

Agriculture in the Classroom



COOKING UP CHICKEN

A UNIT FOR 10/30 FOOD STUDIES

www.aitc.sk.ca

Agriculture in the Classroom Saskatchewan (AITC-SK) is a registered charity. We partner with the agriculture and education communities to connect kids and agriculture through innovative, experiential, curriculum-based programs and resources.

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Chicken Farmers of Saskatchewan.**



The Chicken Farmers of Saskatchewan are committed to a world class Saskatchewan chicken industry focused on consumer needs and built on innovation, profitability and the ability of stakeholders to work together for the good of the industry as a whole.

Chicken Farmers of Saskatchewan (CFS) is funded exclusively by the Saskatchewan producers through levy check-off paid according to the kilograms marketed. The economic contribution to the province is significant. In 2009 Saskatchewan growers produced approximately 51,400,000 kilograms of chicken. The chicken industry in Saskatchewan employs approximately 970 people.

An online version of this resource is available at www.aitc.sk.ca.

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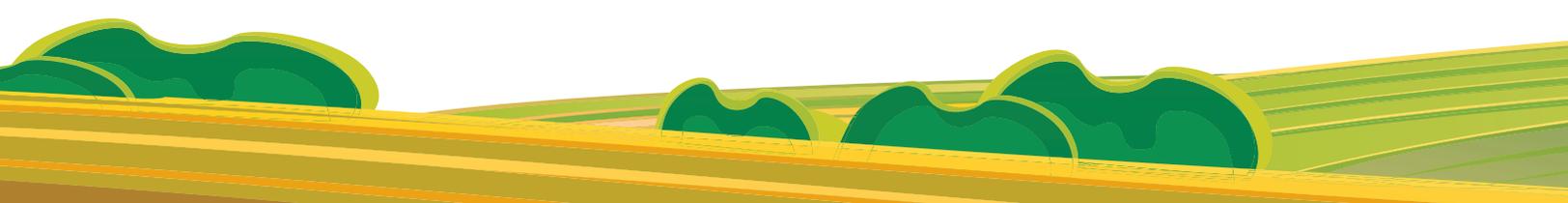
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Resource Overview

This series of lesson plans is designed to be used either singularly or in combination with the others presented in the package.

Together, they will meet the following objectives as set out by Ministry of Education Curriculum for Applied Arts and Science 10/30 Food Studies and Commercial Cooking.

Food Studies 10 and 30

Module 4: Food and Health (Core)

Foundational Objectives:

- To understand the importance of the science of nutrition.
- To be creative when applying knowledge about nutrition to food preparation.
- To better understand the social and cultural aspects of food for all people.

Common Essential Learnings Foundation Objectives:

- To gain the knowledge and develop the skills required to make appropriate food choices and to become discriminating consumers.
- To explore the relationships between culture and the social and geographic influences on food customs.
- To interpret data and tables for nutritional values of foods.

Module 10: Canada's Food Guide and Beyond (Core)

Foundational Objectives:

- To appreciate the importance of Canada's Food Guide for the development of an individual's health and wellness.
- To develop the desire and ability to access knowledge about issues and obtain factual information before forming opinions about food-related issues.

Common Essential Learnings Foundation Objectives:

- To apply knowledge and skills when making independent decisions regarding food choices and preparation.

Module 15: Protein Foods: Meats, Poultry, Fish, Vegetarianism (Core)

Foundational Objectives:

- To develop the desire and ability to access knowledge about issues and obtain factual information before forming opinions about food-related issues.
- To better understand the social and cultural aspects of food for all people.
- To understand and practise safety in the preparation and storage of food.

Common Essential Learnings Foundation Objectives:

- To understand how specific foods contribute to a healthy diet.
- To gain the knowledge and develop the skills required to make appropriate food choices and to become discriminating consumers.
- To explore the relationships between culture and the social and geographic influences on food customs.

