

Lesson title: Family Recipe passed down from generation to generation

Priority industry: Hospitality and Tourism/ Food service industry

Anticipatory Set: How will I get the student's attention to learn the material?

Have them sample a finished product of a completed recipe and have them sample a finished product of a recipe not followed properly. If students are at home, they can make a simple sandwich like a PB & J for a complete recipe and then just a bread or jelly or peanut butter for an incomplete recipe.

Purpose: The purpose of this lesson is to encourage students to communicate with their parents and be able to gather accurate and specific information about a topic. This can also be used as a school home connection in that students need to speak with another person in their household (parent participation element included).

Connections to industry/work, setting/Students' Past experience: This is a way for students to obtain knowledge from someone in their household. Traditional knowledge can be passed down from one person to the next but this time the knowledge can more easily be shared with the world. Many people share their culture through the food that is served and consumed.

Objectives: "I can statement"

I can correctly and accurately record a recipe from an adult in my household

I can share that recipe with my classmates.

I can procure the items needed to complete the recipe.

I can execute the tasks set forth in that recipe.

Workplace Standards this lesson will Achieve:

-A student should be able to develop and be able to use employability skills in order to effectively make the transition from School to work and lifelong learning

Cultural standards for students

A-3 Acquire and pass on the traditions of their community through oral and written history.

Cultural standards for Educators

D-1. Promote extensive community and parental interaction and involvement in their children's education.

D-3 Seek to continually learn about and build upon the cultural knowledge that students bring with them from their homes and communities.

Instruction:

-Show students a recipe I have used before

-Show online recipes, ones from recipe books and ones passed down to me from family members.

-Go through each step of how to gather the information.

-Show several variations of recipes that could be for the same product. Just because you have the same product doesn't mean that you get to that same product the same way. (chocolate chip cookies are a great example).

What modeling will you do or teach?

Electronic/virtual on PowerPoint or google presentation, but I can have a packet for students who don't have internet available at home.

Give them different samples of Recipes and recipe formats that can be used. Provide them with a graphic organizer to make sure they get all the components that are required of the recipe.

Give students examples of the different components of the recipe they may encounter at home so that they can translate what is required of them to being able to put it on paper.

Guided practice: How will Students practice this skill with your supervision?

What materials will you use?

Students will examine the graphic organizer for a recipe that is included in this lesson. This is a fluid format. They can use a piece of paper at home as long as they have all of the components of a recipe.

- Have students share a favorite recipe from home that they can recall from memory with fellow classmates.
- Identify what kind of recipe it is, Dessert, main, soup, appetizer or salad.
- See what they can recall about the recipe such as ingredients, directions on how to make it and so forth.
- This is where students are talking to each other and sharing recipes and seeing if they have some difference or similarities in how a dish is prepared.
- I will listen in on the conversations to be sure they are talking about recipes their families have in their culinary repertoire.

Closure and Assessment:

- Students should be able to identify a complete recipe.
- Students should be able to know all the components of a recipe such as title, ingredients, materials needed to create recipe and the step-by-step instructions for creating the recipe.

Independent Practice/Extensions: How will the students show they have learned and can perform the skill independently.

- Students will interview a member of their household to obtain the information required for this lesson.
- Each week change the recipe. For example, have them provide a different home recipe for each week such as, week 1-appetizers, week 2-soups, week 3-main dish, week 4-desserts etc. If they like provide the story of the meaning of the recipe and the origin. Possibly have students provide pictures. Make it more personal if they like.

Best Practices for online/remote delivery:

- Engage students by having them talk about their favorite food that a relative has made
- Spend time orienting students to online and classroom procedures such as safety in the kitchen
- Graphic organizer for the collection a recipe (this way they know what the components are.
- Encourage students to share their personal experiences with a family recipe that may recall good memories.
- Offer feedback on their recipe procurement within 48 hours to make sure they are on track.

