



A Very Sweetpotato Brinner



Grade Level(s): 9 – 12	Lesson Description: Breakfast for dinner! How bad can that be?!? This lesson plan showcases how SweetPotatoes can provide a unique, tasty, and healthy spin on classic breakfast items.	Timeframe: Minutes: 270 – 360 Suggested days: 3 – 4
Goals & Objectives Students will... <ul style="list-style-type: none"> • Develop an understanding of breakfast foods and their preparation. • Apply kitchen safety and sanitation procedures. • Appreciate the contributions of SweetPotatoes to recipes and menu items. 		Prepared By: Reno Palombit Family & Consumer Sciences Professional Johnston County Public Schools
North Carolina Family & Consumer Sciences Education Standards:		
Culinary Arts & Hospitality I 1.00 Understand components of professional practice in the foodservice industry. 1.02 Remember commercial safety protocols. 1.03 Understand food protection management. 2.00 Understand basic food preparation. 2.05 Understand breakfast cookery skills.	Food and Nutrition I 2.00 Understand fundamentals of food preparation. 3.00 Understand procedures, nutrition, and cooking methods in food preparation. 3.01 Understand procedures, nutrition, and cooking methods in fruit and vegetable preparation. 3.03 Understand procedures, nutrition, and cooking methods in grain preparation. 3.04 Understand procedures, nutrition, and cooking methods in protein preparation. 4.00 Understand procedures, equipment, and techniques applied to baking production. 4.01 Understand procedures to prepare quick bread products.	
Family & Consumer Sciences National Standards 3.0 8.5 Demonstrate professional food preparation methods and techniques for all menu categories to produce a variety of food products that meet customer needs. 8.5.1 Demonstrate professional skills in the safe handling of knives, tools, and equipment. 8.5.2 Demonstrate professional skill for a variety of cooking methods including roasting, broiling, smoking, grilling, sautéing, pan-frying, deep-frying, braising, stewing, poaching, steaming, and baking using professional equipment and current technologies. 8.5.4 Apply the fundamentals of time, temperature, and cooking methods to cooking, cooling, reheating, and holding of a variety of foods. 8.5.7 Prepare various fruits, vegetables, starches, legumes, dairy products, fats, and oils using safe handling and professional preparation techniques. 8.5.11 Prepare breakfast meats, eggs, cereals, and batter products using safe handling and professional preparation techniques. 8.5.14 Demonstrate cooking methods that increase nutritional value, lower calorie and fat content, and utilize herbs and spices to enhance flavor.		
Materials Needed	<ul style="list-style-type: none"> • Ingredients and equipment/tools for SweetPotato cleaning, roasting, and dicing demonstration, egg poaching demonstration, SweetPotato Pancakes, and SweetPotato & Sausage Hash with Poached Eggs • Stickers and highlighters for annotation of text • Audio/visual equipment to show linked video 	