Module 19: International Cuisine (Optional)

Foundational Objectives:

- 🌿 To understand the importance of the science of nutrition.
- 🌿 To understand better the social and cultural aspects of food for all people.

Common Essential Learnings Foundation Objectives:

- 🌿 To explore the relationships between culture and the social and geographic influences on food customs.

Module 27: Current Food Issues (Core)

Foundational Objectives:

- 🌿 To develop the desire and ability to access knowledge about issues and obtain factual information before forming opinions about food-related issues.
- 🌿 To be aware of and practise environmental protection through conservation and recycling.

Common Essential Learnings Foundation Objectives:

- 🌿 To explore present technology and its relationship to the world's food supply.
- 🌿 To explore the relationships between culture and the social and geographic influences on food customs.

Commercial Cooking 30

Module 10: Meats, Poultry, and Seafood (Core)

Foundational Objectives:

- 🌿 To understand basic terminology and fundamental practises related to cooking.
- 🌿 To understand and apply safety and sanitation practises when selecting, preparing, serving, and storing food.

Common Essential Learnings Foundation Objectives:

- 🌿 To practise decision-making skills related to meat preparation.

Instructional Resources

Please refer to your classroom textbook for specific chapters on poultry. The following texts may be very useful:

🌿 The following text is great when working with Grades 7–9. Chapter 33, page 256, gives concise information that covers all the basics. Kowtaluk, Helen, *Discovering Food and Nutrition*, Sixth Edition. New York, New York, Glencoe McGraw-Hill, 2003.

🌿 The following text can be used with Grades 10–12. Chapter 19, starting of page 384, provides detailed information on poultry. Medved, Eva, *The World of Food*, Needham, Massachusetts, Prentice Hall, 1990.

Websites

Chicken Farmers of Saskatchewan

www.saskatchewanchicken.ca

This website is easy to navigate, full of local interest, and a wealth of information. (2009)

Chicken Farmers of Canada

www.chicken.ca

Easy to navigate web site that provides instructional videos that are short and should hold all students' attention. It also provides games, recipes, and information and learning kits geared to all ages. (2010)

Agriculture in the Classroom–SK

www.aipc.sk.ca

The Resources tab contains educational resources on chicken production and food studies.

The Canadian Nutrient File

www.https://www.canada.ca/en/health-canada/services/food-nutrition/healthy-eating/nutrient-data.html

A comprehensive, computerized bilingual database that reports up to 152 nutrients in over 5,690 foods.

Agriculture in the Classroom–Canada

www.aipc-canada.ca

snapAG is a series of information sheets on hot topics affecting the agriculture industry today. The information included in these sheets is accurate, balanced, current, and science-based information that has been researched and reviewed.



Students from Cooking UP Saskatchewan Provincial Competition!

Lesson 1: Introducing Chicken

In this lesson students will become familiar with different cuts of chicken, as well as proper handling and cooking procedures for chicken.

Lesson Outcomes

Food Studies 10/30 – Module 15: Protein Foods: Meats, Poultry, Fish, Vegetarianism

