

Introduction to Culinary Techniques & Methods

Media Type: Video

Duration: 50 min.

Goal: To learn the techniques and methods commonly used in culinary arts industry.

Description: There are several terms, techniques and cooking methods students should be familiar with prior to working in a professional kitchen. This presentation introduces students to topics such as proper knife care and use, preparation and storage of ingredients and tools, and the different cooking methods which can be referenced in a recipe.

Objectives:

1. To describe proper knife handling and use.
2. To identify common types of knife cuts.
3. To apply the concept of *mise en place*.
4. To examine the different cookery methods used in the professional kitchen.

Horizontal Alignments

Core-Subject Area	Foundation Concept	Basic Understanding
Math	<i>Math</i>	<ul style="list-style-type: none">• Real-life applications• Problem solving
Science	<i>Scientific Thinking and Investigating</i>	<ul style="list-style-type: none">• Analytical skills• Collecting data• Evaluating conclusions• Food safety and sanitation• Temperature control• Equation development and solution• Physical and chemical reactions

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Lesson Plan

Class 1: Begin class by passing out the *Introduction to Culinary Techniques & Methods Worksheet*, *Vocabulary Handout* and *Student Handouts* for students to use as reference materials. Show the *Introduction to Culinary Techniques & Methods - Knife Use & Safety* and *Introduction to Culinary Techniques & Methods - Knife Sharpening* segments. Distribute the *Parts of a Knife Student Handout* for students to keep. Have students complete the *Knife Safety Poster Project*.



12 min.

Class 2: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Introduction to Culinary Techniques & Methods - Cutting Techniques*. Have students complete the *Types of Cuts Flashcard Activity*. Review the concepts covered in the first three segments and administer the *Introduction to Culinary Techniques & Methods - Knife Care & Use Assessment*.



5 min.

Class 3: Have students complete the *In the Kitchen - Practice Cutting Techniques Project*.

Class 4: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Introduction to Culinary Techniques & Methods - Preparation of Tools & Ingredients* segment. Distribute the *Mise en Place Steps Student Handout* for students to keep. Have students complete the *Mise en Place Diagram Activity*.



17 min.

Class 5: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Introduction to Culinary Techniques & Methods - Storage & Ready to Eat Storage* segment. Have students complete the *Storage Policy Handout Project*. Review the previous two segments and administer the *Introduction to Culinary Techniques & Methods - Preparation of Tools & Ingredients Assessment*. Distribute the



5 min.

In the Kitchen - Mise en Place Potato Latkes Project for students to read prior to completion in the next class period.

Class 6: Have students complete the *In the Kitchen - Mise en Place Potato Latkes Project*.

Class 7: Remind students to continue using the *Worksheet* and *Vocabulary Handout*. Show the *Introduction to Culinary Techniques & Methods - Cooking Techniques* segment. Have students complete the *Is It Done? Chart Activity*. Administer the *Introduction to Culinary Techniques & Methods - Cooking Techniques Assessment*. Distribute the *Heat & Food Production Project* for students to begin as homework.

Class 8: Have students complete the *Recipe Binder: Cooking Techniques Project*. Distribute the *In the Kitchen - Cooking Technique Application Project* for students to begin preparing for completion during the next class period.

Class 9: Have students complete the *In the Kitchen - Cooking Technique Application Project*. Have students complete the *Reducing Fats & Calories Activity* as homework.

Class 10: Review all of the concepts covered and administer the *Introduction to Culinary Techniques & Methods Final Assessment*.

Lesson Links

National Restaurant Association

- <http://www.restaurant.org/Home>

American Culinary Federation

- <http://www.acfchefs.org/>

USDA Food and Nutrition Information Center

- <http://fnic.nal.usda.gov>

Career & Technical Student Organizations

Family, Career and Community Leaders of America

- Culinary Arts
- Food Innovations
- Hospitality, Tourism and Recreation

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Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50173, Scot Rossillo, Owner, The Bagel Store
- iCEV50171, Paul Jagielski, Culinary Manager, Food Services, Cedar Point Amusement Park
- iCEV50978, Michael O'Connor, Executive Chef, The Tide Restaurant
- iCEV50819, Jean-Louis Ledent, Executive Chef & General Restaurant Manager, University of Illinois



Activities

Types of Cuts Flashcards

Directions:

Students will create a set of flashcards describing the different cut types used in the professional kitchen. The cards should include an image of a food which represents a cut and a short description of the cut on one side with the name of the cut on the other side of the card.

Mise en Place Diagram

Directions:

Students will choose a recipe and on a piece of paper draw a diagram of their workstation with all of the items and ingredients needed to make the recipe. In addition, students should make a list of the tools and equipment which will be needed to complete the *mise en place*.

Is It Done? Chart

Directions:

In order to remember the correct doneness temperatures for different foods, students will create a chart listing the appropriate temperature for a variety of foods. Additionally, students will make hypothesis about overcooked and undercooked foods.

Reducing Fats & Calories

Directions:

Students will develop a set of five flashcards describing the ways one can reduce fat and calories in food preparation. Each flashcard should include a brief description of the technique or method of food preparation to reduce the fat and calories in food preparation. Also include an illustration of this technique or method of food preparation. Once finished, begin a class discussion to compare the various techniques each group found.



Projects

Safety First: Knife Edition

Directions:

In groups, students will create an poster promoting knife safety. The poster should be creative and address the importance of knife safety in the kitchen. Additionally, tips and tricks for how to use knives safely should be present on the poster to help students review these concepts.

Storage Policy Pamphlet

Directions:

Students will create a pamphlet describing the correct storage policy for different items, ingredients and foods. The pamphlet should address storage locations, storage temperatures, labeling of goods and any other storage information the student would like to include.

Heat & Food Production

Directions:

For this *Project*, students will write a one page paper analyzing the processes of energy production in food. Students should investigate the role of latent heat in phase changes in food production. Examples include: crystallization and condensation.

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Projects

Recipe Binder: Cooking Techniques

Directions:

Throughout the Culinary Arts curriculum, students will be creating a recipe binder which includes recipes which they have made as well as recipes which they have located. For this section of the binder, students will locate recipes using each of the different cooking techniques discussed in the presentation.



In the Kitchen

Practice Cutting Techniques

Directions:

Using the foods listed on the *Practice Cutting Techniques Project*, students will practice cutting foods into the shapes specified.

Mise en Place Potato Latkes

Directions:

Using the recipe for potato latkes, students will *mis en place* the recipe and then follow the instructions for preparing the recipe.

Cookery Method Demonstration

Directions:

Students will choose a recipe from *Cookery Method Demonstration Project* to prepare. Each recipe is an example of a different cookery method such as dry-heat, moist-heat or combination-heat cooking methods.