



Le French Cafe Homeschool Lesson Plan

Overview

Raddish is designed by a dedicated team of teachers and chefs who believe the kitchen classroom is the tastiest place to learn. We love watching learning come alive when kids mix math, stir science, and taste culture!

Paired with the materials found in your Le French Cafe box, this lesson plan divides your box into three 45-90 minute lessons. You can use these lessons for students from pre-K – middle school and adapt them to suit your needs. Depending on your timeframe, child's age, and their engagement, these lessons can be taught together or separated.

Please refer to the curriculum provided in your box: recipe guides, activity card, and introduction card.

Happy cooking! Happy learning!



Lesson #1: CHOCOLATE-DIPPED CREAM PUFFS
& FRENCH LANDMARKS
Activity Time: 45-60minutes

LEARNING OUTCOMES

- Students will **create** their own definition of what a landmark is.
- Students will **learn** about landmarks in France or their home town.
- Students will **research** a landmark of their choice.
- Students will **collect information** such as location, historical significance, cost, opening hours, and building materials about their chosen landmark.
- Students will **write** a travel brochure or **act out** a commercial, or **build** their landmark, in order to share what they have learned.
- Students will **read and practice** with Featured Culinary Skill - Preparing French Pastry Dough.
- Students will **make and share** Chocolate-Dipped Cream Puffs.



FRENCH LANDMARKS

Notes for the Teacher:

- Although this lesson focuses on French landmarks, younger students may benefit from exploring a landmark that is close to home. A park, building, or monument that they see every day may have even more value to their conceptual understanding.
- You can use the vocabulary of landmarks when exploring your neighbourhood.
 - We turn left at the fire station.
 - Let's meet at the statue of the man on the horse in the park.

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Books about the Eiffel Tower, and other French Landmarks see list below
 - Chart Paper and Markers
 - Access to the internet
 - Materials for sharing research dependent on choice:
 - Brochure (paper, photos, maps, scissors, glue)
 - Commercial or travel blog (video camera, props, maps, photos)
 - Model (blocks, popsicle sticks, cardboard, playdough, glue, scissors, etc.)
- **Watch:**
 - Eiffel Tower Facts for Kids (2:32)
<https://www.youtube.com/watch?v=uUhO9VoGym4>
 - The Eiffel Tower for Kids: Famous World Landmarks for Children (3:13)
<https://www.youtube.com/watch?v=DUafW5QkASA>



INTRODUCTION: What is a Landmark?

- Provide students with a variety of images of landmarks. (Try and have at least 10.)
 - If possible include both natural landmarks (Niagara Falls, Mount Everest, etc.) and built landmarks (Empire State Building, Eiffel Tower, etc.)
- Ask: What do you think these places have in common?
- Tell the students that all of these images are *landmarks*.
 - Ask: What do you think a landmark is?
 - Challenge them to create their own definition.
- Share: Definition of *landmark*
 - Originally, a landmark literally meant an important or particular geographic point (like a mountain, a cliff, or a river) used by explorers to find their way through an area.
 - Today, it includes anything that can be recognized easily, such as a monument, building, or other structure. It is the main word used to describe tourist attractions because they are big, beautiful, or have historical importance.
 - Landmarks will often have a sign with information explaining their importance. When you travel, pay close attention and find new landmarks everywhere you go.
- Have students brainstorm a list of landmarks that they know or have studied.
- Share: Today we will be learning about the Eiffel Tower. Then we will choose a landmark to learn more about, and have the opportunity to create a brochure, build a model, or film a commercial to share what they have learned.

BACKGROUND INFORMATION: Researching Landmarks

- Tell students that you are going to show them how to do landmark research using the Eiffel Tower as an example.
- Show your students the resources that you have collected:
 - Fun Bite- The Eiffel Tower from The Chocolate-Dipped Cream Puffs recipe guide
 - Books that you may have collected:
 - [Gustave Eiffel's Spectacular Idea – The Eiffel Tower](#) by Sharon Katz Cooper
 - [Madame Martine](#) by Sarah S. Brannen
 - [E is for Eiffel Tower](#) by Helen L. Wilbur
 - [Where is the Eiffel Tower?](#) by Dina Anastasio
 - [City Trails- Paris](#) by Lonely Planet Kids and Helen Greathead
 - [Mission Paris: A Scavenger Hunt Adventure](#) by Catherine Aragon
 - Websites
 - <http://sciencekids.co/nz/sciencefacts/engineering/eiffeltower.html>
 - <https://www.toureffel.paris/en/families>
 - https://kids.kiddle.co/Eiffel_Tower