15.8 To examine the convenience forms in which meat can be purchased.

15.10 To discuss the principles of cooking meat.

15.12 To understand the grading and inspection of poultry.

15.13 To examine factors involved in selecting and buying poultry.

15.14 To discover how to handle poultry safely.

15.15 To identify principles and methods for preparing poultry.

Commercial Cooking 30 – Module 10: Meats, Poultry, and Seafood

10.3 To understand how to cut, store, and cook poultry.



45 minutes

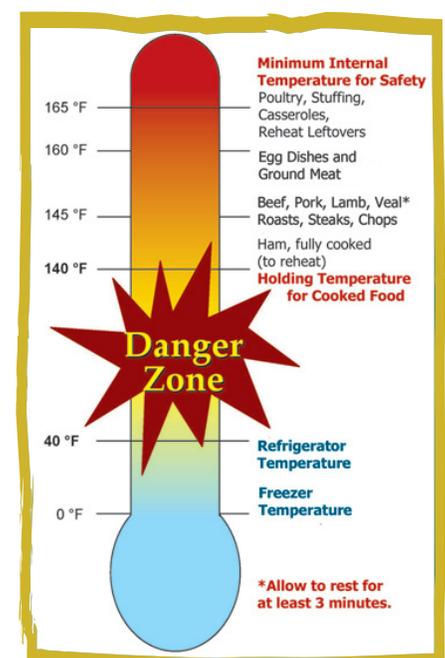


Handouts 1.1, 1.2, and 1.3, and poster materials.

Teacher Background

Familiarize yourself with *Handout 1.1: Your Chicken, Your Choice* and *Handout 1.2: Food Safety at Home*. A summary of the proper food handling and cooking procedures for chicken is taken from www.saskatchewanchicken.ca > Cooking & Handling > FightBAC!.

1. **Chill:** Make sure that you refrigerate or freeze any leftovers or fresh chicken within two hours. Keeping the chicken at proper safe zone temperatures slows down bacteria growth.
2. **Prepare:** Defrost chicken in the refrigerator, microwave or in cold water, never leave it sitting out at room temperature.
3. **Clean:** Wash your hands and utensils before, during, and after cooking with warm soapy water. Disinfect all countertops, cutting boards and utensils with a mild water and bleach solution before and after use.
4. **Separate:** Use different cutting boards for meat and produce to avoid cross-contamination. Keep raw meat in sealed containers on the bottom of the refrigerator to prevent juices from leaking onto other things. Clean and disinfect any utensils and areas that have come in contact with raw meat juices. When cooking different kinds of raw meats, cook them separately, and remember to use clean plates and utensils when touching cooked meat.
5. **Cook:** Make sure that you cook foods thoroughly, and to the proper temperatures. You can use thermometers to check





Familiarize yourself with proper food handling and cooking procedures.



temperatures, or cut the chicken open to see if there is any pink inside and that it is cooked all the way through. Serve the food as quickly as possible or else refrigerate it, but don't let it sit at room temperature for too long. If serving food buffet style, it must be kept at the appropriate minimum internal temperature for safety.

Before Activity

As a class make a list of the different cuts of chicken available in the grocery store or butcher shop.

During Activity

Activity 1: Using *Handout 1.1: Your Chicken, Your Choice*, have students list two benefits to each cut of chicken.

Activity 2: Using *Handout 1.2: Food Safety at Home* or the internet, have students make a poster with the important points of cooking poultry (including storage and thawing).

After Activity

Hold a wrap up discussion with the students asking:

1. Did you learn anything that surprised you?
2. What is your favourite cut of chicken to cook and why?
3. What is cross contamination?
4. If you don't have a meat thermometer, how can you tell if chicken is cooked?

Assessment

Grade the poster using *Handout 1.3: Poster Rubric*.

Safe Internal Cooking Temperatures

Food Category	Internal Temperature (°C)	Internal Temperature (°F)
POULTRY	Ground & pieces	74°C (165°F)
	Whole	82°C (180°F)
SEAFOOD	Fish	70°C (158°F)
	Shellfish	74°C (165°F)
BEEF, VEAL AND LAMB (PIECES AND WHOLE CUTS)	Medium-rare	63°C (145°F)
	Medium	71°C (160°F)
	Well done	77°C (170°F)
	Ground meat	71°C (160°F)
PORK (PIECES AND WHOLE CUTS)		71°C (160°F)

Health Canada Santé Canada **Canada**

Handout 1.1: Your Chicken, Your Choice

Chicken is a very versatile food to cook. Grocery stores provide many options of chicken cuts for Canadian consumers, from a whole chicken to make the most of a budget; to boneless, skinless chicken breasts for those who need to get a healthy meal on the table quickly. Consumers even have a choice to buy chickens raised in different ways including traditional, organic and free-range.

