

Instructional Organizer for HFN1/20

Lesson #	Lesson Title	Essential Questions	Assessment FOR/AS	Learning Strategies
Lesson 1	Kitchen Safety	1. How can students prevent accidents in the kitchen? 2. How can students keep food safe? 3. Can students read recipes and follow directions? 4. Can students demonstrate correct food preparation techniques?	-KWL Class Discussion - Kitchen tool scavenger hunt -Kitchen "Safety Quiz" (BLM 1) -Group Discussion/Peer support "Safety Chart" (BLM 2)	- overview of vocabulary featured in lesson - complete vocabulary chart (on-going throughout ppt and provide extra time after lesson) - peer support/review - scavenger hunt (BLM 4) -ppt/lesson/note taking -text-to-speech learning tools
Lesson 2	Food-Borne Illnesses	1. What are the causes and symptoms of food-borne illnesses (e.g., E. Coli poisoning, botulism poisoning, Clostridium perfringens poisoning, salmonellosis, listeriosis)? 2. How can you prevent food-borne illnesses and cross-contamination? 3. What are appropriate personal hygiene practices to prevent contamination? 3. How do practice safe food-handling required to prevent cross-contamination by pathogens, parasites, and allergens in the food-preparation area?	- whole class brainstorming - peer to peer brainstorming --completion of vocabulary and food-borne-illness chart (see BLM 1&2) - exit card reflection - use of word wall	- overview of vocabulary featured in lesson - complete vocabulary chart (on-going throughout ppt and provide extra time after lesson) - feature Case studies/examples of food-borne illness (short video clips/images) - peer support/review -text-to-speech learning tools
Lesson 3	Food Security	1. What types of food are produced in Canada and why? 2. Why is food security not available to all Canadians? 3. In what ways can we promote food security?	- whole class brainstorming - peer to peer brainstorming -- reading selection & vocabulary development - enduring understanding questions (BLM 3) - Food Security Graphic Organizer (BLM 2) -Completion of Food Security Chart (BLM 2) and appropriate use of research and information processing - exit ticket	- overview of vocabulary featured in lesson - complete vocabulary chart (on-going throughout ppt and provide extra time after lesson) - Reading Selection/Class discussion (BLM3) - peer support/review -text-to-speech learning tools

Safety Lesson	Knife Safety	<ol style="list-style-type: none"> 1. What are the different types of knives? 2. What knife should be used based on the food item? 3. How do I safely use and store knives? 4. How do I safely clean a knife? 	<ul style="list-style-type: none"> - whole class brainstorming - peer to peer brainstorming - Knife Use Graphic Organizer (BLM 2) - Mini Food Lab Knife Use – Chopping vegetables. 	<ul style="list-style-type: none"> - overview of vocabulary featured in lesson - complete vocabulary chart (on-going throughout ppt and provide extra time after lesson) - knife chart (BLM 2) - peer support -text-to-speech learning tools
Culminating Task (or summative assignment)	Food Lab	<ol style="list-style-type: none"> 1. What is the correct way to follow a recipe? 2. What is the correct kitchen tool to use? 3. What are the different cooking techniques? (e.g., stirring, beating, whipping, chopping, broiling, frying) 4. What cooking technique should I use? 	<ul style="list-style-type: none"> - Students (in cooking groups) review recipe/prepare cooking area and equipment. - vocabulary list (BLM 1) - Students participate in food lab and prepare stir-fry. - food completion checklist (BLM 3) - Lab rubric (BLM 2) - Lab reflection (BLM 7) 	<ul style="list-style-type: none"> - overview of vocabulary featured in lesson - review of recipe, lab rubric, and safety reminders - refer students to food preparation term posters (BLM 5) - peer support/review -text-to-speech learning tools