

Duration: 45-90 minutes

Standards:

National Standards for FCS

8.5.5. Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

8.2.10 Demonstrate safe and environmentally responsible waste disposal and recycling methods.

CT Career and Technical Education Performance Standards

K.30 Describe and demonstrate the process for preparing various meats and poultry.

G.17 Demonstrate skills in safe handling of knives, tools, and equipment.

Description:

When we read recipes, sometimes we feel bound by certain parameters or ingredients, purchasing items we only need a little bit of while the rest goes to waste. When students learn kitchen intuition and thinking ahead, they can reduce their own waste at the consumer level. Students will examine sets of recipes and create week long meal plans that utilize similar ingredients, making substitutions when necessary. For example, if they want to roast a chicken they can use the carcass to make stock instead of buying stock later in the week and freeze what is left for future soups.

Objectives:

- Build a weekly meal plan that incorporates similar ingredients to reduce food waste.
 - Describe different kitchen techniques that could reduce food waste (planning ahead, making substitutions, flexibility).
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Vocabulary:

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| ■ Meal planning- the action of deciding meals in advance using your schedule, preferences, foods on hand, seasonal produce, sale items, etc | ■ Food waste- refers to food that is fit for consumption but consciously discarded at the retail or consumption phases |
| ■ Rotisserie- a cooking appliance with a rotating spit for roasting and barbecuing meat | |

Materials:

- Gallon ziplock bags
 - Ingredients and kitchen equipment for [Rotisserie Chicken Salad Recipe](#)
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Recipe:

- [Rotisserie Chicken Salad Recipe](#)
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Procedure:

1. Have the [FWP-1.05 Kitchen Intuition Slides](#) projected on slide #2 (the Do-Now.)
2. Welcome students and pass them a piece of paper to complete the Do-Now as they get settled.
 - a. The Do-Now asks students to make a quick list of some of their family's favorite meals. If their family does not have a repertoire of meals, ask them to list some of their favorite foods that they would love to eat all week. They must list *at least* 10 meals. This will help them brainstorm meal ideas for the Individual Meal Planning Practice later in the lesson.
 - b. Once students are complete, ask a few students to share out to the class.
3. Next, to get students to start to think about reducing food waste in their households and utilizing meal planning, have them participate in a Think-Pair-Share. Students are asked "What are ways that families can reduce food waste each week?" (slide #4)
 - a. First students brainstorm on their own (they can note ideas on paper), then get into pairs to share, and finally end by sharing out to the class.
 - b. Some ideas can include: meal planning, buying only what they need, reducing impulse buying or eating meals out, properly storing food, making substitutions in recipes when needed, reusing ingredients for different meals, utilizing food waste and leftovers.
4. Emphasize the importance of meal planning as a tool to reduce weekly food waste in households.
 - a. Ask students to raise their hand if they or someone in their family makes meal plans for the week.
 - b. Follow up by asking students to answer "What do you think the benefit of meal planning is?"
 - i. Here is a helpful [article explaining the benefits of meal planning](#) if needed for support.
5. Individual Meal Planning Practice: next students will be tasked by making their own 5 day meal plan. Pass out the [Weekly Meal Plan](#) worksheet.
 - a. Using their blank meal plan template, their goal is to:

- i. Plan breakfast, lunch, and dinner for at least 5 days.
 - ii. Reuse as many ingredients as possible while still cultivating a variety on the menu.
 - iii. Find ways to use common food scraps (i.e. carrot tops, potato skins, chicken bones, etc.)
 - iv. Feel free to use leftovers! I.e. something made for dinner can also be eaten for lunch the next day.
- b. Students can end by either passing this assignment in for a grade or getting into groups to share.
- c. Students who finish early can read the articles/associated links posted in the Extensions section of this lesson.


End here for 45 minute class and pick up the next class. Continue for 90 minutes.

6. Next, students will use rotisserie chickens to make chicken salad! Pass out the [Rotisserie Chicken Salad Recipe](#).
 - a. Using proper food handling and knife skills, the students will cut the meat off of the chicken carcass and shred it into small pieces. Then save the bones in a gallon ziplock bag/refrigerate to use in the next lesson to make a broth.
 - b. You can speak to how after eating a rotisserie chicken, often leftover meat and the bones are discarded. This recipe reduces food waste/saves money by using all parts of the chicken. It also can be used for multiple meals during a meal planning week. For example, one night eating a roasted chicken, the next day eating chicken salad made with the meat scraps, and for the next dinner eating soup made with broth from the bones.
 - c. Students work in groups to break down their chickens, make chicken salad, and eat it (can be served plain, on salad, or on rolls.)
 - d. Everyone cleans up and eats together.
7. Close class by asking: "will you use meal planning in the future?" and "which recipes from your meal plan will you try this week?"

Assessment(s):

- Formative assessment: students participate in a Do-Now, Think-Pair-Share, and class discussions all based on meal planning and reducing food waste.
- Summative assessment: students will make their own [Weekly Meal Plan](#) and make chicken salad using scraps of a rotisserie chicken (bones are saved for later use.)

Resources:

- [Rotisserie Chicken Salad Recipe](#)
- [Article explaining the benefits of meal planning](#)
- [Weekly Meal Plan](#)
-  [FWP-1.05 Kitchen Intuition Slides](#)

Extensions:

- [Food Waste Prevention Part 2: Meal Planning](#)
- [Food Waste Prevention Part 3: Shopping](#)