As with any choice, the most important part is understanding the options. So let's talk about a few of the options you'll see at the grocery store or butcher shop.

Boneless, Skinless Chicken Breasts

Boneless, skinless chicken breasts are one of the most popular options at the grocery store because they require little work to prepare, are low in fat, and can be prepared in a variety of ways. They are perfect for a quick dinner, or for when you're adding chicken to a more complex dish. While definitely a timesaver, boneless, skinless chicken breasts are typically the most expensive way to buy chicken.

Bone-in Chicken Breasts

Bone-in chicken breasts are slightly less expensive than the boneless variety. You can buy bone-in chicken breasts either with skin on or off. The skin adds extra flavour and will preserve moisture during cooking. Removing the skin reduces the fat content but may also reduce the flavour. You may choose to remove the skin after cooking in order to preserve some of the flavour.

Chicken Thighs

Although white meat is by far the most popular type of chicken sold in Canada, the dark meat of chicken thighs contains more moisture so they can withstand longer cooking times. This makes them a great option for grilling or stewing. You can buy them bone-in or boneless but because they don't have the star status of the chicken breast, they're usually less expensive, and can be bought in large packs.

Visit www.chicken.ca > Chicken School > Health & Nutrition > White meat versus dark. Is there a difference nutritionally? if you've been avoiding dark meat because of nutritional concerns. You might be surprised by the results.



Handout 1.1



Chicken Wings

If you're a connoisseur of wings and are making your own, you'll have no problem starting with fresh chicken. Since whole chickens only have two, you'd need to go through a dozen or so before you had enough for a pound of extra-hot wings. In this case, buying them cut and in a package is easily the more economical way to go.



Chicken Drumsticks

Kids love drumsticks. And just like wings, if you have a house full of people who love dark meat on the bone it is more economical to purchase a pack of drumsticks rather than a whole chicken which only has two drumsticks. It's slightly more expensive this way, but the prep is done for you and it reduces waste.



Whole Chickens

Typically, the least expensive way to purchase chicken is to buy it whole. You can either choose to prepare the whole bird by roasting or cooking on a rotisserie, or cut it into pieces before cooking it. You can debone the meat or leave the bone in for presentation. As an added bonus, the leftover carcass and bones can be used to make home-made stock that will taste better than anything you can get off the shelves.

Adapted from www.chickenfarmers.ca.

Handout 1.2: Food Safety at Home

Bacteria are everywhere, and while most are harmless or even beneficial to humans, some can make you sick. All foods, including meat, fruits, and vegetables have the potential to cause foodborne illness. The unfortunate truth is that most North American homes don't exercise good food safety practices. Over 80% of all cases of foodborne illness can be prevented by handling food properly.

The responsibility for safe food falls on everyone in the food system. Canadian farmers are committed to continually improving farming and production practices, while continuing to provide Canadians with a stable, safe food supply. At home, safeguarding the health of yourself and your family is easy to do. Just follow these few tips for keeping foodborne illness at bay.

General Food Safety Rules – Keep it Clean

Proper cleaning practices are the most effective way to keep bacteria out of the kitchen. Follow these rules at home and teach them to your family so that everyone in the house can stay clear of foodborne illness.

- 🌿 **Wash your hands.** Always wash your hands with soap for at least 20 seconds before handling food and after handling meat, poultry, eggs, and seafood. Always be sure to wash your hands after touching pets or using the washroom.
- 🌿 **Clean your work area.** Clean and sanitize countertops, cutting boards and utensils with a mild bleach solution. Health Canada recommends 5 mL bleach per 750 mL water before and after food preparation.
- 🌿 **Wash your produce.** Thoroughly wash fresh produce under running water to remove dirt and residue. Some produce tends to retain more dirt than others, so be sure to check it carefully to ensure it is clean.
- 🌿 **Cut away bruised areas.** Bruised areas on produce can give bacteria an environment to thrive. Cut away damaged areas of fruit and vegetables before using.
- 🌿 **Wash out lunchboxes every night.** Lunch boxes and bags can incubate bacteria if not kept clean. Wash them out every night to prevent contaminating lunches.



