

# Value of Food

Suggested Grade Level: 4-6



## The Big Idea

By the end of this lesson and the associated activities, students will have a better understanding of the value of food beyond its nutritional content. Students will explore plating techniques used by professional chefs as one way to add value to food.

### Activities

Total Time: 50-65 minutes

- |                               |                     |
|-------------------------------|---------------------|
| · Introduction                | · 5 -10 minutes     |
| · Activity: Plate like a chef | · 40-50 minutes     |
| · Wrap-Up & Consolidation     | · 5 minutes minutes |

## Preparation

- Download the necessary resources:
  - "Value of Food: Plating Like a Chef" video
  - Optional take home activity

## Learning Outcomes

Grade 4-6 Literacy:

- Identify the topic, purpose, and audience for a variety of writing forms
- Write more complex texts using a variety of forms
- Use some vivid and/or figurative language and innovative expressions to add interest
- Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

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## Introduction

"Today we're going to explore some different ways that food has value. Let's start by thinking about why food is important to us and what it means to add value to our food."

- Brainstorm as a class why food is important to each student.
- Optional: Record the students responses to display in the classroom.

## Activity: Plate Like a Chef

Watch the *Plate Like a Chef* video to learn how professional chefs add value to their food through plating and presentation.

Engage in a follow-up discussion:

- "Why is it important for professional chefs to add value to our food?"
- "How do you add value to your food without even realizing you are doing it?"
- Ask students how they could apply the techniques used in the video to different meals, like their lunch
- Using the video as inspiration, students will complete a "chefs sketch" using the "Plate Like a Chef" worksheet
- Brainstorm a list of descriptive language students can use to describe their chef sketch. Consider displaying the word list as an anchor chart in the classroom.
- Using the list of descriptive words, have students write 2-3 sentences describing the dish pictured in their chef sketch. The description should highlight the value that the students have added or created with plating techniques. The descriptions can be looked as a promotion for their creations.

## Optional take home activity: Plate like a Chef

- Students will plan and plate a meal or snack for themselves and or other members of their household
- Students select a meal and prepare a chefs sketch using the "Plate like a Chef" worksheet.
- Students will execute their plan with the help or support of the members of their household.
- Once completed, have students document their creation with a photograph to be shared with the class.

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## Wrap-Up; Review and Discussion

- “Now that we’ve learned techniques for how professional chefs add value to their food, would anyone like to share their chef sketch and the description for their dish?”

## Activity Notes

- The take home activity is not necessary for the success of the lesson. Encourage students to take on the take home activity if you feel it is feasible and the students will enjoy it.

## Additional Resources

- Growing Chefs! Ontario YouTube Channel
- The GCO YouTube channel has a variety of instructional recipe videos for children. Encourage students to, where they can, try some of the recipes and take pictures to share their creations. If students are making their own food, encourage them to think about how the value of the food changes for them.

## Learning Goals

- Students will learn how they can add value to their food.
- Students will learn the importance of adding value to their food.
- Students will learn to plate foods like a chef.
- Students will practice using vivid, descriptive language

## Success Criteria

- Students will demonstrate understanding through group discussion and written response.