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Day 1

Anticipatory Set 20 Minutes	Facilitate a discussion by asking students, "Who has heard of Brinner?" Ask a student-volunteer to share their definition of "brinner". Ask student-volunteers to share what they had at their last brinner. Write food items that students share on the board. Consider organizing the list into the following categories: breakfast meats, batters, potatoes, cereals, and eggs. Ask students, "Why do you enjoy eating breakfast foods for dinner? How do breakfast foods make you feel? Why do you think people enjoy the occasional brinner?"	<ul style="list-style-type: none">• Whiteboard• marker
Activity 1: Breakfast in Restaurants 40 Minutes	Provide the <i>Breakfast Restaurant Market Size</i> Article to students. Have students read the text once before they start taking notes, circling new concepts or vocabulary. Then, have students reread the text and <ul style="list-style-type: none">• Underline/highlight key phrases and words• Respond to the following thought-provoking questions (facilitate paper/pencil or electronic submission):<ul style="list-style-type: none">○ What would be a regional breakfast specialty in our region? (Lines 6-8)○ Why do you think breakfast is such an important component of a healthy diet and lifestyle? (Lines 15-17)○ Do you know of a breakfast item popular in a cuisine outside of America? (Lines 24-26)○ What is a popular weekend breakfast menu that provides that socializing opportunity? (Lines 31-33)○ What do you think "saturated" means in line 41?○ What is the advantage of using standardized preparation methods? (Lines 43-46) Facilitate a think-pair-share activity where students pair up and review each other's answers to the questions. Give each student two stickers and instruct them to place a sticker by two of their partner's answers that were the most insightful, accurate, or interesting. Go through the questions asking for volunteers who received stickers for that question to share their answers.	<ul style="list-style-type: none">• APPENDIX A-Breakfast Restaurant Market Size Article• stickers• highlighters
Activity 2: Lab Prep	Gather students in the demonstration station. Show the class a sweetpotato, explaining it is one of North Carolina's top agricultural commodities, grown and shipped across the world. Rich in Vitamin A, potassium, fiber, and complex carbohydrates that provide the body with sustained energy, this powerful food can do a lot more on the plate than simply be roasted whole, split open, and served with butter, cinnamon, and brown sugar. It can transform traditional dishes adding rich umami flavor, sweetness from the caramelization of its natural sugars, and smoothness from the powerful starches in its cell structure. Demonstrate how to select sweetpotatoes for quality, clean, and safely prick for roasting. And how to properly and safely cut sweetpotatoes into a medium dice $\frac{1}{4}$ " - $\frac{1}{2}$ " cubes (leave the skin on). Preheat one oven to 450 degrees F. Instruct students to prep one small SweetPotato for roasting, placing on a baking sheet lined with foil (1 pan for the whole class). They should also cut 2 medium sweetpotatoes into a medium dice. Instruct the student to wrap the diced sweetpotatoes and label them according to safe commercial food handling procedures. Set a timer for when you should remove their SweetPotatoes from the oven for them. Refrigerate their sweetpotatoes. Both these items will be used in their lab on Day 3.	Learn more about SweetPotatoes and their Nutrition

Day 2

<p>Activity 3: Batter Pancake Video 20 Minutes</p>	<p>Show the Buttermilk Pancakes Recipe Demonstration to students, having them write down any questions they may have during the video on a piece of paper. After viewing have them answer the following questions (facilitate paper/pencil or electronic submission):</p> <ol style="list-style-type: none"> 1. What are the dry ingredients? The wet? 2. What causes the pancakes to rise during cooking? 3. What is the most important precaution when making a batter? 4. Why would it be important in a restaurant to consistently use the same size ladle when portioning the batter? 5. How do you test to make sure the pan is ready? 6. Can you use a stainless steel spatula in a nonstick pan? Why or why not? 7. What should you look for before turning the pancake? 8. Which side takes longer to cook? 9. How should you hold pancakes while waiting to serve? <p>Go over the questions as a class, discussing important concepts and procedural steps.</p>	<ul style="list-style-type: none"> • Audio/visual equipment to show video
<p>Activity 4: Pre-Lab Demonstrations 40 Minutes</p>	<p>Prep a demonstration station with a burner, saucepan, distilled white vinegar, slotted spoon, paper towels, and very fresh eggs. Gather students and have them write the procedural steps as you demonstrate how to poach eggs:</p> <ol style="list-style-type: none"> 1. Bring water to a gentle simmer 2. Acidulate the water with a splash of white vinegar (explaining how acid helps the proteins in the egg to coagulate, preventing the egg from breaking apart before it cooks) 3. Crack a fresh egg (explaining that proteins in egg breakdown over time and using fresh eggs helps to prevent the egg from breaking apart in the water) into a small bowl 4. Stir the simmering water to create a vortex so when the egg is added it promotes it staying together and the outside cooking before it hits the bottom where it could break apart or stick to the bottom. 5. Show how to gently slip the egg into the still swirling, simmering water. (Recommend turning the burner off and placing a lid on for 5 minutes) 6. Show how to use a slotted spoon to remove the egg out of the water, touch the egg to test for medium doneness, and drain on folded paper towels to remove excess water. 7. Serve the egg over a toasted, buttered English muffin. Season with salt and pepper. Cut open to show the consistency of the medium poached egg and allow a student or two to taste. <p>Ask 1 – 2 student-volunteers to come up and try to poach an egg in front of the class, discuss technique and reiterate important steps in the process.</p>	<ul style="list-style-type: none"> • Burner • saucepan • distilled white vinegar • slotted spoon • paper towels • very fresh eggs