- Videos
 - Eiffel Tower Facts for Kids (2:32)
<https://www.youtube.com/watch?v=uUhO9VoGym4>
 - The Eiffel Tower for Kids: Famous World Landmarks for Children (3:13)
<https://www.youtube.com/watch?v=DUafW5QkASA>
- **Ask:** What kind of information you (or a tourist?) would like to know about the Eiffel Tower?
- **Write** a list of questions on chart paper and post for later reference:
 - Where is the landmark?
 - How would you get there?
 - What is significant about this place? Why would people want to visit?
 - When was it built?
 - What is it built out of?
 - When is it open?
 - What does it cost?
- **Inform** your students that the next job of a researcher is to find the information to answer the questions that they came up with.
- **Demonstrate** using books, websites, videos, and maybe even calling, emailing or interviewing someone that has been there to find answers to the questions.
- Let the students know that now that the information is collected, you have to decide how to share it.
- **Show** examples:
 - Brochure - with writing, photos and maps.
 - Video - The Eiffel Tower for Kids: Famous World Landmarks for Children (3:13) <https://www.youtube.com/watch?v=DUafW5QkASA>
 - Travel Blog
 - Build a model and give a presentation



ACTIVITY INSTRUCTIONS: Research and Share about a French Landmark

- Tell the students that now it is their turn to **choose** a French Landmark.
 - For younger students: Try a landmark that is close to home that they can visit instead. (See Teacher Note: a fire station, or statue in a city park are landmarks as much as Notre Dame!)
- Provide students with possible French landmarks can be found in:
 - Books listed in the resource section below
 - Websites:
 - <https://www.kids-world-travel-guide.com/france-attractions.html>
 - <https://traveluto.com/famous-landmarks-in-france/>
 - Videos:
 - 5 best Landmarks to See in Paris (3:38)
<https://www.youtube.com/watch?v=Hi7H6O72sTA>
- Encourage students to either use their own questions about that landmark or refer to the ones that you came up with together.
- Support students in doing their research.
- Assist students in deciding how they want to share their learning:
 - Brochure - with writing, photos, and maps.
 - Video or commercial to visit
 - Travel Blog
 - Build a model and give a presentation
- Give access to materials necessary to complete their project.
- Invite friends and family over to enjoy Chocolate-Dipped Cream Puffs while the students teach them about the Landmarks of France!

EXTENSION:

- Write a story that takes place at a famous landmark in France.
- Create a scavenger hunt around your town to find local landmarks.
- Collect or design your own postcards of landmarks that are interesting to you.
- Build more landmarks. Some cool kits can be found at <https://www.teacherspayteachers.com/Product/STEM-Challenge-Build-Famous-Landmarks-2712992>



COOKING CHOCOLATE-DIPPED CREAM PUFFS

Kitchen Prep

- Read the Chocolate-Dipped Cream Puffs recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Preparing French Pastry Dough**
- Discuss kitchen safety. Specifically, STOVE TOP safety (Visit Raddishkids.com/pages/safety).

Prepare Chocolate-Dipped Cream Puffs

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to mix, crack, and divide the batter.
- When the Chocolate-Dipped Cream Puffs are ready, eat, taste and share!
- While your friends and family are eating, present your final landmark projects.

RESOURCES

- **Books**
 - [Gustave Eiffel's Spectacular Idea – The Eiffel Tower](#) by Sharon Katz Cooper
 - [Madame Martine](#) by Sarah S. Brannen
 - [E is for Eiffel Tower](#) by Helen L. Wilbur
 - [Where is the Eiffel Tower?](#) by Dina Anastasio
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 - <http://sciencekids.co/nz/sciencefacts/engineering/eiffeltower.html>
 - <https://www.toureffel.paris/en/families>
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- **Videos**
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<https://www.youtube.com/watch?v=uUhO9VoGym4>
 - The Eiffel Tower for Kids: Famous World Landmarks for Children (3:13)
<https://www.youtube.com/watch?v=DUafW5QkASA>



Lesson #2: BUILD-YOUR-OWN NIÇOISE SALAD
& THE PALACE OF VERSAILLES
Activity Time: 45-90 minutes

LEARNING OUTCOMES

- Students will **watch** videos that feature the Palace of Versailles.
- Students will **discuss** their impressions of the Palace.
- Students will **look closely** at the art, architecture, and gardens of the Palace.
- Students will **learn** about Louis XIV and his choices that shaped the Palace.
- Younger students will **paint, draw, or collage**: a King or Queen, a room, or a garden for a palace of their own design.
- Older students will **explore the connection** between the expansion of the Palace of Versailles and the French Rebellion.
- Older students will **design a palace** of their own and offer a rationale of how they would raise the funds to pay for it.
- Students will **read and practice** with Featured Culinary Skill - Peeling Eggs.
- Students will **make and share** Build-Your-Own Niçoise Salad.



