Beginning Butchery

Description
This Activity Plan begins with a teacher-led demonstration from a selected recipe. The students then prepare what was demonstrated. Students will be introduced to the methods, skills, and knowledge needed to properly and safely use a chef’s knife.

Option 1: Butcher a whole chicken
Individually or in small groups, students will follow a step-by-step demonstration of cutting a whole chicken.

Option 2: Debone a chicken leg with thigh attached
Individually or in small groups, students will follow a step-by-step demonstration of deboning a chicken leg with thigh attached.

Lesson Objectives
Students will be able to:

• handle and prepare food safely
• demonstrate safe knife skills
• describe basic chicken anatomy (back, breast, thigh, leg)
• safely employ butchering techniques
• explain how to minimize waste during product utilization
• demonstrate selecting the correct knife for the task, and
• stop the cutting board from slipping (damp towel under or non-slip board).

Assumptions
The student will have a good understanding of:

• basic food safety and sanitation practices, and
• knife skills, techniques, and safety.

The instructor will have a basic understanding of the methods, procedure, and knowledge needed to complete the butchery lesson/demonstration selected.
Safety Considerations

- The teacher and students should possess a good understanding of basic food safety procedures.
- The teacher and students should have good personal safety awareness.
- Prepare the cutting board so it will not slip. Keep meat refrigerated until needed, then wrapped and stored quickly after demonstration (safe food practices, danger zone considerations).

Terminology

**butchery/fabrication**: Meat fabrication or butchery is when an animal carcass is cut up into consumer cuts and boned meat.

**chef’s knife**: A chef’s knife is used for chopping, dicing, and slicing a variety of foods. The blade is usually about 20 cm long and curves upward toward a narrow point.

**chop**: To chop a food means to cut it into pieces using repeated blows of a knife.

**cube**: To cube a food means to cut it into box-shaped pieces of equal size and proportions.

**cutting board**: A cutting board is a flat piece of wood or other material used in the kitchen as a surface on which various foods are placed for cutting or chopping.

**debone**: To debone an animal’s carcass means to remove all of its bones, leaving only cuts of meat. Deboning is usually done with poultry.

**dice**: To dice food means to cut it into small cubes.

**julienne**: To julienne food means to cut it into short, thin strips.

**paring knife**: A paring knife is a kitchen knife that has a short, stiff, pointed blade. Paring knives are usually used to peel or cut thin pieces from a fruit or vegetable.

**peeling**: A peeling is a strip of the outer skin, or peel, of a fruit or vegetable.

**serrated edge**: The serrated edge of a knife is an edge that has notches or teeth like a saw.

**slice**: A slice is a thin, broad piece cut off of a food, such as bread.

Estimated Time

2 60–75-minute classes

One class involves demonstration and cutting of ingredients. The second class is a lab in which the pre-cut food is prepared as per the chosen recipe. An additional class could include using the leftovers (Chicken Taco Salad, Hot Sandwich, Stir Fry).

Recommended Number of Students

24 (standard lab numbers)
Facilities
Home Economics teaching lab and/or Culinary Arts teaching kitchen

Tools
- aprons
- butcher knife
- cleaners and sanitizers
- cloths
- containers
- cutting board
- gloves
- knives
- masking tape and marker for name and date
- paring knife
- plastic wrap or freezer bags
- whole fresh chicken

Resources
Posters and handouts showing cut sizes and their names

Online:
https://www.youtube.com/watch?v=Jw2xABXr4uE

https://www.youtube.com/watch?v=Pm1ctMsWIPU

https://www.youtube.com/watch?v=kd6-1v2HCho
Demonstrating Skills And Knowledge

Procedure

Note: As educators we must be mindful that some students may be averse to cutting up a whole chicken or handling meat. The teacher is encouraged to have alternative projects for this activity and maybe even the demonstration.

Day 1: Deboning Demonstration

Knife cut station set-up and knife cutting demonstration

1. Set up the cutting board so it will not slide. Ensure that it has rubber legs, or place a damp cloth underneath.
2. Introduce the knives students will be using: chef’s, butcher, and paring.
3. Talk about the importance of safety when using the knife (have it sharp), how to walk with a large knife (hold by the handle down by your side).
4. Wash knives separately and demonstrate holding the handle and whipping from the dull side. For safety reasons, do not put in a sink full of soapy water.
5. Demonstrate how to grip the knife (hold the handle, with the thumb and first finger holding the blade).
6. Demonstrate the cutting of the chosen food, deboning either the whole chicken or the chicken leg.
7. The students will then cut the ingredients, wrap them, label them with their names, and put them into the fridge for the next lab day.

Day 2: Recipe Demonstration and Preparation

The teacher will demonstrate the chosen lab. Students will use the recipe and follow the demonstration to prepare the lab.

