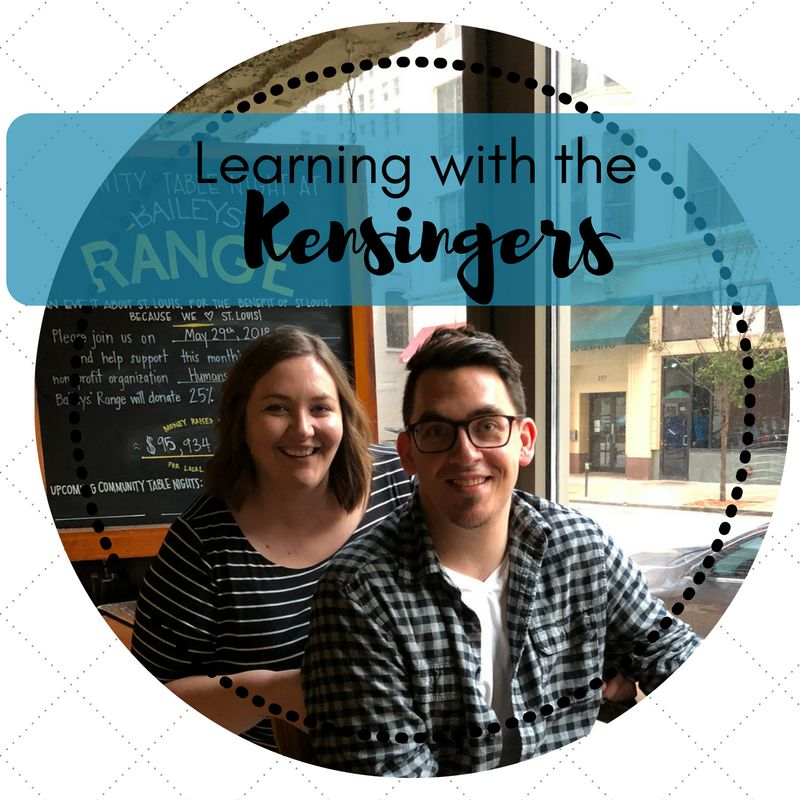
BUILD ORGANIZATION, PLANNING, & TIME MANAGEMENT SKILLS

FOOD LAB



PLANNING

A student guide to prepare for & evaluate food labs

By Katie @ Learning with the Kensingers

BUILD ORGANIZATION, PLANNING, & TIME MANAGEMENT SKILLS

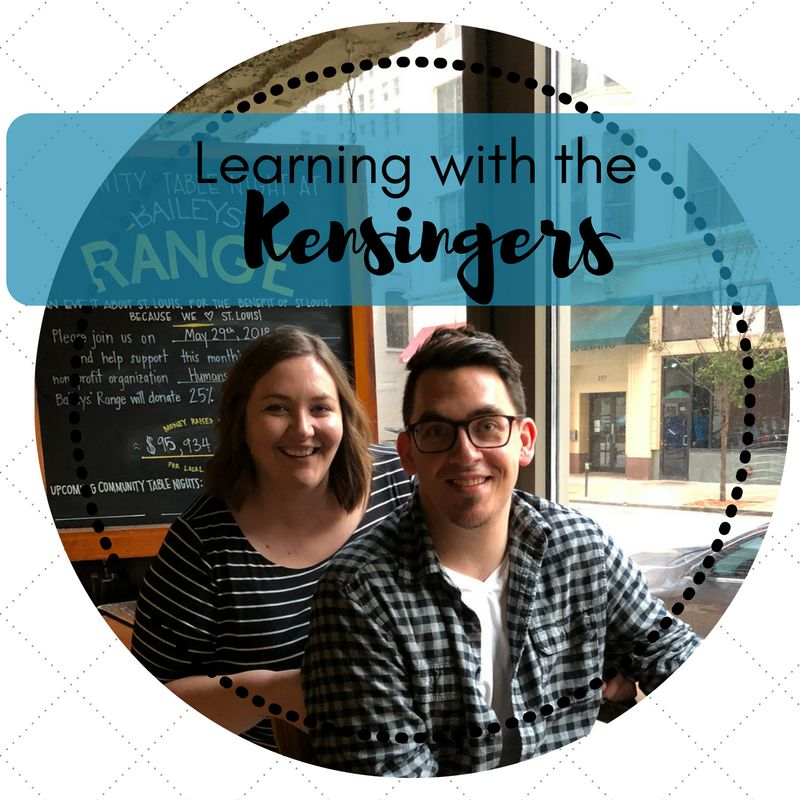
Food labs

# COLLABORATION TIME MANAGEMENT

* GRADES 6-12
* EASY TO IMPLEMENT
* NEED HELP ENSURING THAT YOUR STUDENTS READ THE RECIPE? WANT TO ADD TECHNICAL READING AND WRITING TO YOUR FOOD LABS?
* THIS FOOD LAB PLANNING SHEET REQUIRES DETAILED PLANNING REGARDING THE RECIPE DIRECTIONS AND COLLABORATION BETWEEN GROUP MEMBERS
* FOODS, NUTRITION AND WELLNESS, CULINARY, INTRO TO FCS, ETC

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LISTENING SKILLS

THINKING SKILLS

ORGANIZATION SKILLS

I hope you enjoy the product. If you have any questions, please email me at kckensinger@gmail.com. Have a great day!

Katie Kensinger, Learning with the Kensingers

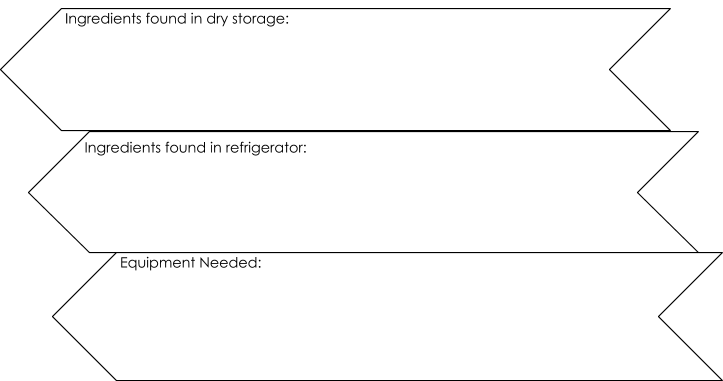
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Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Food Lab\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Lab Planning Sheet

*Directions: Utilize the recipe to complete the following and prepare for your food lab.*

Mise En Place​ F​ rench term; literally means "set in **p**​ **lace**​ ," and it refers to having all your ingredients prepped and ready to go before you start cooking.



Cooking Terminology and Definition

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Tips/ Hints/ Things to Remember

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### Recipe

Ingredients and amounts

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Directions

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### Timeline and Responsibilities

