FCS Lesson
KNIFE SAFETY

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Grade Level: Middle School

National FCS Standards:
• FMM1.e: Demonstrate a work environment that provides safety and security.
• FPS1.e.12.m: Demonstrate basic skills in handling knives, tools, and equipment safely.
• FSDN1.b: Apply risk management procedures to food safety, food testing, and sanitation.

Common Core Standards:
• 4C3: Students will communicate and collaborate with others to accomplish tasks and develop solutions to problems and opportunities.
• EHS1.d: Implement personal and job site safety rules and regulations to maintain and improve safe and healthful working conditions and environments.
• GCA2.a: Work effectively with diverse individuals in a variety of settings and contexts.

Objectives:
Students will...
• View demonstration on proper kitchen knife usage and safety.
• Label different types of knives and explain their purpose.
• Identify knife safety hazards.
• Create knife safety rules to post in their kitchen stations.

Essential Question:
How should you use kitchen knives properly to avoid getting hurt?

Materials List:
• Just the Facts: Knives DVD (Cat. No. WA26224H)
• Student Worksheets (one copy per student) and Answer Key for Just the Facts: Knives DVD (download from eNasco.com/page.lesson29 and print)
• Meicer® Cutlery 13-Piece Cutlery Set (Cat. No. WA29343H)

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Keep the knife down and the edge parallel to your body
INTRODUCTION (5 MINUTES)
Pass out the knives diagram worksheet that goes along with the Just the Facts: Knives DVD (download from eNasco.com/page/lesson29 and print). Give students 2-3 minutes to write down what they think each tool is named. Go over the answers as a class to get students thinking about the topic.

ACTIVITY 1 (20 MINUTES)
Play the 17-minute DVD, Just the Facts: Knives. As they are watching, have students complete the other worksheet (seven questions) that goes along with the video (download from eNasco.com/page/lesson29 and print). When the video is over, go over the answers to the worksheet and make sure to highlight the purpose of each knife that was mentioned in the DVD. (For example: The French knife is used for chopping or dicing, the serrated knife is used for shaving meat or filleting fish, etc.) Also review the proper hand formation that should be used when chopping (“the claw”).

ACTIVITY 2 (10 MINUTES)
Put all five knives that were discussed in the video out for display. Demonstrate the IMPROPER way to walk with a knife, and then get one student volunteer to demonstrate how to PROPERLY walk with a knife (which was explained in the video). Discuss how failing to follow these procedures might hurt them or their classmates in the kitchen. Now would also be a good time to go over your classroom policy for what to do if a student accidentally gets cut in the kitchen.

ACTIVITY 3 (10 MINUTES)
Have students work in their kitchen groups and as a team write down five rules they agree on and will use for knife safety. Examples might be “we agree to carry knives in the ‘down’ position,” “we agree to never put knives in a sink full of water,” or “we will help to remind each other of proper hand placement when chopping ingredients.” When each group has put their list together, have them tape it up prominently somewhere in their kitchen station so they will see it every time they are cooking.

CONCLUSION (5 MINUTES)
As an “exit slip” have students each take out a half sheet of paper. On the board, write the following question: “What skill did you learn in class today that you can use at home?” Each student should turn in their response on their way out of the classroom.

Find worksheets at eNasco.com/page/lesson29
National FCS Standards:
- FPS1.e.1.c: Identify knife safety and other safety steps around sharp objects in the food service industry.
- FPS1.e.26:h: Demonstrate professional skills in safe handling of knives, tools, and equipment.
- FSDN1.e.8.m: Prepare food for presentation and assessment.

ProStart Learning Objectives (Level 1):
- 3.17: Demonstrate correct and safe use of knives.
- 5.3: List the different types of knives used in the food service kitchen and give examples of their uses.
- 5.8: Explain how to care for knives properly.
- 5.9: Demonstrate the proper use of knives.
- 5.11: Describe and demonstrate basic pre-preparation techniques.

Objectives:
Students will:
- Watch teacher demonstration of basic knife cuts
- Create paper sample of knife cuts in correct size
- Demonstrate their knife skills by completing the kitchen lab experience

Materials List:
- Mercer® Cutlery 13-Piece Cutlery Set (Cat. No. WA29343H)
- Oneida® Ceramic Knives (Cat. No. WA31192H) — one set per kitchen group
- Knife Cuts Ruler (one per student)
- Envelopes — one per student
- Carrots — one per student
- Potatoes — one per student
- Basil — two leaves per student
- Parsley — one bunch per class

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**Day 1**

**Introduction (5 minutes)**

Begin class with a discussion on knife safety. Ask students to recall what they’ve learned about how to properly walk with a knife and rules for safe practice in the kitchen. As students respond, make a list on the board of all the rules to follow when working with knives.

