Sandwich Building

Description
Students will identify the types of sandwiches and their preparation methods, as well as types of breads, fillings, and spreads. They will analyze the taste and ingredients of sandwiches they prepare and share with classmates.

Lesson Objectives
Students will be able to:

• identify the different types of breads, fillings, and spreads used in sandwich making
• experiment with the taste of a variety of ingredients used in building their own sandwich, and
• critique and evaluate the flavours and flavour combinations that are created in the variety of sandwiches.

Assumptions

• Students have received orientation on the subject of kitchen and food safety.
• Students have received orientation on the subject of measuring and conversion.
• The teacher will become familiar with and utilize the correct sandwich making procedures using appropriate resources.
• The teacher will prepare a variety of ingredients (meats, vegetables, spreads) and provide a variety of breads for the students.

The following Activity Plans are to be completed prior to this Activity Plan:

• Introductory Knife Skills
• Workstation Set-up
• Recipe Comprehension

Safety Considerations

• Ensure the use of required personal protective equipment (PPE).
• Ensure proper knife handling safety for sandwich preparation.

Terminology

portion control: Portion control refers to limiting the serving size of a food to regulate the number of calories in a serving.

sanitation: Sanitation refers to the killing of microbes through the use of chemicals and/or temperature.
**Cold Sandwiches**

**multi-decker (club):** A multi-decker sandwich is one that is constructed of two or more slices of bread with various fillings between the slices.

**open-faced:** An open-faced sandwich consists of a single slice of bread with one or more fillings placed on top.

**simple cold sandwich:** A simple cold sandwich consists of two slices of bread with one or more cold food items placed between them. The bread is usually spread with butter, margarine, and/or a condiment such as mayonnaise.

**tea sandwich:** A tea sandwich is a small sandwich meant to be eaten in two or three bites. It is also called a *finger sandwich*.

**wrap:** A wrap is a type of sandwich consisting of a soft flatbread rolled around any of a variety of fillings.

**Hot Sandwiches**

**deep-fried sandwich:** A deep-fried sandwich is made by completely immersing a regular sandwich in hot oil so that it cooks evenly on all sides. It is often dipped in batter before frying so that it does not come apart during cooking.

**grilled sandwich (toasted sandwich):** A grilled sandwich is one that is grilled on both sides using a stovetop pan, a Panini grill, or a toaster oven. The bread is toasted to a light brown, and the fillings are heated. If cheese is included, it will melt.

**hot wrap (burrito):** A hot wrap is a sandwich made with a flatbread rolled around a filling of warmed ingredients (often containing shredded lettuce as well as chicken, beans or beef).

**open-faced hot sandwich:** An open-faced sandwich can be made with hot food such as eggs, meat and sauce or gravy, etc.

**simple hot sandwiches (grilled cheese, hamburgers):** A simple hot sandwich is one that contains hot ingredients or is heated after it is made.

**Estimated Time**

2 60–75-minute classes

**Recommended Number of Students**

Up to 24

**Facilities**

Home Economics teaching lab and/or Culinary Arts teaching kitchen
Tools
• cold food storage (inserts, sandwich table, or similar set-up)
• portion scoops
• spreaders
• cutting board
• serrated knife

Materials
• a variety of breads for sandwich making
• a variety of meats, cheeses, and fresh vegetables
• a variety of sandwich spreads

Resources

Demonstrating Skills And Knowledge

Procedure

Day 1: Teacher-led Activity
1. Facilitate a discussion about sandwiches, their components, and their classifications.
2. Explain the purpose of each ingredient used in sandwich making.
3. Start a sandwich chart (with categories and components) for the class discussion to build on.
4. Have the students list as many sandwiches as they can within each category of sandwich. For example, a simple hot sandwich would be a hamburger.
5. Introduce the components of a sandwich as being the breads, spreads, and fillings.
6. Have the students list as many ingredients as they can in each of the categories. For example, the bread category could include rye, sourdough, whole wheat, and so forth.
7. The students will each create their own sandwich combinations from the list of ingredients created.
8. The students will name and share their sandwich creation with the rest of the class.

Day 2: Student-led Activity
1. The teacher will have prepared a cold sandwich bar complete with a variety of breads, spreads, and fillings.
2. The students will set up their workstations complete with sanitation and equipment required for sandwich building.
3. The students will create a sandwich of their own choosing using the ingredients supplied.
4. The students will cut their sandwich into four portions and plate for sharing.
5. The students will present their sandwich to the class and describe its classification and the ingredients used.
6. The teacher will use guided questions (see Evaluation Guidelines below).
7. The students will each select four pieces of four different sandwiches to taste.
8. The students will engage in class discussion to compare and contrast the sandwich creations.
9. The students will clean and sanitize their workstations.
**Evaluation Guidelines**

Informal assessment on completion of the activity through guided questions.

In a group discussion, students will answer questions while presenting the sandwich that they have created.

Questions for consideration:

- What are two other types of sandwiches that in the same classification as the one you made?
- What are the individual components of your sandwich?
- What type of bread did you choose? Why did you choose that type of bread?
- What type of spread did you choose? What would be an acceptable alternative?
- What type of fillings did you choose? Why do you think that was the best match for your bread?

If students are not sure of the answer, then group discussion and instructor facilitation are recommended. The objective of the lesson is for the student to gain an understanding of the sandwich-making process.

**Extension Activities**

Students create a restaurant- or deli-style sandwich menu, listing a variety of sandwiches.

Instructors could extend this lesson by involving students in the preparation of the sandwich station (make fillings; slice vegetables, meats, and cheeses; make spreads; slice bread, etc.).