THE PALACE OF VERSAILLES - History and Impact

YOUNGER STUDENTS

Notes for the Teacher:

- In the introduction you will help your students build their own definition of a palace from the concepts that they already have in place from stories, movies, and perhaps family vacations, or even a trip to Disney Land or World.
- I offer here a definition for your reference but the one your students create is more valuable at the outset. Throughout the lesson they will learn more about palaces and perhaps add to their original definition or not. The following is from Wikipedia:
 - A palace is a grand residence, especially a royal residence, or the home of a head of state or some other high-ranking dignitary.
 - The word is derived from the Latin name Palatium for Palatine Hill in Rome which housed the Imperial residences. In many parts of Europe, the term is also applied to ambitious private mansions of the aristocracy. Many historic palaces are now put to other uses such as parliaments, hotels, or office buildings. The word is also sometimes used to describe a lavishly ornate building used for public entertainment or exhibitions, such as a movie palace.

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Art materials (dependent on technique):
 - Collage: paper, wallpaper samples, magazines, glue, scissors, glitter, tin foil
 - Drawing: pastels, crayons, markers, chalk
 - Painting: brushes, paper, paint
- **Read**
 - This online book with real photographs provides detailed information that you can simplify while showing your students the pictures:
 - <https://www.storyjumper.com/book/index/18002578/Palace-of-Versailles#page/20>
 - See Inside Famous Palaces by Megan Cullis
 - Palace of Versailles: France's Royal Jewel by Linda Tagliaferro
- **Watch**
 - Paris- 4 minute tour of Versailles (3:41)
<https://www.youtube.com/watch?v=kypS44d46ME>
 - Explore on this website where you can zoom, and turn the camera to capture every nook and cranny of the Hall of Mirrors, Gardens, Louis XIV's bedchamber, and more!
 - <https://artsandculture.google.com/partner/palace-of-versailles>



INTRODUCTION: What is a palace?

- **Ask:**
 - What is a palace?
 - What makes it a palace?
 - What is it made out of? How big is it?
 - Who lives there?
 - Is a palace the same as a castle?
 - What stories do you know that have palaces in them?
 - Do you know any real-life palaces? Have you ever visited one? What was it like?
- **Discuss** how the palaces that they suggest are similar and different from one another.
- **Help** your students create a definition of what a palace is.
- **Tell** your students that today they are going to learn about a very famous Palace in France called the Palace of Versailles! Ask them to pay special attention to the art they see in the buildings, and the sculptures in the gardens because they are going to have an opportunity to make their own art inspired by what they see.

BACKGROUND INFORMATION: The Palace of Versailles

- **Read** the Fun bite - France's Famous Cities on the Build-Your-Own Niçoise Salad recipe guide.
- **Look** on a map to see how close Versailles was to Paris.
- **Ask:** Do you think it was important to build a palace close to the big city? Why or why not?
- **Watch:**
 - Paris- 4 minute tour of Versailles (3:41)
<https://www.youtube.com/watch?v=kypS44d46ME>
- **Discuss** with the students what their favorite rooms or areas were and why.
- **Ask:**
 - What did you notice about the paintings, sculptures, curtains, furniture, and walls?
 - What did you notice about the colors, textures, and shapes?
 - How do you think you would feel if you lived in one of those rooms?
- **Delve deeper** into the rooms or areas that interested them with the resources below:
 - <https://www.storyjumper.com/book/index/18002578/Palace-of-Versailles#page/20>
 - <https://artsandculture.google.com/partner/palace-of-versailles>



ACTIVITY INSTRUCTIONS: Art Inspired by the Palace of Versailles

- Collect the art materials that you decide to work with (see ideas in the materials section above).
- Inform the students that it is now their turn to design art inspired by the Palace of Versailles.
- Remind them to think about the colors, textures, and shapes they saw.
- Provide options:
 - Create a room that would fit in the palace.
 - Draw a royal person and the clothes that they would wear in a palace.
 - Depict the gardens and fountains.
 - Replicate a painting for the ceilings or the walls.
 - Design a wallpaper, or fabric pattern.

EXTENSION:

- Design your own palace with colors, rooms, and whole buildings that fit who you would be as a ruler.
- Research other Palaces and how they are similar to or different from Versailles.



