



Slide 3

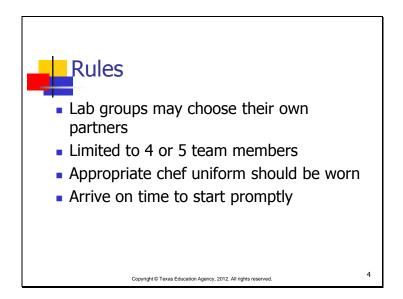


Click on hyperlink Iron Chef America to view video.

#### Iron Chef America Sneak Peek (01:01)

Get a sneak peek of the backstage action at the Iron Chef America cook-off. http://www.foodnetwork.com/videos/iron-chef-america-sneak-peek/24921.html

Slide 4



Note to Teacher: Decide before class how you will conduct this competition. You may allow your students to make only one item with the secret ingredients such as an appetizer, salad, an entrée, a dessert, or a combination of two, three, or all four. Keep in mind budget and time.

For this lab, you may choose your own partners and exhibit teamwork, productive work habits, communication skills, and culinary techniques. Remember to bring your chef uniform and arrive on time to begin work immediately.



Reminder: Since we will be serving food to the judges to taste, all food safety rules must be followed.

The secret ingredient must be used in the recipe and all recipes are to be made from scratch with all prep work done in the lab.

Food entries should be ready to judge in \_\_\_\_\_ minutes. (Choose a time that will fit into the class schedule – one recipe that is simple may only take 15 to 20 minutes, while more recipes with more ingredients and steps will take longer.)

Slide 6



Judges will be teachers, staff, administrators, community people, local chefs, and local chef instructors from community colleges, anyone that would like to see the student's talents in the kitchen. This will also provide good public relations for your courses as they will be able to see the skills students have learned.



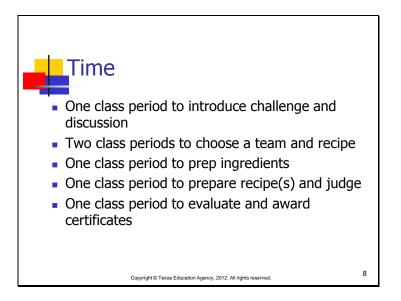
All recipes are to be made from scratch and will be prepared during class following all food safety rules. No prepared mixes. Secret ingredient should be incorporated. Recipes should yield at least six servings. A small portion will be given to the judges to taste and group may also sample the food. (Provide take home boxes for judges to take remaining portion)

Ingredients for recipe will only be provided once for the actual competition. Students may choose to practice their recipe at home with their ingredients.

Decide on a secret ingredient before class begins. Refer to slide 11 for ideas. Choose an ingredient that is in season as they are more flavorful, abundant, and lower in price or a canned item. All groups in the class should have the same secret ingredient to see who incorporated the item the best. Different classes may have different secret ingredients.

For plating, only plates available in lab may be used but students may bring other plating from home if so desired.

Slide 8



Depending on your schedule, adjust time as needed.

Remind students of time constraints so that they do not waste class time. Working together as a team and dividing tasks will assist them in preparing the recipe(s) on time.

Slide 9

Recipe Cost Analysis					
Ingredients	Amount needed	Purchase Price and Size	Unit Price		
Flour	2 1/2 cups	\$2.29/5 lb.	\$.57		
Sugar	1 ½ cups	\$2.64/4 lbs.	\$.50		
Eggs	2	\$1.58/12	\$.26		
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Discuss the importance of the Recipe Cost Analysis and assist the students as they figure the unit price of the ingredients they used for their recipe. Use copies of receipts from previous labs so students can analyze their recipe cost. Prices will vary. Students should figure the total cost to the recipe and the individual serving.

Slide 10

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Recipe Nutritional Analysis						
Calories	Calories from Fat	TOTAL FAT % DAILY VALUE	SATURAT ED FAT % DAILY VALUE			
100x10 1,000	0	0%	0%			
15x72 1080	0	0%	0%			
70x2 140	45x2 90	7%	8%			
	100x10 1,000 15x72 1080 70x2	from Fat   100x10 1,000 0   15x72 1080 0   70x2 45x2	from Fat Fat % DAILY VALUE   100x10 1,000 0 0%   15x72 1080 0 0%   70x2 45x2			

Use the Nutrition Facts from all the ingredients used in your recipe and the measurement equivalents on the **Standards of Measurement** handout. Be sure to multiply amounts by the amount used in the recipe. Depending on brand used, numbers will vary.

Slide 11



Brainstorm with your students about possible ingredients that would be incorporated into the recipe (keep in mind budget) or make the decision yourself. Give students a small idea, and they will expand on it.

