

Day 1: Introduction, Syllabus Review, Defining Seasonality, Food Waste / Recovery, Food Recovery Event Prep

- **Learning Objectives**
 - Students will learn instructor expectations, kitchen space, syllabus and daily classroom procedures
 - Student will eventually be able to identify and utilize seasonal ingredients in their cuisine
 - Students can identify uses for and sustainable solutions for food waste
 - Students will learn how to first hand create a dish using only recovered food and then prep it for a large group event
- **Lecture**

Lecture covering the course overview followed by a lengthy discussion about seasonal foods and their place in cuisine
- **Demonstration**

Demo how to properly clean, and work with seasonal and recovered food. Also demonstrate how to set up station properly to set precedent and example for rest of course.
- **Competency-Based Applied Learning Activity**

Students are given local ingredients and asked to create their own dish to serve at a food recovery event.
- **Reading / Homework Assignment**

Begin to read through and study the ingredients list and food seasonality charts given on day one.
- **Assessment**

Instructor will grade students on their ability to work in a group, cleanliness and sanitation, their knife skills as well as give constructive feedback on the overall outcome of the dish. Students present their dishes to the class and to instructor in next class.

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Day 2: Food Preservation, Knife Skills Review, Food Recovery Event

- **Learning Objectives**
 - Students will have a basic understanding of food preservation methods
 - Make sure students are keeping up on their knife skills
 - Students will learn how to work together to prepare a seasonal lunch
 - Students also learn about working with recovered local foods
- **Lecture**

Food Preservation methods such as pickling, freezing, canning, dehydrating, and fermentation are discussed
- **Demonstration**

How to make a simple pickle of kohlrabi, asparagus, and turnips
- **Competency-Based Applied Learning Activity**

Students work with various seasonal ingredients to create their own pickles, kimchi, and dehydrated scraps are saved and used. They also execute a food recovery lunch event
- **Reading / Homework Assignment**

Study the fruits and vegetables portion of the seasonality chart for the “Spring” season

- **Assessment**

Measure the students ability to follow a recipe and then alter it to make it their own. Asses knife skills in a quick review and also give feedback on their final dishes for the food recovery event. Knife skills quiz, and cyo dishes are presented to class and Instructor.

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Day 3: Seasonal Vegetables and Fruits

- **Learning Objectives**

- Student will gain deeper understanding of which fruits and vegetables grow during which seasons

- Student will also gain an appreciation and understand the purpose of cooking seasonally

- Gain knowledge of our local food system and the benefit to knowing your local farmers

- Student will learn the proper methods for acquiring and purchasing local foods, such as the Farmers Market

- **Lecture**

Very important lecture on which foods grow when and from what region of the country and also on utilizing and supporting your local food system and farmers. Creating a vegetable driven menu is discussed

- **Demonstration**

Compare and contrast local produce vs. standard grocery store produce.

- **Competency-Based Applied Learning Activity**

Students will then create 2 dishes using only seasonal fruits and vegetables.

- **Reading / Homework Assignment**

Study seasonality chart for late spring/early summer and come up with questions to ask a local farmer

- **Assessment**

Students are assessed on their use of the seasonal ingredients in their dishes and well the as the knife skills, plate presentation, and flavor balance of the dishes. They present these dishes to class and to the instructor.

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Day 4: Spring Produce and Seasonality, Ingredients, Field Trip: Rios Family Farm, Hands-On Activities

- **Learning Objectives**

- Really start to understand the spring and early summer season and its products

- Student should learn an appreciation and respect for high quality ingredients

- Hands on see and experience a working farm and learn more about that process

- Learn where food comes from and what it takes to get it from farm to table

- **Lecture**

Talk about the importance of using and respecting great ingredients and then turn it over to guest lecturer Raphael Rios (owner Rios Family Farm)

- **Demonstration**

Students take a field trip to a local farm and owner demos numerous different aspects of the farm cycle

- **Competency-Based Applied Learning Activity**

Students get hands on experience picking fruits and vegetables, turning compost, milking cows, cutting lettuce, growing tomatoes, etc.