Remember, you often can't see, smell or taste bacteria, so keep your kitchen clean to keep it safe!

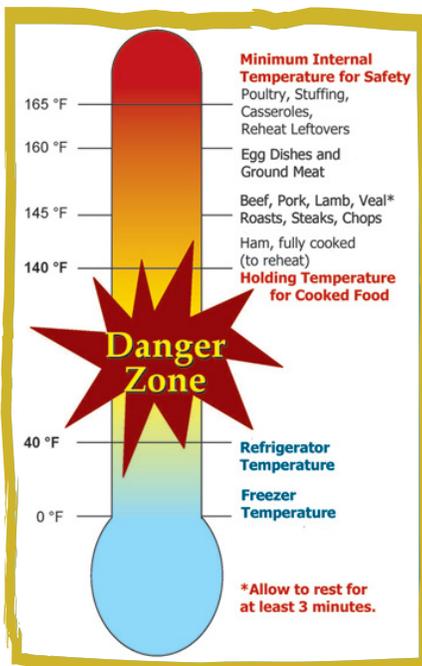


Wash your hands with soap for at least 20 seconds.

Separate

Improper handling of raw meat, poultry, and seafood can result in cross-contamination, causing bacteria to spread from food to food or to other surfaces. That's why it's important to separate raw meat, poultry, and seafood both in your cart and in your refrigerator.

- 🍴 **Use two cutting boards.** If possible, use one cutting board for produce and one for meat. If you're cooking more than one type of meat at a time, keep them separate and wash your cutting board thoroughly in between preparing the two. Plastic cutting boards can be safely sanitized in the dishwasher.
- 🍴 **Seal raw meat.** Keep raw meat, poultry, and fish in a sealed container on the bottom shelf of your refrigerator to prevent juices from dripping onto other food.
- 🍴 **Keep your plates clean.** Never place cooked food back onto the same plate or cutting board that previously held raw food.
- 🍴 **Discard used marinades.** Liquids used to marinate raw meat, poultry, or seafood should not be used on cooked foods. If you want to baste your meat while cooking, or use it as a sauce, reserve some marinade at the beginning and make sure it does not come in contact with raw product.



Chill

Chilling raw food goes without saying but improper thawing or waiting too long to get food into the refrigerator can result in bacteria growth in food. Follow these simple steps in your home to keep bacteria at bay.

- 🍴 **Refrigerate or freeze within two hours.** It's important that raw food, especially meat, poultry, and seafood, is refrigerated promptly. To make sure you get it into the fridge in time, try to make groceries your last stop when you're running errands if possible and always pick up your meat last. For added safety, especially on hot days in the car, bring an insulated bag with a freezer pack inside so that you can chill raw meat instantly.
- 🍴 **Never defrost at room temperature.** Always defrost food in your fridge, in your microwave, or in cold water to reduce bacterial growth. If you're thawing in cold water, be sure to replace the water every 30 minutes.
- 🍴 **Separate large leftovers.** Store your large leftover batches in small, shallow containers for quicker cooling in the refrigerator, or for quicker thawing if you're storing them in the freezer.
- 🍴 **Freeze it properly.** When you freeze chicken, be sure to take

the proper steps to avoid freezer burn. Chill individual pieces in the freezer, then wrap each of them in plastic wrap. Place the individually wrapped pieces in a resealable freezer bag, removing as much air as possible before sealing. This will not only improve the taste of the thawed chicken but will make it easier to thaw individual pieces as needed.

