



Slides 1.5: Tools and Equipment

Lesson 1.5, Unit 1, Topic 1.2. Two days. Day 1 is slides 1 to 11; Day 2 is slides 12 to 24.

Day 1

Slide 1: Do now

- Draw or name one kitchen tool you have used at home.
- What job did you use it for? One sentence.
- Two minutes. Pencils down when the timer sounds. Notes: Cold call four students. Write the tools on the board in a column; they come back in slide 3.

Slide 2: Eighteen tools, one room

- There are eighteen tools on the trays around this room.
- By the end of today you will know all eighteen, what they do, and which drawer they live in.
- Then I hide them and you find them. Image: a photo of the six staged trays from above, numbers visible.

Slide 3: Three tool families

- Family 1: Measure (cups, spoons)
- Family 2: Mix and move (bowls, whisk, spoon, spatula, tongs, colander)
- Family 3: Cut and cook (board, shears, opener, peeler, grater, pans, mitt, thermometer)
- Copy the three families onto your handout header. Image: three columns with one tool drawing at the top of each. Notes: Sort the do now tools from slide 1 into the three families out loud with the class.

Slide 4: Station rules

- Pick it up. Look at it. Put it back where you found it.
- Write on your handout: the name, the job, the family.
- Answer the “which tool” card on the tray.
- Nothing travels to another tray. Whisper.
- Three minutes per tray. Rotate on the reset cue.

Slide 5: Tray A, Measure

- Dry measuring cups: the nested set. Fill, then level.
- Liquid measuring cup: glass, a pour spout, lines on the side, space above the top line.
- Measuring spoons: for small amounts, teaspoons and tablespoons. Image: the three tools side by side with their numbers. Notes: Shown during the rotation as a reference only; do not read it aloud. Same for slides 6 to 10.

Slide 6: Tray B, Mix

- Mixing bowls: small and large; hold and mix.
- Whisk: beats air in; breaks up eggs.
- Wooden spoon: stirs on the stove without scratching. Image: the three tools with numbers.

Slide 7: Tray C, Move

- Rubber spatula: scrapes a bowl clean; folds; pushes eggs in a pan.
- Tongs: grip and turn hot food. Your fingers stay out of the pan.
- Colander: drains water; rinses produce. Image: the three tools with numbers.

Slide 8: Tray D, Cut (our way)

- Cutting board: the surface you cut on. Never the counter.
- Kitchen shears: cut food, open bags. Our main cutting tool.
- Can opener: cans. Watch the lid edge.
- No sharp knives in this room. Butter knives and shears only. Image: the three tools with numbers.

Slide 9: Tray E, Prep

- Peeler: takes skin off carrots and potatoes. Peel away from your hand.
- Grater: shreds cheese and carrots. Knuckles up.
- Sheet pan: flat baking. Nachos, cookies, roasted vegetables. Image: the three tools with numbers.

Slide 10: Tray F, Cook and check

- Saucepan: tall sides, a lid. Boil, simmer, sauces.
- Skillet: wide and shallow. Fry, scramble, saute.
- Oven mitt: between your hand and anything hot.
- Food thermometer: the only way to know the inside is cooked. Image: the four tools with numbers.

Slide 11: Scavenger hunt and closure

- Every tool has a home. Find where each of the eighteen lives in your station.
- Open, look, close. Nothing comes out of a drawer.
- Draw the drawers on your map. Write each tool's number where it lives.
- Eight minutes. Then: the drawer where the measuring cups live, and the tool that was hardest to find.
- Exit card: 3 tools you can name and place without looking, 2 you mixed up, 1 you have never seen at home. Image: the answer map for one station (revealed after the hunt).

Day 2

Slide 12: Do now

- Which is more dangerous, a stove or a blender? One reason.
- Hand vote in two minutes. Notes: Two students defend each side. Then: both can hurt you, both are safe if you know the parts, the steps, and what goes wrong.

Slide 13: Five machines, three things each

- The parts.
- The three safe-use steps.
- The one thing that goes wrong most.
- Stove, oven, microwave, mixer, blender.

Slide 14: The stove

- Parts: burners, knobs, on and off marks, which knob runs which burner.
- Steps: handle in; knob off the moment the pan comes off; nothing on a burner but a pan.
- Goes wrong: a burner left on; a towel on the burner. Image: a labeled drawing of a four-burner stovetop with arrows from each knob to its burner.

Slide 15: The oven

- Parts: racks, door, temperature dial, light.
- Steps: preheat first; mitt on before you touch a rack; the teacher opens the door.
- Goes wrong: a bare hand or a thin towel on a rack; a face over the door when it opens. Image: a labeled drawing of an oven with the door open, racks numbered.

Slide 16: The microwave

- Parts: door, turntable, time buttons, stop button.
- Steps: ceramic, glass, or paper only; cover splatter; paper towel or mitt to take it out.
- Goes wrong: metal or foil inside; a mug that looks cool and is not. Image: a labeled drawing of a microwave, with a red X over a fork and a foil tray.

Slide 17: The mixer

- Parts: beaters, the lock, the speed switch, the bowl.
- Steps: beaters locked in; start on low; hands and spoons out while it runs; unplug before the beaters come out.
- Goes wrong: a spoon in the bowl while it runs. Image: a hand mixer with the parts labeled.

Slide 18: Blender demo

- Order of ingredients: liquid first, soft next, frozen or hard on top.
- Lid on. One hand on the lid. Then the switch.

- Glass jar vs plastic jar: glass is heavier and does not scratch or hold smells; plastic does not shatter. Both must sit on the base before it runs.
- Nothing goes in while it runs. Unplug before the blade comes out. Image: a blender with the layers drawn: milk at the bottom, banana in the middle, ice and berries on top. Notes: Do it wrong once on purpose, ice first with the lid on, and let them hear the motor struggle. Then do it right. *[Sal: your Queens College demo script.]*

Slide 19: Call and response

- What goes in first? (Liquid.)
- Where is your hand? (On the lid.)
- When can a spoon go in? (Never while it runs. Off and unplugged.)
- Say it three times.

Slide 20: What went wrong, scene 1 and 2

- Scene 1: a pan smoking on a burner that was left on after the food came out.
- Scene 2: a foil tray in the microwave, sparks.
- Name the machine. Name what went wrong. Write the safe procedure that would have stopped it. Image: two simple drawings of the scenes.

Slide 21: What went wrong, scene 3, 4, and 5

- Scene 3: a blender turned on with the lid off.
- Scene 4: a mixer running with a spoon in the bowl.
- Scene 5: an oven rack grabbed with a dish towel. Image: three simple drawings. Notes: Cut these into the five scene cards; each team gets one, then trades once.

Slide 22: Tools Check

- Ten items. Alone. Quiet.
- Items 1 to 6: name the tool in the photo.
- Items 7 to 10: which tool, and why.
- Seven minutes. Image: six tool photos in a grid, numbered 1 to 6 (liquid measuring cup, whisk, tongs, colander, kitchen shears, oven mitt).

Slide 23: Grade 8 stretch

- Sort the eighteen tools: processing, cooking, holding, storing, serving.
- Write one tool this room is missing and why it matters.
- Write the safe procedure for a machine that is not here (an air fryer, an electric kettle).

Slide 24: Closure

- Exit card, one sentence: "The machine I will be most careful with in Lab 1 is ____ because ____."
- Two students read theirs.
- Tomorrow: measuring. Bring your eyes to the counter.