OLDER STUDENTS

THE PALACE OF VERSAILLES - History and Impact

Teacher Prep:

- **Collect Materials:**
 - Recipe Guide, tools and ingredients listed
 - Videos as decided from below.
 - Map of France and area around Paris
 - Materials for activity depends on how they decide to design.
- **Watch**
 - Decide whether you want to show your students one or both:
 - Versailles from Louis XIII to the French Revolution (3:25)
<https://www.youtube.com/watch?v=X235vpOToVU>
 - Rick Steves- Versailles, France Ultimate Palace (6:59)
<https://www.youtube.com/watch?v=I94CDIsFpQA>
 - Preview this video for suitability for your students:
 - Horrible Histories - The French Revolution
<https://www.dailymotion.com/video/x2llxkj>

INTRODUCTION: What is a palace?

- **Ask:** Have you ever heard of the Palace of Versailles?
 - If so, what do they know?
 - If not, where do you think it is? What gave you clues?
- **Ask:** What makes a building a palace?
 - How old is it? How big is it?
 - Where is it located?
 - What is it made out of?
 - Who lives there?
- **Provide** your students with the following definition from Wikipedia:
 - A palace is a grand residence, especially a royal residence, or the home of a head of state or some other high-ranking dignitary.
 - The word is derived from the Latin name Palatium for Palatine Hill in Rome which housed the Imperial residences. In many parts of Europe, the term is also applied to ambitious private mansions of the aristocracy. Many historic palaces are now put to other uses such as parliaments, hotels, or office buildings. The word is also sometimes used to describe a lavishly ornate building used for public entertainment or exhibitions, such as a movie palace.
- **Tell** your students that today they are going to **learn** more about the Palace of Versailles, how it started, how it grew to mammoth proportions, who was responsible, and how it is in part responsible for starting the French Revolution! **Recommend** that they pay close attention because they need to use what they learn to be able to design a palace of their very own!



BACKGROUND INFORMATION: The Palace of Versailles

- **Share** facts about the Palace of Versailles:
 - Located in the Ile de France region, about 15 miles southwest of Paris.
 - Started out as a hunting lodge.
 - More than 3000 people were involved in the construction.
 - There are more than 700 rooms, 1200 fireplaces, and 60 staircases.
 - At one time around 10,000 people lived there.
 - In today's money it would have cost over 2 billion dollars to build.
- **Show** students one or both of the following videos:
 - Versailles from Louis XIII to the French Revolution (3:25)
<https://www.youtube.com/watch?v=X235vpOToVU>
 - Rick Steves- Versailles, France Ultimate Palace (6:59)
<https://www.youtube.com/watch?v=I94CDIsFpQA>
- **Discuss** all of the different types of rooms, materials and buildings constructed.
- **Ask:** Do you feel that all these rooms/materials were necessary? Which ones and why?
- **Inform** students that Louis the XIV often held parties at Versailles and invited the nobles to stay.
 - **Ask:** Why do you think that he did that?
 - By keeping nobles away from their estates and housing them in the midst of luxury, he reduced their power, which gave him more direct rule over France.
- **Share:** The grandeur and enormity of the Palace was impossibly expensive to maintain. In fact, historians estimate that the costs of upkeep, including the care and feeding of its staff and the Royal Family, consumed as much as 25% of the entire national income of the country of France!
 - **Discuss** with the students: Do you think these expenditures were justified to strengthen France's political position or not?
- **Ask:** What do you think these costs have to do with the French Revolution?
 - **Refer** to the information learned in:
 - Versailles from Louis XIII to the French Revolution (3:25)
<https://www.youtube.com/watch?v=X235vpOToVU>
 - **Or watch:**
 - Horrible Histories The French Revolution
<https://www.dailymotion.com/video/x2llxkj>



ACTIVITY INSTRUCTIONS: Art Inspired by the Palace of Versailles

- Tell students that they are the ruler of a land and now have the opportunity to **design** their own Palace.
- **Inform** them that they need to **decide and answer** the following questions:
 - What kind of a ruler are you?
 - What's your name?
 - What will you name your palace?
 - Optional- what kind of government do you have?
 - What is the purpose of your palace?
 - A summer, or year-round home?
 - Seat of government?
 - Where will you build?
 - Proximity to your subjects?
 - Amount of land needed?
 - How big will you go?
 - What kinds of buildings will you include? Why?
 - What message do you want to show with your palace?
 - What building materials will you use?
 - What style of architecture? What does this say about your leadership?
 - How will you pay for your palace?
 - What impact do these costs have on your citizens?
- After students have answered those questions, set them free to design their palace.
 - Students can:
 - Build a model/diorama
 - Create architectural plans
 - Make an interior designer board, that includes material samples and colors.
 - Use computer programs to render their plans.
 - Make a painting.
 - Write a descriptive essay.
 - Create a power point presentation.
- **Create** a Royal Gala where students can **dress up** (optional) and **share** their palaces along with their rationale.