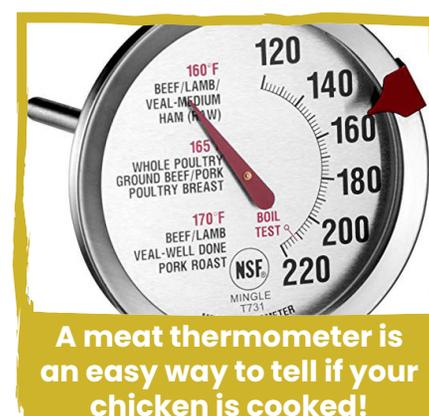
- 🌿 **Keep an eye on the date.** It's important to know when an ingredient went into your fridge or freezer so that you know when it has to come out. Fresh chicken can be kept in the refrigerator for two to three days, and ground chicken should be used within one day. In the freezer, chicken pieces can be kept frozen for up to six months without sacrificing quality and a whole chicken for up to a year.
- 🌿 **If you're ever in doubt as to whether an ingredient is good or not, the safest bet is to throw it out.**

For reference, go to www.chicken.ca > Food Safety > Storage and Thawing Guide for more information and tips on storing chicken to keep your food safe.

Cook

Cooking times vary for all meat, but chicken should always be cooked to an internal temperature of 165°F/74°C for chicken pieces and patties, and 185°F/85°C for a whole chicken. If you do not have a thermometer, pierce the chicken with a fork. The tines should go in with ease and the juices should run clear. The chicken should show no pink when cut with a knife.

- 🌿 **Keep it hot.** When you're serving food buffet-style, always be sure to keep it hot (140°F/60°C) using a chafing dish, crock pot, or warming tray. Keep all soups, chili, and hot dips piping hot before serving.
- 🌿 **Use a food thermometer.** You can't always tell if meat is cooked through simply by looking at it. The most reliable way to avoid under or over-cooking your chicken is with an instant read thermometer. Both digital and dial varieties are readily available. Insert the thermometer in the thickest spots to ensure even cooking and always be sure to wash your food thermometer with soap and water before using it again.
- 🌿 **Insulate when travelling.** If you're taking a hot dish to a party or to work, be sure to keep it hot until the moment you leave and transport it in an insulated thermal container. Ensure that the dish is not left at room temperature for more than one hour.



- 🍴 **Cook to safe temperatures.** Refer to www.chicken.ca > Chicken School > Chicken Cooking Times for a downloadable cooking times and temperatures chart that will guide you in making sure that your chicken is cooked to perfection every time.



Never thaw chicken at room temperature or on the counter, as it provides the ideal environment for bacteria to grow.

Storage and Thawing Guide

How and how long you store chicken is very important to keeping your food safe. When freezing chicken, always label it with the date so you know how long it's been in your freezer.

	Stored in the refrigerator	Stored in the freezer
Whole Chicken	2-3 days	12 months
Chicken Pieces	2-3 days	6 months
Cooked Chicken	3-4 days	3 months
Ground Chicken	1-2 days	3 months

Thawing Methods and Times

Never thaw chicken at room temperature or on the counter, as it provides the ideal environment for bacteria growth, and be sure to cook thawed chicken within 48 hours.

Refrigerator Thawing

Thawing in the refrigerator is the safest method of preparing frozen chicken but it also takes the longest. Chicken thawing in the refrigerator should be wrapped and placed on a large plate in the bottom of the fridge to avoid dripping on other food when thawing. For this method, you should plan on approximately 10 hours per kilogram of chicken or 5 hours per pound.

Microwave Thawing

Though it can sometimes dry out the edges of chicken, when you're in a hurry and you're preparing chicken pieces, microwave thawing is the best way to go. When defrosting in a microwave, chicken should be loosely covered and the pieces turned, separated and rotated several times during thawing to ensure even penetration.

It's also important to defrost chicken on a low setting, otherwise



When you're in a hurry, microwave thawing may be the best way to go.

the outside may cook while the inside stays frozen. Most microwaves have a poultry defrost setting, so use that if you have it. If not, a general rule to use is about 10 to 15 minutes per kilogram, or 5 minutes per pound. Be sure to check your chicken often to ensure that it is thawing evenly and not overcooking or drying out.