- **Reading / Homework Assignment**

Come up with 2 dishes for next class utilizing the seasonal produce acquired at Rios Family Farm

- **Assessment**

Professionalism while on the farm is assessed. Assignment to turn in their 5 questions is assessed.

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Day 5: Spring Season, Egg Sourcing, Farmers Market Shopping, 2 CYO (create your own) Dishes

- **Learning Objectives**

- Continue learning more about hyper local and seasonal spring products

- Sous Vide vs. Traditional Techniques and their differences

- Locally Farm Raised Eggs vs. Mass Produced and their differences

- Be able to come up with and execute 2 dishes using Spring produce and products only

- Students begin to learn how to plate these ingredients to keep them as vibrant as possible

- **Lecture**

Lecture about Sous Vide cooking and what it can do. Explain egg types and their classification meanings (free range, all natural, organic, etc)

- **Demonstration**

Demonstrate how to set up and use a sous vide machine and then cook eggs at a few different temperatures to compare and contrast

- **Competency-Based Applied Learning Activity**

Students must create 2 of their own dishes utilizing only spring products and also utilizing the sous vide machine in some aspect of the dish.

- **Reading / Homework Assignment**

Students are to study and memorize as much of the summer seasonality chart as they can.

- **Assessment**

Students will demonstrate their growing knowledge for utilizing spring produce in their dishes and will be assessed on how well they use the products in their dishes. Students will present their final dishes to instructor and class.

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Day 6: Summer Season, Ingredients, Paco Jet, Preservation Techniques, Farmers Market Sourcing

- **Learning Objectives**

- Students gain knowledge of what grows in the summer season

- Students should learn about building relationships with farmers during the market season

- Learn why summer is the height of "preservation season" and how to process summer food for use later in year

- Students learn how to use The Paco Jet and how to preserve things like excess herbs using it.

- **Lecture**

Lecture on what grows in summer and how we need to preserve the summer season utilizing as many techniques as possible

- **Demonstration**

Demonstrate how to make herb oil using The Paco Jet. Discuss blanching, shocking, to keep color. Also demo the cooking process for smoked tomato coulis

- **Competency-Based Applied Learning Activity**

Students use various methods to preserve excess ingredients as well as create their own summer dishes using only seasonal (or previously preserved) ingredients.

- **Reading / Homework Assignment**

Begin memorizing and learning the fall ingredients portion of the seasonality chart and be able to create 2 dishes using fall produce by next class. Also come up with 5 questions to ask our guest chef for next class

- **Assessment**

Students create and execute 2 summer dishes and are assessed on their technique and use of the summer ingredients. Students then present the dishes to the class and their instructor

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Day 7: Fall Season, Ingredients, Guest Chef: Chef Kevin Quinn

- **Learning Objectives**

- Students learn and understand what ingredients are available in the fall season.

- Also understand they hyper local ingredients found in our area during fall

- Learn how to sear a pork tenderloin and use root vegetables from guest Chef and understand the difference between cooking sous vide and in the oven.

- Be able to create their own seasonal dish using only fall ingredients

- **Lecture**

Chef Kevin Quinn came in as a guest lecturer talking about and demoing how to prepare a conceptualize a great fall dish.

- **Demonstration**

Chef Kevin Quinn demos how to cook a fall driven dish and Instructor demos sous vide vs. oven cooking with chicken thighs.

- **Competency-Based Applied Learning Activity**

After watching demos students go to work creating their own fall dishes using sous vide chicken thighs, baked chicken thighs, duck breast, and lamb chops from local lambs broken down in butchery class.

- **Reading / Homework Assignment**

Come up with 5 questions for our next farm trip which address business marketing and entrepreneurship

- **Assessment**

Students are assessed on their use of fall ingredients in their 2 dishes. Students will present the dishes to the class and their instructor

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Day 8: Field Trip Neil Family Farm, Discuss "one Crop" Agriculture, Growing / Harvesting, Pest Prevention, Sales and Marketing, Food Harvesting and Production / Tasting:

- **Learning Objectives**

- Students learn about one crop agriculture and focusing on a single item to grow

- Students learn about using social media to market the farm and how to sell product

- Students should gain knowledge of how to harvest blueberries and blackberries and how to tell when they are ripe
- Students will learn and understand the many methods and options for processing an ingredient to reserve for later use.
- Students should understand the varying methods of pest prevention that are possible and which are considered organic, natural, etc.