**Activity 1 (10 minutes)**

Explain to students how a sharp knife is safer than a dull knife because it requires less force to use. Draw a giant protractor ruler on the board and show students how to get from a 90° angle to 45° to 22.5°. Then transfer this skill to the honing steel and do a teacher demo on how to properly use the honing steel. Explain to students how to find the 22.5° angle that is best for honing. After the teacher demo, get one or two student volunteers that would like to try using the sharpening steel in front of the class.

**Activity 2 (20 minutes)**

Pass out a “knife cuts” ruler to each student. You may teach all of the knife cuts listed, but if your school participates in ProStart you may want to focus solely on mastering these six cuts that are tested at the competition: medium dice, brunoise, batonnet, julienne, mince, and chiffonade (mince and chiffonade not shown on ruler.) Explain that in the next class, students will get a chance to practice all of these cuts themselves, but the first day you will be doing a demo of exactly how you want to see it done. Do as many knife cuts as time permits.

**Activity 3 (15 minutes)**

Give each student a piece of white paper and a scissors. Have them cut out an example of the julienne, brunoise, batonnet, and medium dice. Have them match up their samples to the knife cuts ruler to make sure they are exact width and length. Then have them cut out one or two more of each so they can practice uniformity. When finished, have students put their paper cuts into an envelope, label with their name, and turn them in.

**Day 2**

**Introduction (5 minutes)**

Ask students to get out the knife cuts ruler they received in the last class. Explain that in this class they will be practicing all of the knife cuts on their own and they should bring this ruler with them into the kitchen. As a class, go through the tray diagram shown in the “Knife Skills Kitchen Lab” section that follows. Make sure students understand you want their cuts displayed exactly like the diagram when they are finished. They should cut enough food product to demonstrate precision and uniformity (for example, about five batonnet cuts total).

**Activity 1 (35 minutes)**

Depending on class size, either have each student or each kitchen group execute the full list of knife cuts. It is preferable to have each student do all of the cuts on their own. When they are finished, the teacher should offer feedback and grade their performance.

**Knife Skills Kitchen Lab**

Each student will perform all six cuts listed below. Place each cut in a separate pile/bowl on your tray and present to your instructor when finished. You will be graded on precision, uniformity, effort, and knife safety.

- **Cut 1:** Julienne – ½ carrot
- **Cut 2:** Brunoise – ½ carrot
- **Cut 3:** Medium Dice – 1 potato
- **Cut 4:** Batonnet – 1 potato
- **Cut 5:** Chiffonade – 2 basil leaves
- **Cut 6:** Mince – parsley

**Conclusion (10 minutes)**

After all students have had their knife cuts evaluated, you may choose to save them and use the knife cuts in a class recipe on a following day. Vegetable tempura, French fries, or roasted vegetables could be made with the julienne or batonnet cuts. If you don’t have time for a lab day, just dispose of the knife cuts in a classroom compost bin. Make sure all of the lab clean-up procedures are followed.
**Review**

**Directions:** After watching “Just the Facts: Knives,” answer the following questions.

1. Name five different types of knives?

2. What is the shape called that your hand forms when using proper slicing technique?

3. What two types of steel are used for knives?

4. Which type of steel used for knives will not rust?

5. All knives have teeth? True or False

6. How do you wash a knife properly?

7. What other use does a paring knife have besides slicing?
Directions: Identify the knives below.
**Review**

**Directions:** After watching “Just the Facts: Knives,” answer the following questions.

1. Name five different types of knives?
   - Answers vary. (Paring, Peeler, Cleaver, Chef’s, French, Bread, Roast)

2. What is the shape called that your hand forms when using proper slicing technique?
   - A bear claw

3. What two types of steel are used for knives?
   - Stainless Steel and Carbon Steel

4. Which type of steel used for knives will not rust?
   - Stainless Steel

5. All knives have teeth? True or False
   - True

6. How do you wash a knife properly?
   - Make sure you wash in a sink that will not dull the knife. Wash blade down, by themselves.

7. What other use does a paring knife have besides slicing?
   - Decorating/garnishing fruits and vegetables
Directions: Identify the knives below.

1. Chinese Cleaver
2. Peeler
3. Paring Knife
4. Chef’s or French Knife
5. Roast Knife