

*Duration: 45 or 90 minutes*

## Standards:

### National Standards for FCS

8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques.

### CT Career and Technical Education Performance Standards

K.35 Describe and demonstrate the process for preparing eggs, grains, and batter products.

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## Description:

Eggs are a popular protein choice and offer a great opportunity to study food labels. In this lesson, students will not only learn how to make omelets but also investigate the information found on egg carton labels to better understand egg consumption.

## Objectives:

- Analyze marketing and regulatory labeling terms and know how chickens are raised in industrial and small-scale production by completing an egg carton activity.
  - Demonstrate how to crack and cook an egg by making an omelet.
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## Vocabulary:

- Cage-free eggs- a USDA regulated term meaning "Hens can move freely within the building/hen house and have unlimited access to food and fresh water during their production cycle," with no space requirements between birds
- Free range eggs- a USDA regulated term meaning "continuous access to the outdoors during their production cycle, which may or may not be fenced and/or covered with netting-like material" with no other designation
- Pasture-raised egg - a non regulated term referring to how egg-laying chickens are raised. Certified Humane defines as 6-hours of outdoor space and 2-square-feet per bird

## Materials

- Eggs
- Skillets
- Measuring equipment
- Rubber scrapers
- Bowls
- Forks
- Plates
- Optional: cutting board and knife to prep vegetable fillings
- Ingredients from the [Omelet Recipe Development](#) worksheet

## Recipe:

- N/A

## Procedure:

1. Project the [F1-4.07 Omelete Slides](#) and pull up the image of egg carton labels. Have students rank which eggs they would most likely buy, and why. For this exercise, they should not worry about cost, just focus on what is shown on each carton. Decide as a class a rank, or have students rank them individually and poll the class. Discuss your choices. Which did you rank highest and why? What words or images drew you in? Are all these words easily defined?
2. Option for students to fill out the [Egg Slide Worksheet](#) while reviewing the slide show.
3. Show the video "[The Story of an Egg](#)" from PBS. As you are watching the video, pause with each label word to review as a class. How close were your original thoughts to the actual definitions? For example, the term "cage-free" might be easier to define than the term "free range" or "fresh."
4. Provide students with the "[Egg Grading Handbook](#)" from the USDA, which outlines the definitions for cage-free and free-range eggs (p. 166 and 167). Using the information from the video as well, discuss the merits and shortcomings of these definitions.
5. Review the article "[How to decode from egg labels](#)" from Certified Humane, the group that licenses certain labels we might see on eggs. Highlight their analysis of cage-free and free-range, as well as how they define pasture-raised.
6. Lastly, ask students to Think-Pair-Share to debate the merits of egg labeling, using the following questions for discussion: Do you think it is fair that food exposed to commercial pesticides/herbicides and animals raised for food inhumanely are less expensive? How can we change this trend?
7. Show the videos [How to Crack an Egg](#) (if needed) and [Learn Jacques Pépin's Famous](#)

**Omelet Techniques.** Have students think about the different types of omelets that Jacques Pepin presents. What makes them distinct from one another? Are there other types of omelets you've seen or eaten?

8. Share with the students that they will be making their own omelets. Have students get into groups (or assign groups). Pass out the [Omelet Recipe Development](#) worksheet. Students choose their ingredients and write their recipes together.

*\*\*Stop here for a 45 minute class and complete the next steps on day 2. Continue for 90 minute class.\*\**

9. While students work, check in with groups to make sure they are on the right track. Once students are done developing their omelet recipe, they can begin to make their omelets. Have the ingredients from the [Omelet Recipe Development](#) worksheet laid out (including eggs) for students to choose from. Each station should have skillets, measuring equipment, rubber scrapers, bowls, forks, and plates to serve. Some groups may also need a cutting board and knife to prep vegetable fillings or the teacher can have them pre-cut for students to choose from. Ensure students eat and clean up before class time runs-out.

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## Assessment(s):

- Formative assessment: students will participate in group discussions and complete a presentation worksheet about eggs.
- Summative assessment: students will develop a recipe for omelets and make their own.

## Resources:

- [F1-4.07 Omelet Slides](#)
- [Egg Slide Worksheet](#)
- [The Story of an Egg](#)
- [Egg Grading Handbook](#)
- [How to decode from egg labels](#)
- [How to Crack an Egg](#)
- [Learn Jacques Pépin's Famous Omelet Techniques](#)
- [Omelet Recipe Development](#)

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## Extensions:

- [YFH Workshop Resource Sheet](#)
- Analyze this resource from the [ASPCA on egg labeling](#).