- **Lecture**

Owner of Neil Family farm lectured all about their farm and their marketing, harvesting, pest prevention and growing procedures.

- **Demonstration**

Farm owner demos how to properly take care of and maintain a berry bush and also shows students how to tell which are ready to pick and a few methods they use for pest prevention.

- **Competency-Based Applied Learning Activity**

Students get to use their list of questions to learn more about farming and get hands on experience in the field picking and harvesting berries. Then they cook with them and really see the whole process and cycle.

- **Reading / Homework Assignment**

Students will study and memorize the list of ingredients available during the winter months using their seasonality charts. They will also review as homework for a quiz, chapter 8 (pg. 155) of Professional Cooking Edition 8.

- **Assessment**

Students are being assessed on their attendance, professionalism at the farm and their effort in the questions they came up with and asked. Presentation and assignment (turn in five questions) is how they are assessed.

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Day 9: Winter Season, Ingredients, Flavors, Time of year, Preservation / Warming and Braising Techniques

- **Learning Objectives**

- Learn and understand which ingredients grow and are available in the winter months
- Gain knowledge and understanding of what types of dishes people want at certain times of year
- Students start to utilize some of their previously preserved products and learn how to incorporate these ingredients into their dishes
- Learn and discuss warming foods and winter cooking techniques such as braising and confit, etc
- Revisit and review techniques for stocks, soups, and sauces as taught in Professional Cooking Ed. 8

- **Lecture**

Lecture on how to use winter ingredients properly and what types of cooking techniques are best used in winter months. Also how to use preserved ingredients in dishes.

- **Demonstration**

Demo how to properly execute a root vegetable soup and achieve proper texture and flavor balance

- **Competency-Based Applied Learning Activities**

Students execute 2 of their own dishes and one must be a winter soup. They are also to use the braising technique in one of their dishes.

- **Reading / Homework Assignment**

Students will come up with five relevant questions about farming and permaculture.

- **Assessment**

Students are given a written quiz to review stocks, soups and sauces techniques and processes.

Students are also assessed on their 2 dishes which are presented to the class and their Instructor
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Day 10: Field Trip: Tri Cycle Farm - Planting / Grafting, Indigenous Ingredients, Wild Plants, Permaculture Farming

- **Learning Objectives**
 - Students will learn what permaculture gardening and farming is
 - Students will gain knowledge of wild and indigenous ingredients and plants
 - Students will learn how to pick out a good fruit tree and how to properly plant it
 - Students learn about saving seed and crop rotation
 - Students learn how to handle invasive species in a garden and what plants work to protect others
- **Lecture**

Don from Tri-Cycle Farm lectures about his farm and how they utilize permaculture.
- **Demonstration**

Don demos many different aspects of how they do things on the farm and a representative from the fruit tree association of America demonstrated how to properly pick out, graft, and plant a fruit tree.
- **Competency-Based Applied Learning Activity**

Students got to break off into groups and help plant 45 fruit trees throughout Tri-Cycle Farms.
Q & A with Farm Owner
Q & A with Master Gardener from Fruit Tree Association
- **Reading / Homework Assignment**

Students are to visit a local farmers market and look for indigenous Arkansas ingredients and specialty short season items
- **Assessment**

Students are assessed on their attendance, professionalism, and participation at the farm.