Cold Water Thawing

For faster thawing, place wrapped chicken in a bowl of cold water in the sink. It is important that the water is cold, as warm water can encourage bacterial growth. Additionally, it's important that the water be changed every 30 minutes to maintain the temperature of the water. This method typically takes 2 hours per kilogram, or 1 hour per pound, but exercise caution when using this method. Make sure that the sink and the surrounding work area is disinfected immediately after you've finished.

Reference: www.chicken.ca



Handout 1.3: Poster Rubric

	Exceeding Expectations 4	Meeting Expectations 3	Beginning to Meet Expectations 2	Not Yet Meeting Expectations 1
Clarity of Graphics and Labels	All content is clear and identifiable. All items of importance on the poster are clearly labeled.	Most of the content is clear and can be identified. Almost all items of importance on the poster are clearly labeled.	Some of the content is clear and identifiable. Several items of importance on the poster are clearly labeled.	Many graphics are not clear or are too small. No or very few important items were labeled.
Content Accuracy	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Fewer than 3 accurate facts are displayed on the poster.
Conventions (spelling, punctuation, usage)	There are no significant mistakes of convention on the poster.	There are very few mistakes of convention on the poster.	There are several mistakes of convention on the poster.	There are numerous mistakes of convention on the poster.
Overall Impression	Yes! Very Impressive.	Yes, but.... There are some aspects which could be improved upon.	No, but.... There are numerous ways the poster could be improved.	No. There is little evidence of the poster meeting expectations. Students need to be put on the right track immediately.
Total				/16
Additional Comments:				

Lesson 2: I Can't Believe I Cut and Ate the Whole Thing!

In this lesson students will learn how to safely process whole chickens to prepare economical meals.

Lesson Outcomes

Food Studies 10 and 30: Module 15: Protein Foods: Meats, Poultry, Fish, Vegetarianism

- 15.1 To recognize and examine the foods that belong to the Meats and Alternatives group.
- 15.3 To determine how meats and alternatives fit into a healthful eating plan.
- 15.7 To determine and evaluate factors involved in selecting and buying meats.
- 15.8 To examine the convenience forms in which meat can be purchased.
- 15.10 To discuss the principles of cooking meat.
- 15.12 To understand the grading and inspection of poultry.
- 15.13 To examine factors involved in selecting and buying poultry.
- 15.14 To discover how to handle poultry safely.
- 15.15 To identify principles and methods for preparing poultry.

Commercial Cooking 30 - Module 10: Meats, Poultry, and Seafood

- 10.3 To understand how to cut, store, and cook poultry.
- 10.4 To cook poultry using a variety of methods.

Teacher Background

Familiarize yourself with *Handout 2.1: How to Cut Up a Whole Chicken*. Go to www.chicken.ca and search for *Winning with a "Whole" in One*. Preview this video prior to beginning the activity.

Before Activity

Review the posters from *Lesson 1: Introducing Chicken* and discuss the storage and thawing recommendations.

During Activity

View with students the following two short videos found at www.chicken.ca: search for *Winning with a "Whole" in One* and *How to Know when Chicken is Cooked*.



45 minutes, excluding cooking



A whole chicken, sharp carving knife, cutting board, computer & projector, internet access, Handouts 2.1 & 2.2.



Observe students closely during lab to ensure proper handling procedures are being followed.



Inspect kitchens during and after clean up to eliminate risk of cross-contamination.

Lab Activity

Give each student a copy of *Handout 2.1: How to Cut Up a Whole Chicken*. Have students cut the chicken into parts or have someone demonstrate for the class.

Be sure to stress that if you cut through the joint, the job will be much easier. Make sure to wash all utensils and surfaces, along with hands, with hot soapy water to prevent cross contamination. Disinfect cutting board, utensils and work area with mild bleach solution.