COOKING BUILD-YOUR-OWN NIÇOISE SALAD

Kitchen Prep

- Read the Build-Your-Own Niçoise Salad recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the **Featured Culinary Skill - Peeling Eggs**
- Discuss kitchen safety. Specifically, **Knife safety** (Visit Raddishkids.com/pages/safety).

Prepare Build-Your-Own Niçoise Salad

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to drizzle, peel, and add.
- When the Build-Your-Own Niçoise Salad is ready, eat, taste and share!
- While your friends and family are eating, share your palace art and designs, while you teach them a bit about the Palace of Versailles.



RESOURCES

- Books
 - <https://www.storyjumper.com/book/index/18002578/Palace-of-Versailles#page/20>
 - [See Inside Famous Palaces](#) by Megan Cullis
 - [Palace of Versailles: France's Royal Jewel](#) by Linda Tagliaferro
- Websites
 - <https://artsandculture.google.com/partner/palace-of-versailles>
 - http://www.softschools.com/facts/europe/palace_of_versailles_facts/2366/
 - http://encyclopedia.kids.net.au/page/pa/Palace_of_Versailles
- Videos
 - Paris- 4 minute tour of Versailles (3:41)
<https://www.youtube.com/watch?v=kypS44d46ME>
 - Versailles from Louis XIII to the French Revolution (3:25)
<https://www.youtube.com/watch?v=X235vpOToVU>
 - Rick Steves- Versailles, France Ultimate Palace (6:59)
<https://www.youtube.com/watch?v=I94CDIsFpQA>
 - Horrible Histories The French Revolution
<https://www.dailymotion.com/video/x2llxkj>



Lesson #3: CROQUE MONSIEUR
& THE CHEF DE CUISINE AND THE KITCHEN BRIGADE
Activity Time: 45-90 minutes

LEARNING OUTCOMES

- Students will **learn** the history of how French kitchens are organized.
- Students will be **exposed to** the names for the different roles in a French kitchen.
- Students will **explain** how the brigade system helps with kitchen operations and teamwork.
- Students will **learn** what it takes to become a chef in France.
- Students will **learn** the history of the white chef's hat or *toque*.
- Students will **role play** being a chef de cuisine and other members of the kitchen brigade.
- Students will **read and practice** with **Featured Culinary Skill Box Grater Safety**
- Students will **make and share** Croque Monsieur.



HOW TO BECOME A FRENCH CHEF

Notes for the Teacher:

- This lesson is heavy on information. There are many specific jobs in the traditional Kitchen Brigade. For younger students, you can choose to teach fewer roles and simplify the description of the responsibilities as appropriate.
- Read all of the instructions for the games ahead of time to familiarize yourself.
- You could create the cards in advance of the lesson for your students.
- Encourage students to create other games to cement an understanding of the roles in the kitchen.

Teacher Prep:

- **Collect Materials:**
 - Recipe guide and tools listed within.
 - Index cards or card stock cut to size.
 - Pen and markers for drawing.
 - The Kitchen Brigade (included)
- **Read**
 - The Kitchen Brigade (included)
- **Watch**
 - The Kitchen Brigade System- Informative Speech (5:53)
<https://www.youtube.com/watch?v=aAw3IxGmP2U>
 - Escoffier's Brigade System - The First Master Chef: Michel Roux on Escoffier (4:13)
https://www.youtube.com/watch?v=grGI_uYUCPM
 - Gordon Ramsay expediting on Master Chef Junior (1:16)
<https://www.youtube.com/watch?v=5V93QmXZcFQ>



INTRODUCTION: The Chef de Cuisine and the Kitchen Brigade

- **Ask:** How many people do you think work in a restaurant kitchen?
 - What do you think those people do?
 - How do you think they learned how to do those jobs?
 - How do you think they all get along?
 - How does the food get from your order with the waiter to being prepared and arriving at your table just the way you wanted it?
- **Watch** a clip from the movie Ratatouille Ratatouille Kitchen Brigade (1:00)
<https://www.youtube.com/watch?v=Gd6HvYzNlU4>
 - **Ask:** Do you recognize any of the terms that Remy, the rat, mentions?
- **Share** that today the students will learn that it takes a lot of work and time to become a Chef de Cuisine. You will learn that there are many jobs in a professional kitchen and how those jobs are organized.
- **Share:** In order to become the head chef, which in France is called the *Chef de Cuisine*, it requires a long commitment, both in terms of schooling and on-the-job training. To become a chef, you have to work your way up from the bottom through all the different jobs in the kitchen.
 - The French start this process when they are young, around 14 years old in a vocational school which takes about 2-3 years. When they graduate, they get a job as an assistant *commis* or as a line cook. This is the bottom of the **kitchen brigade**. To become the chef de cuisine they have to work their way up from the bottom. Each level may take a few years to master.
 - If you are interested in learning more about the schooling of becoming a French Chef:
 - <http://www.theramblingepicture.com/how-to-become-a-chef-in-france/>
 - <https://www.cordonbleu.edu/paris/how-to-become-cuisine-chef/en>

