

# Knife Skills with Application and Lab Foods II

## Summary

This plan covers the basic knife cuts and knife skills that will be used in Foods II. Practice assignments and a lab are included.

## Main Core Tie

Dietetics and Nutrition 1

[Strand 1 Standard 2](#)

## Time Frame

2 class periods of 90 minutes each

## Life Skills

Aesthetics, Thinking & Reasoning, Employability

## Materials

### Day 1:

A power point presentation will be given and copies of handouts will be needed.

Construction paper

rulers

scissors

Lab: Vegetables and Ranch Dip

### Day 2:

Power point with knife cuts displayed to review.

PlayDough - one small container per student or one large container to be shared with 2-3 students.

Paper plates, one per student or one per group.

Lab ingredients and recipe for each lab.

## Background for Teachers

There are some great resources on [youtube.com](https://www.youtube.com) that demonstrate each of the knife cuts with video presentations for additional information.

## Student Prior Knowledge

Students will understand and apply basic safety and sanitation skills learned in class.

## Intended Learning Outcomes

Students will apply and practice basic knife cuts including; julienne, brunoise, small dice, medium dice, chiffonade and diagonal cuts.

## Instructional Procedures

### Day 1:

Hook: Ask questions about how students have used knife when cooking - any accidents?

Introduce the Basics of Knife skills power point with accompanying listening guide. Go through the power point at the pace students are able to fill in the information.

The power point begins with setting up a work area. Students should understand that they will need to

apply these techniques later in class.

Upon finishing the power point, have each student get a piece of construction paper, glue, scissors and ruler.

Have the students go to the listening guide section that shows the measurements needed for each of the knife cuts.

Students will need to create a construction paper replica of the knife cut, using the ruler to assure the cut is the proper measurement, then glue the cut next to the measurement and description in the listening guide. The teacher should walk around and spot check progress as the students work.

When the students are done, proceed to the Vegetables and Ranch lab. Each lab will get 2-4 carrots, depending on size, 2-4 stalks of celery, 1/2 a zucchini or cucumber and 3-5 spinach leaves per student. Plan 1/4 c. Ranch dressing per group.

Assign the following cuts:

Carrots and celery - julienne (1/8 X 1/8 X 2" in length), have each student cut one of the julienne into brunoise (1/8 X 1/8 X 1/8).

Zucchini/cucumber - diagonal cut 1/4" in width.

Spinach leaves - chiffonade

Have students create an example of small dice (1/4 x 1/4 x 1/4) and medium dice ( 1/2 x 1/2 x 1/2).

Have students save their best examples to show to the teacher before eating the vegetables.

Day 2:

Begin by reviewing the power point slides that show the knife cuts and measurements. Go through the measurements on each cut again.

Introduce the Play Dough activity.

Each student will need a Knife Cuts handout, a color of play dough ( one small container or half of a large container), a regular utensil knife, a ruler, and a paper plate.

Using their play dough, each student will create each of the 6 cuts, placing their best example on the paper plate for the teachers inspection. The teacher will check off or initial their Knife Cuts handout at the end of the activity for student participation points.

Using their knife skills, students will complete the Vegetable Bacon Stir Fry lab.

### Assessment Plan

Post Assessment:

Small quiz before students leave class after finishing the Vegetable Bacon Stir Fry lab.

### Authors

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