Evaluation Guidelines

Culinary Arts Rubric on Page 6.
Extension Activities

To further their skills and knowledge, students could:

1. Visit a chicken farm or beef ranch.
2. Visit a butcher. Have students watch the butcher cut up large pieces of meat. Have them examine how the butcher holds and uses a knife.
3. Talk about the nutrition of chicken and the differences between organic, free range, and cage-raised chickens.
4. Discuss the role of the Canadian federal government in hiring inspectors for poultry, beef, and pork slaughterhouses.
5. Have the students select recipes for the meat of a deboned chicken. How many parts could they use, resulting in how many meals? (Possible answers: chicken breast, stuffed chicken legs, chicken sandwiches, chicken salad, wraps, soup)
### Culinary Arts Rubric

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Personal Hygiene</strong></td>
<td>Chose not to follow outlined personal hygiene guidelines.</td>
<td>Hair not restrained throughout the entire class. Prompting required to put on appropriate clothing. Hands washed with prompting. Required consistent direction.</td>
<td>Hair not restrained throughout the entire class. Prompting required to put on appropriate clothing. Hands washed but with multiple reminders.</td>
<td>Hair restrained. Closed-toe shoes, long pants, apron/jacket worn. Hands washed. Multiple reminders are required.</td>
<td>Hair restrained. Closed-toe shoes, long pants, apron/jacket worn. Hands washed. All with minimal direction or reminders.</td>
<td>Hair restrained. Closed-toe shoes, long pants, apron/jacket worn. Hands washed. All without any direction or reminders.</td>
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<tr>
<td><strong>Work/Organization</strong></td>
<td>Station is unorganized. Improper tools have been selected and safety procedures have not been followed despite assistance and direction.</td>
<td>Station is set up, appropriate tools and ingredients are selected with consistent direction. Outlined safety procedures are followed with monitored assistance.</td>
<td>Station is set up, appropriate tools and ingredients are selected with some direction. Outlined safety procedures are followed with some assistance.</td>
<td>Station is set up, appropriate tools and ingredients are selected for the assigned task. All outlined safety procedures are followed. Multiple reminders are required.</td>
<td>Station is set up, appropriate tools and ingredients are selected for the assigned task. All outlined safety procedures are followed. Shows initiative. All without any direction or reminders.</td>
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<tr>
<td><strong>Time Management</strong></td>
<td>Unacceptable time management has resulted in the incompletion of the lab.</td>
<td>Poor use of time. Ingredients are not obtained in a timely manner. Does not stay in the station or on task. Tasks are not completed in a timely manner despite some assistance. Station is not adequately cleaned up on time.</td>
<td>Satisfactory use of time. Ingredients are obtained in a timely manner. Stays in the station and on task. Tasks are completed in a timely manner but with some assistance. Station is not adequately cleaned up on time.</td>
<td>Efficient use of time. Ingredients are obtained at once. Stays in the station and on task. Tasks are completed in a timely manner with some assistance. Station is cleaned up on time.</td>
<td>Efficient use of time. Ingredients are obtained at once. Stays in the station and on task. Tasks are completed in a timely manner. Station is cleaned up on time.</td>
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<tr>
<td><strong>Follow food safety procedures</strong></td>
<td>Does not follow outlined food safety procedures despite direction and assistance.</td>
<td>Follows outlined food safety procedures with consistent direction and assistance.</td>
<td>Follows outlined food safety procedures with some direction and some assistance.</td>
<td>Follows all outlined food safety procedures with minimal direction or reminders.</td>
<td>Follows all outlined food safety procedures without any direction or reminders.</td>
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<tr>
<td><strong>Apply correct cooking procedures / techniques</strong></td>
<td>Outlined procedures and techniques are not followed despite assistance and consistent direction. Does not demonstrate understanding of outlined procedures and techniques.</td>
<td>Outlined procedures and techniques are followed with assistance and consistent direction. Limited understanding of outlined procedures and techniques.</td>
<td>All outlined procedures and techniques are followed with some direction or reminders. Shows a satisfactory understanding of outlined procedures and techniques.</td>
<td>All outlined procedures and techniques are followed with some minimal direction or reminders. Shows an excellent understanding of outlined procedures and techniques.</td>
<td>All outlined procedures and techniques are followed without any direction or reminders. Shows an excellent understanding of outlined procedures and techniques.</td>
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<tr>
<td><strong>Final Product</strong></td>
<td>Final product has not met the outlined criteria. Constant supervision is required.</td>
<td>Final product has met some of the outlined criteria. Requires consistent direction and assistance.</td>
<td>Final product has met most of the outlined criteria. Satisfactory presentation. All with some direction or assistance.</td>
<td>Final product has met the outlined criteria. Excellent presentation. All with minimal direction or assistance.</td>
<td>Final product has fully met the outlined criteria. Excellent presentation. All without any direction or assistance.</td>
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