**Homemade Vs. Store-bought Crepes**

1. **Introduction**
   1. Applicant’s Names: Callie Randolph and Marta Frederick
   2. Grade Level of Lesson Plan: 6th grade Family and Consumer Science (FACS) and Foreign Language Exploratory (FLEX)
   3. Family Consumer Science Exploratory 1 Competencies Covered:
      1. Demonstrate job-specific mathematics skills.
      2. Demonstrate time-, task-, and resource-management skills.
      3. Demonstrate effective reading and writing skills.
      4. Demonstrate effective speaking and listening skills.
      5. Demonstrate comparison shopping techniques useful in life-long decision making.
      6. Explain the importance of consumer safety.
2. **Background**

As part of the Family Consumer Science Exploratory 1 curriculum, students must investigate ways to comparison shop in a time-effective manner while ultimately saving money. This was the perfect lesson to integrate with FLEX as they were covering French cuisine at the time of this unit. We wanted students to be able to apply their comparison shopping techniques while learning about the cuisine of another country. This lesson turned out to be hugely successful and was applauded by our administration and fellow teachers. The students walked away understanding cooking techniques, comparison shopping strategies and gained knowledge of French cuisine.

1. **Summary**

This three day lesson consisted of a brief introduction to French culture (i.e. food vocabulary, cooking techniques, etc.) and an introduction to safe practices in the kitchen as well as filling out a kitchen pre-lab form. The following two days the combined classes were split into two groups. One group would participate in the economics cost comparison lesson while the other group worked in the kitchen to prepare crepes. They would then switch during the class period on the following day. The objectives that we covered included: Demonstrate how to determine price per unit, understand what is the 'least price’ when comparing prices, explain why a consumer might, in some cases, purposely not choose the least price, discuss other marketing techniques that influence consumer decisions when comparing prices, demonstrate comparison shopping techniques useful in life-long decision making, and identify personal resources.

1. **Economic Objectives**
   1. Productive resources - natural, capital & human
   2. Opportunity cost - that which is given up when a choice is made. When deciding how to spend a resource it is one’s second best alternative; the alternative that is given up.
   3. Interdependence - occurs when people depend on one another. Specialization brings about interdependence.
   4. Incentives - motivating factors
   5. Price - amount of payment for goods or services
   6. Choice - giving up something to get something else
   7. Decision-Making - investigating alternative options and making a choice
2. **Other Objectives**
   1. This lesson was cross-curricular between FACS and FLEX. The FLEX SOLs are as follows:
      1. Develop an understanding of other cultures’ contributions to the world and how these contributions have shaped international perspectives.
      2. Connect with other disciplines through foreign language study, which enables them to understand the interrelationships among content areas.
3. **Materials**
   1. Classroom set of Chromebooks
   2. Computer and Projector
   3. PowerPoints - French Crepes and Economics & Food
   4. Handouts
      1. Economics & Food Notes Sheet
      2. Crepe Cost Comparison Worksheet
      3. Crepe Recipe Chart & Kitchen Job Assignments
   5. Crepes purchased from IHOP
   6. Cooking Utensils
      1. whisk
      2. liquid measuring cup
      3. 1 teaspoon
      4. 1 Tablespoon
      5. large mixing bowl
      6. small skillet
      7. ladle
      8. spatula (to flip the crepes)
      9. plates for everyone in your group
   7. Crepe & Whipped Cream Ingredients - All ingredients are listed as the per kitchen amount (there were a total of 8 kitchen groups that cooked)
      1. 1 cup of heavy cream
      2. 1 tsp vanilla extract
      3. 1 Tbsp. confectioner’s sugar
      4. Crepe batter (prepare ahead of time and let chill in the refrigerator before using)
4. **Time Frame**
   1. Introduction to Crepes & French Cuisine - 45 minute class period
   2. Economics & Food Lesson - 45 minute class period
   3. Crepe Cooking Lab - 45 minute class period
5. **Procedure**

**Content Objective**:

I will be able to determine if homemade food or store bought food is more cost effective.

**Performance Objectives:**

1. Demonstrate how to determine price per unit.
2. Understand what is the 'best deal' when comparing prices.
3. Explain why a consumer might, in some cases, purposely not choose the best deal.
4. Discuss other marketing techniques that influence consumer decisions when comparing prices.
5. Demonstrate comparison shopping techniques useful in life-long decision making
6. Identify personal resources

**\*Language Objective**

I will be able to explain economic price choices, both written and orally, in class discussions, kitchen lab activity and poster creation.

**\*Vocabulary**

Productive resources, opportunity cost, interdependence, specialization, incentives, prices, choice, decision making

**References**

http://www.econedlink.org/teacher-lesson/530

**Equipment, Supplies, Materials:**

1. Computers
2. Notes sheet
3. PowerPoint

**Warm Up:**

1. You walk into 7-11 to get a candy bar. You pick up one that is $.75. As you start to walk away, you notice that there is a pretty sign that says “New Larger Size! Only $.95!!”
2. Which one would you choose? Why?
3. Which one is the better deal?

