Break the Fast

Description
Students will discuss the importance of eating breakfast. They will then identify the variety of foods that are commonly eaten for the first meal of the day, as well as their preparation methods: this should include eggs, meats, hot and cold cereals, fruits, etc. Breakfast batters and their uses will also be compared. Finally, students will make a breakfast dish following a teacher demonstration.

Lesson Objectives
Students will be able to:

• describe the nutritional importance of breakfast
• recognize basic egg cooking methods
• identify various breakfast meats and their cooking methods
• summarize various breakfast batters
• organize a full breakfast plate using any of the demonstrated cooking methods
• construct a dish using any of the demonstrated cooking methods
• identify potential risks and safety concerns, and
• demonstrate correct kitchen safety procedures and techniques.

Assumptions

• The teacher will be familiar with correct meat cookery procedures and will use appropriate resources.
• Students have received orientation on the subject of kitchen and food safety.
• Workstation Set-up, Introductory Knife Skills, and Cooking Methods Activity Plans have been successfully previously completed.
• The teacher will demonstrate the dish that is to be prepared and all students will have a copy of the recipes that are required.
• The teacher will have the flexibility to choose the recipe based on resources, time, and physical space.

Safety Considerations
Students will practise proper use of personal protective equipment (PPE) at all times.
**Terminology**

**frittata**: A frittata is an Italian egg dish similar in preparation to a quiche but without the pastry. Fillings can include a variety of meats, cheeses, vegetables, and/or seafood.

**omelet**: An omelet is made with beaten eggs that are fried flat and may be folded or rolled into a desired shape. A wide variety of fillings may also be used, including meats, cheeses, vegetables, and/or seafood.

**over-easy eggs**: Cooking eggs over-easy involves flipping a fried egg in order to complete the cooking process. Yolks may be cooked to desired consistency.

**poached eggs**: Poached eggs are cooked by simmering eggs in slightly acidic water until desired doneness is achieved.

**quiche**: A quiche is a savoury open tart crust filled with beaten whole eggs, cream, and seasonings. Additional fillings may include a variety of meats, cheeses, vegetables, and/or seafood. The filled tart is then baked in the oven until set.

**scrambled eggs**: Eggs are scrambled by gently frying whole, beaten eggs until the desired consistency is achieved.

**sunny-side up eggs**: Sunny-side up eggs are cooked by gently frying a whole egg until the desired consistency is achieved. A sunny-side up egg is not flipped over, thus leaving the whites and yolk set but not browned.

**Estimated Time**

2–3 70-minute classes

**Recommended Number of Students**

Up to 24

**Facilities**

Home Economics teaching lab and/or Culinary Arts teaching kitchen

**Tools**

- specific kitchen tools that pertain to the chosen recipe (i.e., spatula, whisk, etc.)
- non-stick pans are very helpful for student success

**Resources**


Demonstrating Skills And Knowledge

Procedure

Day 1
1. The teacher will introduce the class to a number of egg preparation methods (scrambled, poached, over-easy, pan fried, etc.), breakfast meats (bacon, sausage, ham, etc.), hot and cold cereals, and breakfast sides (hash browns, fruit, etc.).
2. This may be done using a teacher-led demonstration or in combination with another lesson or activity led by the teacher.
3. The teacher will provide students with the recipes they will be expected to reproduce in the following class.

Day 2
1. Students will use their recipes and create the previously demonstrated dish(es), highlighting specific breakfast dishes as per the instructions of the teacher. Students may all make the same dish(es) or the teacher may assign various recipes to different groups.
2. As students are cooking, the teacher will observe and assist when necessary.
3. As students complete the dish, they will present it to the teacher for both visual and tasting assessment before consuming or packaging their final product.

Day 3
If time and resources permit, students may have the opportunity to create their own breakfast menu and prepare it in future classes.

Evaluation Guidelines
For the lab, students will receive a formative evaluation based on:
- positive participation in cooking labs
- completion of any cooking methods theory
- observational assessment during the lab, and
- final product meets outlined and demonstrated standards.

Extension Activities
This activity can be adapted in the following ways:
- international cooking: researching and preparing a variety of breakfast dishes from different cultures
- identifying local agriculture: utilizing fresh, local products when possible
- Aboriginal cooking: researching and preparing traditional aboriginal breakfast items
- nutritional information: exploring the importance of a nutritional breakfast and/or taking a closer look at the nutritional composition of common breakfast foods