"> Practice reflective thinking and responding. 	<ul style="list-style-type: none"> Wheel Visual Spin Your Reflection Wheel
4 Levels of...	1.3: Lesson Three	30-45 minutes	<ul style="list-style-type: none"> How do we define “success” in the kitchen? What does it mean to be a “good” cook? 	<ul style="list-style-type: none"> Prepare for and participate effectively in a range of conversations Practice reflective thinking and responding. 	
Week Three					
Knife Safety	1.4: Lesson Four	20 minutes	<ul style="list-style-type: none"> What are important knife safety skills? 	<ul style="list-style-type: none"> Understand how to hold a knife safely 	
Planning Sharing and Extension Activities [RESOURCE]	1.5: Lesson Five	10-30 minutes	<ul style="list-style-type: none"> What makes a recipe special to you? What makes cooking meaningful? 	<ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) 	<ul style="list-style-type: none"> [PLANNING RESOURCE] Sharing Toolkit Sharing What You Made



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Lesson Title	Lesson Number in Unit Sequence	Time	Essential Questions	Learning Objectives Students Will...	Additional Resources that accompany lesson plan
Week Three Continued					
How to Read a Recipe	1.6: Lesson Six	30 minutes	<ul style="list-style-type: none"> What are recipes and why are they important? 	<ul style="list-style-type: none"> Understand the difference between precise recipes and flexible recipes. Practice critical thinking skills by analyzing recipes. 	
A Clean Kitchen	1.7: Lesson Seven	30 minutes	<ul style="list-style-type: none"> Why is cleaning as you cook a good habit? Why clean? What tasks must be completed to "clean" a kitchen? 	<ul style="list-style-type: none"> Understand what needs to be cleaned in a kitchen and how to clean those things Learn fun strategies to make cleaning feel less of a hassle Practice cleaning habits of mind 	<ul style="list-style-type: none"> Cleaning Checklist and Activities
Week Four					
What is Flavor?	1.8: Lesson Eight	20-40 minutes	<ul style="list-style-type: none"> What is flavor? 	<ul style="list-style-type: none"> Know the basic components of flavor 	
What is Organic?	1.9: lesson Nine	20-40 minutes	<ul style="list-style-type: none"> What is organic? And what does it represent? 	<ul style="list-style-type: none"> Explore and discuss their understandings of what organic is and what it represents to them 	<ul style="list-style-type: none"> [TEACHER RESOURCE]: Tips for Open Discussion