**Evaluation:**

Students will turn in the notes sheet. They will also vote on which crepes they liked better.

Day 2 & 3 - Economics & Cooking

|  |  |
| --- | --- |
| Procedures | Content |
| Interest Approach | See Cover |
| Objectives | See Cover |
| Instruction | Half of the class will be cooking and half of the class will be participating in the economics lesson. The following day, they will switch places.  Have students write their answer to the bell work on their notes sheet. Discuss the bell work answer. Which candy bar was the better buy? Why?  Have students fill in the blanks for the economic vocabulary.  Discuss each term and watch the videos for interdependence and specialization.  Have students complete the group problems as a class.  Pass out the cost comparison sheet. The students will complete the sheet as a group.  If time remains:  Log onto [www.portaportal.com](http://www.portaportal.com), log in using the guest access: crandolph26. Then, under “Economics & Food” click on the Food Pricing Game.  In partners, they will play the food pricing game. |
| Review | Why is it important comparison shop? What are some strategies that you have learned? |
| Evaluation | See Cover |
|  |  |

1. **Closure**

This lesson involved multiple hands-on aspects that kept the students engaged. The objectives were reinforced throughout the lesson by use of the crepe cost comparison worksheet and the economics & food notes sheet. The lesson was concluded by having the students figure out the cost of making crepes versus buying them. Then, armed with this knowledge, they were asked to vote which crepes they liked better. There was overwhelming support for the homemade crepes based not only on taste but also because they knew they could make them significantly cheaper than purchasing them in a restaurant.

1. **Assessment**
   1. The student learning will be evaluated using a combination of three items (all are included in the appendix):
      1. Economics & Food Worksheet
      2. Crepes Cost Comparison Worksheet
      3. Kitchen Lab Grading Sheet (this sheet is also where students assigned their chef jobs).
   2. This gives students multiple areas to demonstrate their learning as well as various areas to experience success.
2. **Appendix**

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Crepe Comparison**

Directions: Using the information, determine which crepe has the better cost per serving.

**Store Bought Crepes from IHOP**

* Cost per order of crepes: $6.69
* Number of Servings: 4
* What is the total cost per serving? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Homemade Crepes**

* Cost for the ingredients (HINT: add them all together to get the total cost)
  + Flour: $.10
  + Eggs: $.44
  + Milk: $.17
  + Butter: $.20
  + Whipped Cream: $.1.27
  + Fruit Topping: $.57
  + TOTAL COST: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Number of Servings: 2
* What is the total cost per serving? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Answer the following questions:**

1. Which crepe was the better bargain?
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. What are some of the things that you would give up by eating out?
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. What are some of the things that you would give up by making the crepes at home?
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. Which economic term, specialization or interdependence, better describes a restaurant like IHOP?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name: **ANSWER KEY**

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Crepe Comparison - ANSWER KEY**

Directions: Using the information, determine which crepe has the better cost per serving.

**Store Bought Crepes from IHOP**

* Cost per order of crepes: $6.69
* Number of Servings: 4
* What is the total cost per serving?
* 26.76

**Homemade Crepes**

* Cost for the ingredients (HINT: add them all together to get the total cost)
  + Flour: $.10
  + Eggs: $.44
  + Milk: $.17
  + Butter: $.20
  + Whipped Cream: $.1.27
  + Fruit Topping: $.57
  + TOTAL COST: 149.2
* Number of Servings: 2
* What is the total cost per serving? 13.38

**Answer the following questions:**

1. Which crepe was the better bargain?
   1. homemade
2. What are some of the things that you would give up by eating out?
   1. Money and time
3. What are some of the things that you would give up by making the crepes at home?
   1. time money and dishes
4. Which economic term, specialization or interdependence, better describes a restaurant like IHOP?
   1. interdependence

