



CHOP THAT!

OBJECTIVE

Students will learn a variety of ways to cut vegetables (knife skills).

QUESTION OF INQUIRY

How do my actions affect myself and others?

CHARACTER CONNECTION

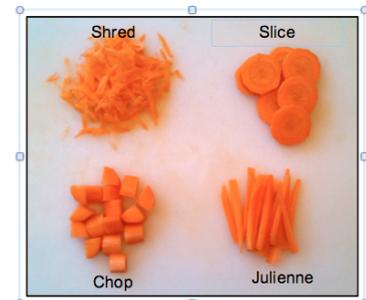
RESPECT

🍏 Preparing food in different ways complements certain dishes.

MATERIALS

Social Emotional Learning Standards (Illinois) - Early Elementary 2B.1a. Describe the ways that people are similar and different.

- 🍏 Chop That Visual
- 🍏 Chop That Recording Sheet
- 🍏 Pencils
- 🍏 Crayons
- 🍏 Bell



CHOP STATION

- 🍏 Zucchinis
- 🍏 Safety knives
- 🍏 Cutting boards
- 🍏 Small bowls
- 🍏 Chop Station Sign

SLICE STATION

- 🍏 Zucchinis
- 🍏 Safety knives
- 🍏 Cutting boards
- 🍏 Small bowls
- 🍏 Slice Station Sign

JULIENNE STATION

- 🍏 Zucchinis
- 🍏 Safety knives
- 🍏 Cutting boards
- 🍏 Small bowls
- 🍏 Julienne Station Sign

SHRED STATION

- 🍏 Zucchinis
- 🍏 Graters
- 🍏 Cutting boards
- 🍏 Small bowls
- 🍏 Shred Station Sign

**When possible, use fresh ingredients from the garden. Other vegetables can be substituted for zucchinis depending on what is readily available.*

PREPARATION

-  Duplicate [Chop That Recording Sheet](#).
-  Wash zucchini.
-  Set up four stations and place pencils and crayons at each station.

BUILDING BACKGROUND

People use the sense of vision to determine whether a food is appealing or might taste good. After we see it, we use our senses of taste and smell to verify that the food tastes as good as it looks. Learning how to change the appearance and/or texture of a food encourages exploring a wider range of options, and supports creativity in the kitchen when using ingredients in more than one way. By being directly involved in food preparation, a student has the opportunity to explore how familiar foods can be prepared differently, as well as how those changes affect the taste, texture, and appeal of the dish itself.

DISCUSSION



Show students the [Chop That Visual](#) and introduce the many different ways vegetables can be cut. Why are there so many different methods for cutting vegetables? Discuss foods in which the vegetables are sliced (salad). Discuss foods in which the vegetables are shredded (muffins)? Discuss foods in which the vegetables are chopped (soups)? Discuss foods in which the vegetables are cut julienne style (side dish)? Does whether the way you cut food changes its nutritional value and/or taste?

**Review safety rules when using knives and ovens.*

**Make sure children wash hands before handling or eating food.*

ACTION



1. Introduce all stations and demonstrate how to cut the zucchini at each station. Instruct students to place the cut zucchinis in bowls.
2. Give each child a [Chop That Recording Sheet](#) and break students into four small groups. Assign each group a station where they will begin.
3. Allow groups 2-3 minutes to experiment cutting the zucchini. Ring a bell to signal when to stop cutting and when to begin tracking data on [Chop That Recording Sheet](#). Instruct students to write the name of their station and draw a picture of the cut zucchini in the first section of the recording sheet. Allow 2-3 minutes for students to record data. Ring bell to signal a station switch and instruct students to rotate to the next station in a clockwise direction.
4. Repeat steps until all students have had an opportunity to experience each station.

5-10

**MAKING
CONNECTIONS**



Reflect on the experiment. What was your favorite way to cut the zucchini? Why? How can you use the different styles of cutting while you are cooking? If there are vegetables that aren't your favorites, can you use different preparation methods to help you enjoy them more? How? (Example: Cutting them smaller, blending them into other foods, etc.)

**SECOND
HELPING**

Repeat the same exercise with other foods, including fruits. Challenge students to make an appealing blend ("fruit and/or vegetable "salad") of similarly prepared ingredients.