BACKGROUND INFORMATION: The Kitchen Brigade System

- The Kitchen Brigade system was designed in the late 1800's by a man named Georges-Auguste Escoffier. After working in the French army, he developed the modern brigade system. He designed it for maximum efficiency by organizing the kitchen into a hierarchy (a system in which people or things are placed in a series of levels with different importance or status) of:
 - authority (who is in charge of whom)
 - responsibility (something you are expected to do)
 - function (what is your exact job or role).
- **Ask:** Can you think why this system would be helpful in a kitchen?
- **Review:** "The Kitchen Brigade" information sheet (included)
 - In the brigade, the boss is the *chef de cuisine*, assisted by a *sous chef*. Below them are the *chefs de partie*, each in charge of a production station and assisted by *demi-*



chefs and *commis* (apprentices). The number of station chefs can vary depending on the size of the kitchen.

- Today, most restaurants use some simplified variation of Escoffier's kitchen brigade.
 - The executive chef **coordinates** kitchen activities, sets standards, manages costs, and directs training and work efforts.
 - The sous chef **makes sure** that the food is prepared, portioned, and presented according to the executive chef's standards.
 - The line cooks **run the stations** and prepare menu items according to specifications, aided by assistants and apprentices.
- (Optional) **Watch:**
 - The Kitchen Brigade System- Informative Speech (5:53)
<https://www.youtube.com/watch?v=aAw3IxGmP2U>
 - Escoffier's Brigade System - The First Master Chef: Michel Roux on Escoffier (4:13)
https://www.youtube.com/watch?v=grGI_uYUCPM
 - Gordon Ramsay expediting on Master Chef Junior (1:16)
<https://www.youtube.com/watch?v=5V93QmXZcFQ>



ACTIVITY: Games to Learn the Kitchen Brigade System

- Provide materials to students:
 - cardstock or index cards
 - markers, crayons
 - “The Kitchen Brigade” information sheet (included)
- Have students **create** Kitchen Brigade Cards. (As outlined in the teacher’s notes, include as many or as few roles as appropriate for your students.)
 - **Role Cards** – **Make** a set of cards with the name of the role (Pre-readers can **draw** a picture.)
 - **Responsibility Cards** – **Make** a set of cards with a short written **description** of that chef’s responsibilities.
- Use the cards to **play** the following games:
 - **Flash cards** – Play this game to memorize responsibilities.
 - Lay out the cards with the role card face up and the matching responsibility card facedown beside it.
 - Read the name of the chef’s role and explain their responsibilities.
 - Flip over the responsibility card to check if you are correct.
 - If you knew the responsibility, take the pair of cards.
 - If you got the responsibility mixed up, turn the card back over and try again.
 - **Memory**
 - Mix up the cards and lay them all facedown. Play with a partner!
 - Take turns flipping over the cards to make a match between the role and the responsibility.
 - If you make a match you get to go again.
 - If you do not make a match turn the cards back facedown and it is your opponent’s turn.
 - The player with the most matches at the end of the game wins.
 - *Add a small number/color/symbol in the bottom corner on matching cards to make matching easier.*
 - **Who is the boss?** – Play this game to practice the brigade hierarchy.
 - **Version 1**
 - Use only the role cards.
 - Lay all the cards face up.
 - **Arrange** the cards in order from the biggest boss all the way down to the lowest job in the kitchen.
 - Use the Kitchen Brigade information sheet to check answers.
 - **Version 2**
 - Place roll cards face down in a pile.
 - Pick a card and show it to your opponent, then ask them either:
 - Who is their boss?
 - Who do they boss around?



- If they **answer** correctly they get the card and get to go again.
- If they **answer** incorrectly the card goes to the bottom of the deck and it is the opponent's turn.
- The game is over when you have been able to **tell** the boss of all the jobs.
- Use the Kitchen Brigade information sheet to check your answers.
- Charades
 - Use responsibility cards only.
 - Have teams of students work together or just take turns being the performer and the guessers.
 - One player **chooses** a card from the facedown pile of responsibility cards and then **acts** out the job without speaking.
 - The player's teammates **guess** what the **role** is.
- Role play - Use the cards as a prompt for students to **create** situations and act them out.
 - Choose a few role cards.
 - Have students **design** a scenario of something that happens in the kitchen and then they can: **act it out**, **write a story** or **draw a comic strip**, etc.
 - Example:
 - The cards picked are: expediter, plongeur, sous chef, and poissonnier.
 - The situation created: The expediter calls out the order for tuna tartare, grilled swordfish, and calamari. The poissonnier messes up the order so the sous chef gets involved and somehow the plongeur saves the day.