**Crepes & Whipped Cream**

|  |  |
| --- | --- |
| **Job** | **Who?** |
| Get towel and washcloth from cart. |  |
| Get out dish drainer and place it on the left side of the sink. \*\*\*Be sure it is overlapping the side of the sink. |  |
| Place dish soap, Dobie sponge and wash cloth on the right side of the sink. |  |
| Place towel next to the dish drainer. |  |
| Get a paper towel, wash and dry your hands. Throw away the paper towel!! | EVERYONE |
| **Head Chef:** Get out the following utensils...   * whisk * liquid measuring cup * 1 teaspoon * 1 Tablespoon * large mixing bowl * small skillet * ladle * spatula (to flip the crepes) * plates for everyone in your group |  |
| **FROM SUPPLY CART GET:** | ------------------------------------------------------- |
| * 1 cup heavy cream |  |
| Beat heavy cream until stiff peaks are about to form. |  |
| Go back to the **SUPPLY CART** and add the   * 1 tsp vanilla extract * 1 Tbsp. confectioner’s sugar   to the whipped cream |  |
| Beat in vanilla & sugar until peaks form.  \*\*\*\*\*\*Make sure not to over-beat, cream will then become lumpy and butter-like….**YUCK!!** |  |
| Put whipped cream in the refrigerator until ready to serve with the crepes. |  |
| **STEPS FOR THE CREPES:** |  |
| Go to the **SUPPLY CART** and get 1 cup of the crepe batter in a liquid measuring cup. |  |
| Heat a lightly oiled pan over medium heat. |  |
| Pour the batter onto the griddle, using approximately ¼ cup for each crepe. |  |
| Tilt the pan in a circular motion so that the batter coats the surface evenly |  |
| Cook the crepe for about 2 minutes, until the bottom is light brown. |  |
| Loosen with a spatula, turn and cook the other side. |  |
| **CREPE ASSEMBLY:** |  |
| Get the whipped cream from the fridge. |  |
| Put a small scoop of whipped cream in the center of each crepe. Be sure each has an even amount. |  |
| Spread cream out in the middle of the crepe (think hot dog style) |  |
| Roll and place with seam side down on a plate. |  |
| Top with fruit, if desired. |  |
| ENJOY! |  |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_

**Economics & Food Notes Sheet**

1. **Warm Up**
   1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. **Vocabulary**
   1. **Productive Resources** 
      1. Natural, capital and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. **Opportunity Cost**
      1. the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_you could have received by taking an alternative action
      2. When you eat at home, you have to do the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_...when you go out to eat, you lose the experience of someone making \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
   3. **Interdependence**
      1. Occurs when people \_\_\_\_\_\_\_\_\_\_\_\_on one another. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_brings about interdependence.
   4. **Incentives**
   5. **Price**
   6. **Choice**
   7. **Decision Making**
3. **Group Price Checking**
   1. Problem #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   2. Problem #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   3. Problem #3: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   4. Problem #4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   5. Problem #5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
   6. Problem #6: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Cooking Lab Sheet**

**Recipe**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Period & Date**\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Head Chef**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ 1. Set out equipment  \_\_\_ 2. Measure flour & sugar  \_\_\_ 3. Follow recipe directions.  \_\_\_ 4. Serve the food.  \_\_\_ 5. Dry & put away dishes  **Score**\_\_\_\_ | **Assistant Chef**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ 1. Assist head chef with recipe  \_\_\_ 2. Measure ingredients  \_\_\_ 3. Wash stove & microwave  \_\_\_ 4. Check and straighten drawers  **Score**\_\_\_\_ |
| **Organization Chef**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ 1. Set the table.  \_\_\_ 2. Pour water into glasses.  \_\_\_ 3. Clean and clear counters & tables.  \_\_\_ 4. Sweep floors  **Score**\_\_\_\_ | **Sanitation Chef**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_ 1. Wash dishes, pots, pans, etc.  \_\_\_ 2. Clean sink.  \_\_\_ 3. Assist other chefs in cleaning.  **Score**\_\_\_\_ |

**Group Grading:**

* **Start Up** (out of 4 points)
  + \_\_\_(1) Hair back, sleeves up, hands washed
  + \_\_\_(1) Began right away & worked efficiently
  + \_\_\_(1) Aprons worn
  + \_\_\_(1) Work space is correctly set up
* **Organization & Cooperation** (out of 2 points)
  + \_\_\_(1) Recipe & plan sheet used by team
  + \_\_\_(1) All team members stayed in lab
* **Accuracy & Results** (out of 5 points)
  + \_\_\_(1) Followed recipe, plans and teacher instructions
  + \_\_\_(1) Measured ingredients correctly
  + \_\_\_(1) Used correct utensils for preparation task
  + \_\_\_(1) Worked to solve any problems with lab
* **Clean Up** (out of 6 points)
  + \_\_\_(1) Cleaned up during preparation
  + \_\_\_(1) Dished washed properly, dried and put away in correct place
  + \_\_\_(1) Stove/oven turned off and clean
  + \_\_\_(1) Sink is dry and drying rack is underneath of the sink
  + \_\_\_(1) Used linens put in dirty clothes basket
  + \_\_\_(1) EVERYTHING is clean!

**TOTAL POINTS** (out of 20 points) - \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

See the interactive quiz on comparison pricing as part of [The Best Deal](http://www.econedlink.org/teacher-lesson/530/) lesson on EconEdLink.

Link to Crepes Slideshow:

<https://docs.google.com/presentation/d/1wTRuP0-1YuYF750selSi6UJ0w6BrfDLxcbwsMBgTQuE/edit?usp=sharing>