<p>Activity 5: Lab Planning 30 Minutes</p>	<p>Have students get into their kitchen station groups. Provide each group with a copy of the Time Management Plan, Sweetpotato Pancake Recipe, and Sweetpotato & Sausage Hash w/ Poached Eggs recipe. Instruct students complete a detailed lab plan specifying time blocks no larger than 10 minutes and who will do what tasks. Explain that there should be a fair division of tasks and students will be graded on the lab evaluation rubric for safety, sanitation, teamwork, proper use of equipment, cooking techniques and methods, final product, and timeliness.</p> <p>Meanwhile, other students can adjust the recipes, cutting the yield in half. Monitor students as they work in groups to ensure students are completing to a sufficient level of details and performing the math functions correctly. By the end of class, have students return their Time Management Plan and yield adjusted recipes to you for grading.</p> <p>If time permits, students may mise en place their recipes- measuring ingredients and washing and cutting produce, placing them on sheet trays labeled with their period and group number.</p>	<ul style="list-style-type: none"> • APPENDIX B-Time Management Plan • APPENDIX C- Sweetpotato Pancake Recipe • APPENDIX D-Sweetpotato & Sausage Hash w/ Poached Eggs Recipe <ul style="list-style-type: none"> • Sheet protectors • file folder
<p>Day 3</p>		
<p>Activity 6: Lab 70 minutes</p>	<p>Prior to the start of class, place groups completed work plans and recipes in their stations, preheat ovens, and pre-place any ingredients/tools in stations for student use. Post the time on the board that all groups should be done cooking, done tasting, and done cleaning. Students should enter the classroom and begin preparing for their lab (i.e.- storing away book bags, hair restraints, putting on chef coats/aprons, washing hands, and sanitizing work surfaces).</p> <p>As students prepare the recipes monitor for and correct safety, sanitation, and food preparation techniques and procedures. Take notes on a clipboard to assist you when scoring the rubric after class. Consistently remind students of their time remaining.</p>	<ul style="list-style-type: none"> • recipe ingredients • tools • equipment • completed Time Management Plans • yield-adjusted recipes
<p>Summary/Evaluation 20 Minutes</p>	<p>Evaluate students' performance in the lab using the Lab Rubric. Make copies for each group member of your scored rubric or provide scanned electronic versions. Provide comments and verbal feedback to class or groups as needed.</p> <p>If the full period is used for the lab, assign this reflection for homework and debrief with students the following class. The reflection questions can be copied and pasted as an exit ticket, Google Doc, online discussion board, or blog post.</p> <p>Instruct students to include a picture of their final presentation plate with a response to the following questions:</p> <ol style="list-style-type: none"> 1. In terms of taste, texture, appearance, and aroma, what did you enjoy about the food prepared? 2. In terms of techniques and skills, what was the most challenging part of the lab? 3. Identify one skill or technique that you want to work on improving: 4. If you were the Chef at a restaurant, how much would you charge for the food prepared (Price pancakes and hash/eggs separately)? Why? 5. How do you feel SweetPotatoes improved these dishes as menu items? 	<ul style="list-style-type: none"> • APPENDIX E-Lab Rubric

Source/Other Resources	<p>Boytsova, K. (2020, July 30). Sweet Potato Pancakes (Recipe). Retrieved December 03, 2020, from https://www.delish.com/cooking/recipe-ideas/a29178562/sweet-potato-pancakes-recipe/</p> <p>Grand View Research. (2019). <i>Breakfast Restaurant Market Size, Share & Trends Analysis Report By Application, Regional Outlook, Competitive Strategies, And Segment Forecast, 2019 To 2025</i> (Rep. No. 162). Retrieved December 2, 2020, from Grand View Research website: https://www.grandviewresearch.com/industry-analysis/breakfast-restaurants-market</p> <p>NC SweetPotato Commission. (2020, November 10). NC Sweetpotatoes: Sweetpotato Recipes, Health Info & Tips. Retrieved December 03, 2020, from https://ncsweetpotatoes.com/</p>
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