EXTENSION:

- Students can interview, research, and discover what it takes to make it in a career of their choosing.
- Learn more about Escoffier
 - Who is Escoffier? https://wiki.kidzsearch.com/wiki/Auguste_Escoffier
 - Auguste Escoffier http://academickids.com/encyclopedia/index.php/Auguste_Escoffier
- History of the Chef's hat <https://www.escoffier.edu/blog/culinary-arts/a-history-of-the-chefs-hat/>
- Make your own chef's hat or toque
 - How to Make a Paper Chef's Hat (2:53) <https://www.youtube.com/watch?v=7mGJ6zFkI34>



COOKING CROQUE MONSIEUR

Kitchen Prep

- Read the CROQUE MONSIEUR recipe card together.
- Identify and gather ingredients.
- Gather tools.
- Read the Fun Bite Classic French Sauces and the Featured Culinary Skill - Box Grater Safety
- Discuss kitchen safety. Specifically, OVEN safety (Visit Raddishkids.com/pages/safety).

Prepare CROQUE MONSIEUR

- Ask children to read or describe each step.
- Together, follow the steps in the recipe.
- Give each child a turn to whisk, grate, and spread.
- When the CROQUE MONSIEUR are ready, eat, taste and share!
- While your friends and family are eating, teach them about how a kitchen is organized. After you are done eating you could perform a role play or play some games with them.