Write down the main tasks to accomplish, in order, and who is responsible for each.

|  |  |  |
| --- | --- | --- |
| Order | Task | Responsibility of: |
| First | Bring lab planning sheet to kitchen, hair pulled back, hands washed | ALL group members |
| Then | Gather equipment, preheat oven, etc |  |
| Next | Ingredients gathered from refrigerator |  |
| Next | Ingredients gathered from dry storage |  |
|  |  |  |
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|  |  |  |
|  |  |  |
| Last | Countertop cleaned and wiped with spray, sink dried, towels to laundry basket |  |

### Critical Thinking

Identify main ingredients and assign them to the correct MyPlate category.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fruit | Vegetable | Protein | Dairy | Grain |
|  |  |  |  |  |

* What nutritional value does this food provide (think nutrients, functions of nutrients)?

* Identify and explain one way you could modify this recipe (ingredients or methods).

Reflection \*\*T​ his portion is to be completed after your food lab.

**Evaluation of dish**:​ Write a descriptive word and use a scale of 1-5 (with 5 being excellent and 1 being poor) to rate each category. “Good” “ok” and “great” are not acceptable.

Give more detail.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Color | Presentation | Aroma | Texture | Taste |
|  |  |  |  |  |

**Star Rating**:​ G​ ive an overall star rating of the dish (with 5 being excellent and 1 being poor)  ● Overall, how did the dish turn out? Explain and describe your opinion.

* What are some things your group could have done differently to solve problems or complications that arose? What went well?

* Describe/ explain one skill or concept you learned or used during this lab.