

Chicken & Honey Marinades

Unit 4: Animal Products

Duration: 90 minutes

Standards:

National Standards for FCS

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

8.5.8 Prepare various salads, dressings, marinades, and spices using safe handling and professional preparation techniques.

CT Career and Technical Education Performance Standards

E.17 Prepare various meats, seafood, and poultry using safe handling and professional preparation techniques.

K.33 Describe and demonstrate the process for preparing various salads, dressings, marinades, and seasonings.

Description:

Chickens are sold either whole or broken down into parts. Students will get a glimpse into the breaking down of chickens, and then marinate chicken thighs for cooking later. Their sweet marinade will be flavored with honey, and students will learn about how bees play a role in our food system.

Objectives:

- Recognize the basic parts of a chicken, and how to separate those from the whole bird.
 - Prepare a soy honey marinade.
 - Consider the roles that honeybees play in agriculture and natural ecosystems.
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Vocabulary:

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| ■ Marinade- flavorful liquid used to season food item before cooking | ■ Wishbone- forked bone between the neck and breast |
| ■ Breakdown- taking something whole and dividing it into separate parts. Ex: whole chicken into pieces | ■ Kitchen shears- sharp scissors used for culinary tasks like cutting through bones, scales, etc |
| ■ Pollinator- an organism that moves pollen, aiding in the fertilization of flowering plants | |

Materials:

- Whole chicken for demo
- Cutting board
- 2 large cookie sheets
- Kitchen shears
- Boning knife
- Cleaver or chef's knife
- Gallon ziplock bag
- Cleaning fluid/rag
- Ingredients for [Honey Soy Baked Chicken Thigh](#)

Recipe:

- [Honey Soy Baked Chicken Thigh](#)

Procedure:

1. As students arrive, complete page 1 of the [Chicken Cuts Worksheet](#). Review responses, and if necessary give an example of one cut to get students started.
2. Have a demonstration station set up with a whole chicken, a cutting board, 2 large cookie sheets (to lay out chicken parts), kitchen shears, a boning knife, a cleaver, or a chef's knife, cleaning fluid, a rag to sanitize, and a gallon ziplock bag for storage. Demonstrate how to break down a whole chicken. If you do not know how, you can show one or both of these videos:
 - a. [How to Break Down a Chicken Like a Pro](#)
 - b. [Martin Butchers a Chicken in 24 Seconds | Yan Can Cook](#) (show up until 6:00)
3. During the demo/video, be sure to highlight proper knife safety, recalling former knife skills lessons. Review different chicken cuts. As you are going through each cut, discuss the cost and market price of each. This could be a general discussion or a specific overview of prices. Here is an article on the [Cost of Chicken](#) to support this process. To reinforce the lesson and provide students with direction during the demo, they can complete the remainder of the [Chicken Cuts Worksheet](#).
4. At student stations, have chicken thighs in a gallon ziplock bag and the recipe for [Honey Soy Baked Chicken Thighs](#) (adjust as needed.) Have students make the marinade and pour it into the ziplock bag with their chicken thighs. Label and refrigerate for the next class.
5. Once students are finished cooking and cleaning up, read the [Honeybee Infographic](#) and the article: [Honeybees Help Farmers, But They Don't Help the Environment](#). Have students complete the [Honeybee KWL Chart](#) (they may not complete all the boxes.)
6. In the remaining time at the end of class, students share what they wrote on their KWL worksheets with their peers (students can create groups or share with nearby peers.) Bring

closure to the discussion by highlighting how bees and pollination are important elements of growing food and the role that honeybees play in agriculture and ecological systems. Students share any final insights.

Assessment(s):

- Formative assessment: students will complete the first page of the [Chicken Cuts Worksheet & Honeybee KWL Chart](#).
- Summative assessment: students will complete the remainder of the [Chicken Cuts Worksheet](#) and participate in a group discussion after completing their KWL about Honeybees.

Resources:

- [Chicken Cuts Worksheet](#)
 - [How to Break Down a Chicken Like a Pro](#)
 - [Martin Butchers a Chicken in 24 Seconds | Yan Can Cook](#)
 - [Cost of Chicken](#)
 - [Honey Soy Baked Chicken Thighs](#)
 - [Honeybee Infographic](#)
 - [Honeybees Help Farmers, But They Don't Help the Environment](#)
 - [Honeybee KWL Chart](#)
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Extensions:

- [Detailed instructions on how to break a chicken down.](#)
- Read this infographic about bees: [10 Amazzzzing Bee Facts](#).
- If students have the skill set, they can break down their own chicken.
- Discuss the benefits of buying whole chickens as opposed to just the necessary parts. When would it be appropriate to buy a whole chicken? Think of examples like being able to use parts for other recipes, the cost, skills needed, availability, etc. as well as uses for the other parts of the chicken if only using breasts/thigh.