RESOURCES

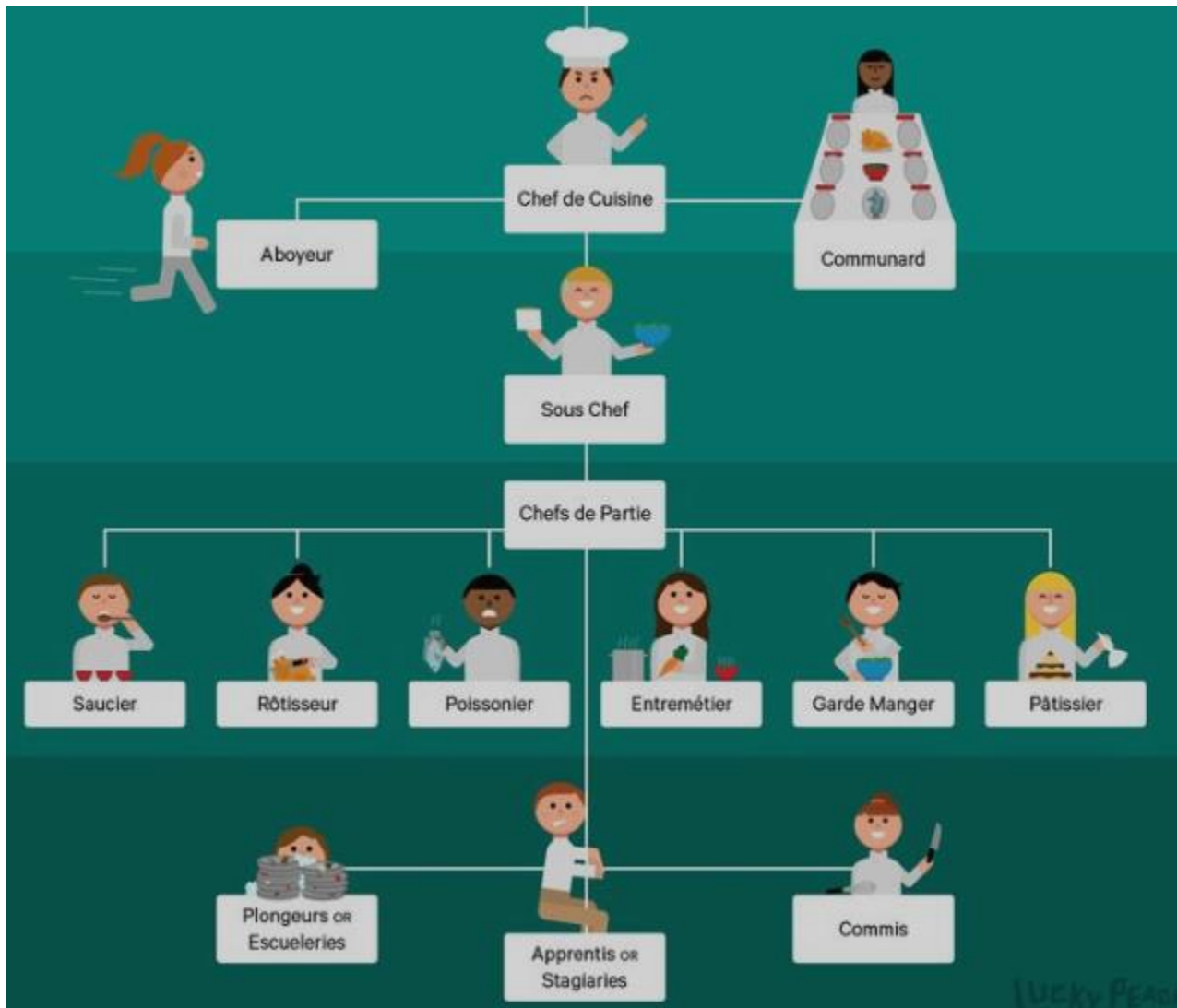
- Websites

- How to become a chef in France <http://www.theramblingepicure.com/how-to-become-a-chef-in-france/>
- What it's really like to be a chef in France <https://pdx.eater.com/2016/5/27/11163326/whats-it-really-like-to-train-to-be-a-chef-in-france>
- History of French cooking/roles: <https://www.culinaryschools.org/international/france-cooking-schools/#context/api/listings/prefilter>
- Learn how to become a chef in the US: <https://www.learnhowtobecome.org/chef/>
- History of the Chef's hat: <https://www.escoffier.edu/blog/culinary-arts/a-history-of-the-chefs-hat/>
- Types of chefs: <https://www.culinaryschools.org/chef-types/#context/api/listings/prefilter>
- Organization in a big French kitchen: https://en.wikipedia.org/wiki/Brigade_de_cuisine
- The Brigade then and now: <https://www.reluctantgourmet.com/escoffier-kitchen-brigade-system/>

- Videos

- Ratatouille Kitchen Brigade (1:00) <https://www.youtube.com/watch?v=Gd6HvYzN1uM>
- Ratatouille Keep your Station Clear (2:39) <https://www.youtube.com/watch?v=GgiK-HWKPjw>
- The Kitchen Brigade System- Informative Speech (5:53) <https://www.youtube.com/watch?v=aAw31xGmP2U>
- Escoffier's Brigade System - The First Master Chef: Michel Roux on Escoffier (4:13) https://www.youtube.com/watch?v=grGI_uYUCPM
- Gordon Ramsay expediting on Master Chef Junior (1:16) <https://www.youtube.com/watch?v=5V93QmXZcFQ>

The Kitchen Brigade



- Chef de Cuisine – Responsible for all kitchen operations, including ordering, supervision of all stations, and creating the menu.
 - Sous Chef – The “under” chef (second in command); answers to the chef, fills in for the chef, and assists the station chefs as necessary.
 - Chefs de Partie (station chefs):
 - Saucier (sauté chef) – responsible for sautéed items and their sauces. This position is often considered the most demanding and glamorous on the line.
 - Poissonier (fish chef) – responsible for fish items, including fish butchering, and their sauces.

- Rôtisseur (roast chef) – responsible for roasted foods and their sauces.
- Grillardin (grill chef) – responsible for grilled foods.
- Fritteurier (fry chef) – responsible for fried foods.
- Entremetier (vegetable chef) – responsible for soups, vegetables, pastas, and starches. In some kitchens this job might be separated into a potager (soup chef), and legumier (vegetable chef).
- Garde manger (cold food chef or pantry chef) – responsible for preparation of cold foods like salads, cold appetizers, and pâtés.
- Boucher (butcher) – responsible for butchering meats, poultry, and occasionally fish.
- Pâtissier (pastry chef) – responsible for baked items, pastries, and desserts. The pastry chef often supervises a separate kitchen area and would therefore be equal to the sous chef in their own section. This position may be further broken down into:
 - Confiseur – responsible for candies and *petit fours*.
 - Boulanger – responsible for unsweetened doughs like bread and rolls.
 - Glacier – responsible for frozen and cold desserts.
 - Décorateur – responsible for showpieces and special cakes.
- Aboyeur (expediter or announcer) – responsible for accepting orders from the dining room and relaying them to the various station chefs. This person is the last person to see the plate before it leaves the kitchen – it's their job to ensure everything looks great!
- Communard – responsible for cooking a meal for the kitchen staff.
- Under all of these station chefs are:
 - Commis (line cook) – responsible for food preparation work and basic cooking under the supervision of a chef de partie.
 - Apprentice – responsible for cleaning and prep work; working to gain experience.
 - Plongeur (dishwasher) – responsible for washing dishes.