CREATING A CLASS TIMELINE

Each Cooking Matters curriculum suggests an outline for each class session. Sometimes these outlines work perfectly for your group of participants, their interests, and the time and space available for a given class. Other times, you may need to adjust your timeline.

Instructions
Review the suggested class outline from the curricula and two examples of how this outline was modified, and then answer the following questions:

1. When might you choose to break down the outline more specifically, such as examples #1 and #2, as opposed to the more broad “Nutrition” and “Cooking and Food Safety”?
2. In example #1, why might you choose to discuss food safety first?
3. Why would you want to start cooking first thing in example #2?
4. Why might you give more or less time to a specific nutrition topic?
5. What recipes would work well for the outline suggested in the curricula?

Class outline suggested in the curricula
• Introduction (5 minutes)
• Nutrition (40 minutes)
• Cooking and Food Safety: (55 minutes)
• Eating (20 minutes)

Example #1
• Introduction (10 minutes)
• Food Safety (10 minutes)
• Cooking: Cranberry Coleslaw (15 minutes) Sweet potato fries (10 minutes)
• Cooking: simultaneously, two assembly lines - Baked Flaked Chicken & Baked Flaked Fish (25 minutes)
• Nutrition: protein (15 minutes) fats (20 minutes)
• Eating together (15 minutes)

Example #2
• Introduction (10 minutes)
• Cooking: Turkey Chili (20 minutes) Cornbread (15 minutes) Peanut Butter Oatmeal cookies (15 minutes)
• Food Safety discussion (10 minutes)
• Nutrition: Proteins (20 minutes) and Identifying three types of fats (15 minutes)
• Eating (15 minutes)

Some factors that might influence how you organize a lesson
• Number of recipes and cooking/cooling time of any of the foods
• Attention span of the participants
• Time of day the class is held relative to typical meal times
• Limitations on when you can access the kitchen space during your class