Day 11: Arkansas / Ozark Seasonality, Hyper Local Ingredients, Micro Seasons, Sustainable Agriculture

- **Learning Objectives**
 - Gain a better understanding of hyper seasonal and wild ingredients that are available in Arkansas
 - Students should learn how to source and find these types of ingredients using farmers markets and foragers
 - Students should learn the meaning and importance of sustainable agriculture
 - Learn how to think about building dishes around non mainstream ingredients
- **Lecture**

Lecture about what things grow wild and/or are hyper seasonal in our area and also discuss the importance of sustainable agriculture and supporting the farmer by purchasing what he needs to sell as opposed to only what we want.
- **Demonstration**

CHEFS TABLE MOVIE – DAN BARBER EPISODE
- **Competency-Based Applied Learning Activity**

Students work with hyper seasonal and locally sourced wild ingredients as well as what they found at farmers market for homework, and create 2 dishes from this.
- **Reading / Homework Assignment**

Students break into their groups and start writing their final menu which is a three course menu executed with all seasonal ingredients. They will need to turn a rough draft in for approval/review

- **Assessment**

Students are assessed on their use of hyper, local and seasonal ingredients in their 2 dishes. As always the dishes are presented to the class and instructor.

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Day 12: Students Assist in Bite Event / Taste NWA

- **Learning Objectives**

- Work directly with James Beard Award winning chefs to create their dishes for Taste of NWA

- Students learn what its like to prep seasonal product for 1500 people

- Students get to work directly with the public serving these dishes as well so real world customer service and hospitality skills will be learned and practiced

- Students will get to learn the guests chefs process in creating a seasonal dish

- **Lecture**

Students will get to sit in on lecture and demos from all the out of town guest chefs. This is an annual event

- **Demonstration**

Each guest chef has students assigned to them and they all do demos of their dishes in the culinary theater

- **Competency-Based Applied Learning Activity**

Students are getting to work hands on with the out of town guest chefs

- **Reading / Homework Assignment**

Students will continue to work on and finalize their 3 course menus and turn in a product order list to instructor via email before next class

- **Assessment**

Students are assessed on their attendance, professionalism, and efficiency while working with guests chefs

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Day 13: Final Exam Three-Course Meal Preparation

- **Learning Objectives**

- How to write and layout a three course menu

- Students should now be able to write a menu of dishes based around seasonal ingredients

- Students will learn how to work with a team to execute and organize the prep of their menu

- Will be able to write and create an organized order list and prep list

- Students will learn to store and organize mise en place for their final menu

- **Lecture**

Instructor lectures on menu order, portion size, flow, and the qualities a multi course menu should have

- **Demonstration**

Instructor demos how a menu should be written and uses a computer or white board to write out dish names so they are in line with current standards and trends

- **Competency-Based Applied Learning Activity**

Students work together to break up work load, write menus, create dishes, shop farmers markets,

and finally execute food prep for their menu

- **Reading / Homework Assignment**

Students should review their final day's prep list for 3 course menu execution and also study their seasonality charts and everything covered thus far, such as preservation methods, ingredients, farm techniques, etc for a final written exam on day 15.

- **Assessment**

Students are assessed on their organization, cleanliness, efficiency and ability to work with others in their group.

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foDay 14: Final Exam Three-Course Meal Preparation and Execution

- **Learning Objectives**

- Students learn how to set up for and actually execute a multi course menu

- How to work together on a line to cook and plate 6 dishes at once (2 of each course)

- Students learn the benefit of keeping their station clean and organized during "service"

- Students should be able to delegate duties to their teammates in a kind and professional manner

- Students will be able to present their menu and dishes clearly and confidently to a group of instructors, friends, and family

- **Lecture**

Brief lecture on final expectations for the day

- **Demonstration**

Instructor demo on how final dishes should be presented and some plating / cooking strategy

- **Competency-Based Applied Learning Activity**

Students spend their class period in a timed environment executing their three course menu and then it to a large group.

- **Reading / Homework Assignment**

Study for the written final exam on day 15. This will cover everything taught so far in conjunction with their final three course menu

- **Assessment**

Students are being assessed on the execution of their final menus as well as their professionalism, cleanliness, organization, and actual cooking skills. Each individual dish is graded and scored as well by class instructor and a small group of other chef/instructors willing to give feedback.

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Day 15: Final Exam

- **Assessment**

Written Examination

Final Clean up

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