



THE EDIBLE SCHOOLYARD PROJECT

COOKING WITH CURIOSITY: UNIT TWO INTRODUCTION

Summary: In this unit, students will watch short instructional skills videos that introduce basic kitchen skills such as knife techniques and approximating measurements. Students will be asked to watch the videos and then practice the skill. Students will then complete a *Create Your Own* lesson that uses utilizes that skill in a flexible recipe that gives students choice within the recipe. Unit Two's skills lessons and *Create Your Own* recipes don't require students to use the oven or stove. They can easily be completed at home, in a garden, or in an outdoor classroom.

Unit Two focuses on supporting students to reflect on their process of cooking as they develop new skills. This document includes the detailed scope and sequence of Unit Two and important notes about the Unit's goals.

Learning Objectives:

- Further their understanding of the difference between precise recipes and flexible recipes.
- Try approximation in recipes.
- Reflect on their experiences in the kitchen.
- Understand and practice the process of *quick* pickling.
- Understand and practice basic cuts, such as dicing, a chiffonade, julienning, and slicing.
- Practice mincing.
- 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).
- Make choices in the ingredients of their recipes and reflect on those selections.
- Practice reflective thinking and responding.
- Practice cleaning habits of mind.



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PLAN: The teacher resource [Recipes and List of Equipment and Ingredients](#) details the general equipment and bulk ingredients for the recipes featured in the curriculum. We suggest having students or parents check off the equipment they have available. If in the event some equipment is not available, you can indicate to students how they can adjust.

Notes for *How to Skills Videos*: For all of the *How to* lessons we have included videos as a support for asynchronous teaching. Here are some other adaptations to teaching the *How to* lessons.

- If you are teaching synchronously:
 - Tell your students to view the video before class or at the beginning of class. Then repeat the skills video again synchronously or model the skill yourself.
 - Use our videos to introduce students to the skills they are learning and have students practice that skill with you synchronously.
- You can use our videos as a guide for making your own videos. If you turn on the closed caption of the video, you can use it as a script for making your video!

Notes for *Create Your Own*

- There are a number of ways you can engage students in these lessons. Here are a couple of suggestions.
 - Hold a synchronous class showing students how to complete the recipe. Then, either have students complete the recipe with you OR create their recipe on their own outside of class time.
 - Direct students to complete the Create Your Own lessons on their own. Then hold a virtual meeting time during which students can ask you questions.
 - Hold a synchronous class and designate class time for students to make choices about their recipes. Then lead the whole class through a demonstration of how to complete the recipe.
 - Hold a synchronous class and have every student complete the same version of the recipe. Then instruct students to complete the create your own version of the recipe on their own.



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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 estimated 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 TWO

| Lesson Title | Lesson Number in Unit Sequence | Time | Essential Questions | Learning Objectives Students Will... | Additional Resources for Lesson |
|--|--------------------------------|------------|---|--|---|
| Week Five | | | | | |
| How To: Cut Vegetables | 2.1: Lesson One | 30 minutes | <ul style="list-style-type: none"> What are the important skills to learn in the kitchen? How do we develop and refine our kitchen skills? How might cooking missteps or failures teach us to become better cooks? | <ul style="list-style-type: none"> Understand and practice basic cuts such as dicing, a chiffonade, julienning, and splicing. | [VISUAL] Knife Basics |
| Your Perfect Slice | 2.2: Lesson Two | 20 minutes | <ul style="list-style-type: none"> How do we develop and refine our kitchen skills? | <ul style="list-style-type: none"> Practice reflective thinking and responding. | |
| Week Six | | | | | |
| Create Your Own: Quick Organic Pickles | 2.3 Lesson Three | 60 minutes | <ul style="list-style-type: none"> How do your cooking choices help you to make recipes your own? How might cooking missteps or failures teach us to become better cooks? | <ul style="list-style-type: none"> Understand and practice the process of <i>quick</i> pickling. Make choices in the ingredients of their recipes and reflect on those selections. | [FAMILY/TEACHER RESOURCE]: List of Recipe Equipment and Ingredients [VISUAL] Pickles Recipe Measurements Visual |
| Extension Activity: Suggested activity--Kitchen Tool Exploration | 2.4: Lesson Four | 20 minutes | <ul style="list-style-type: none"> What makes a recipe special to you? What makes cooking and being in the kitchen meaningful? | <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led). | [PLANNING RESOURCE]: Sharing and Extension Activities |



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|---|--------------------------------|---|---|---|---|
| Week Seven | | | | | |
| How To: Mince | 2.5: Lesson Five | 30 minutes | <ul style="list-style-type: none"> What are the important skills to learn in the kitchen? | <ul style="list-style-type: none"> Practice mincing. | |
| Create Your Own: Yogurt Sauce | 2.6: Lesson Six | 30-60 minutes (synchronous, TBD asynchronous) | <ul style="list-style-type: none"> How do your cooking choices help you to make recipes your own? | <ul style="list-style-type: none"> Make choices in the ingredients of their recipes and reflect on those selections. | [FAMILY/TEACHER RESOURCE]: List of Recipe Equipment and Ingredients |
| HOMEWORK Extension Activities: Suggested activity-- Peer Check In | 2.7: Lesson Seven | 30 Minutes | <ul style="list-style-type: none"> How do we support each other to share without judgment and celebrate each other's accomplishments? What makes cooking and being in the kitchen meaningful? | <ul style="list-style-type: none"> Reflect on their experiences in the kitchen. | [PLANNING RESOURCE]: Sharing and Extension Activities |



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|---|--------------------------------|--|--|--|---|
| Week Eight | | | | | |
| Create Your Own: Salad Dressing | 2.8: lesson Nine | 30 minutes (synchronous, TBD asynchronous) | <ul style="list-style-type: none"> How do your cooking choices help you to make recipes your own? How do we develop and refine our kitchen skills? | <ul style="list-style-type: none"> Make choices in the ingredients of their recipes and reflect on those selections. Practice reflective thinking and responding. | [VISUAL]:Create Your Own: Dressing [FAMILY/TEACHER RESOURCE]: List of Recipe Equipment and Ingredients |
| How To: Approximate Recipes | 2.9: Lesson Eight | 30 minutes | <ul style="list-style-type: none"> How do we develop and refine our kitchen skills? | <ul style="list-style-type: none"> Be introduced to approximation in recipes. | |
| Sharing What You Made | 2.10 Lesson Ten | 15-30 minutes | <ul style="list-style-type: none"> Why should we take time to reflect when we cook? How do we support each other to share without judgment and celebrate each other's accomplishments? | <ul style="list-style-type: none"> Practice reflective thinking and responding. 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). | [TEACHER RESOURCE]: Sharing Toolkit for Teachers [STUDENT RESOURCE]: Sharing What You Made |