Recipe Suggestion: *Handout 2.2: Chicken and Broccoli Divan over Nutty Rice.*



After Activity

Discuss the following questions as a class:

1. How and where do you cut up a whole chicken up?
2. What is the most economical way to purchase chicken?
3. What internal temperature is a chicken cooked at?
4. Where do you insert a meat thermometer on a whole chicken?

Assessment

Students are able to cut up a whole chicken into parts cleanly and follow proper handling procedures.

Students actively participate in class discussion.

Students know the chicken is properly cooked at 185°F/85°C.

Students know where on a whole chicken to insert a meat thermometer.



Food is an important part of our culture.

Handout 2.1: How to Cut Up a Whole Chicken

Preparation

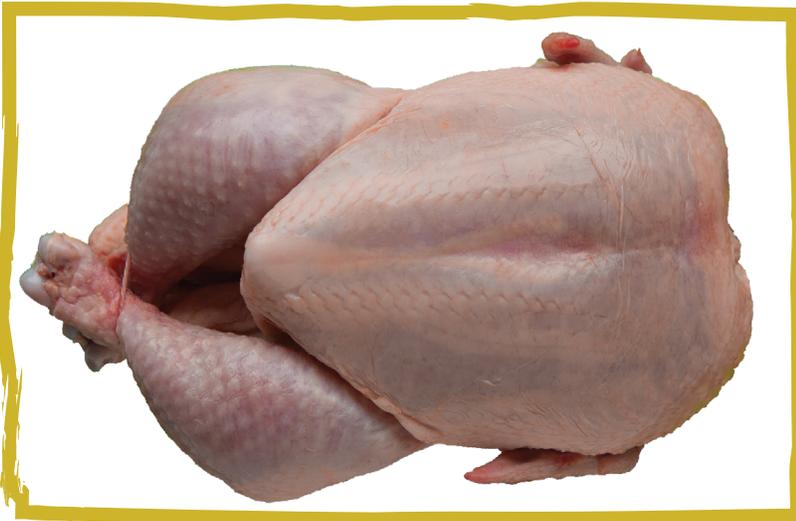
- 🌿 Unpackage chicken and cut off strings (if present) from the chicken.
- 🌿 Check cavity of chicken to ensure no giblets are present. Wash the chicken. Dry with clean paper towel.
- 🌿 Place the chicken, breast side up, on the cutting board.



30 minutes,
including prep



A whole chicken,
sharp carving knife,
cutting board



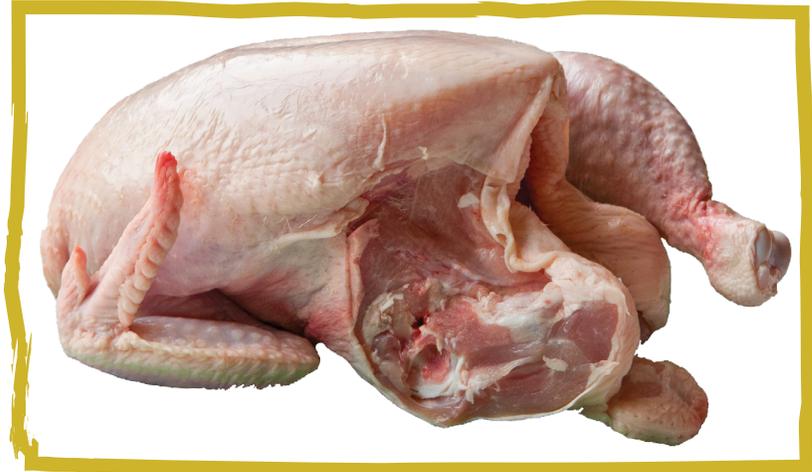
Legs: Thighs and Drumsticks

- 🌿 To remove the first leg, gently pull it away from the chicken and cut between the body and thigh, up to the hip joint.
- 🌿 At the joint, pull the leg back slightly and gently twist it to free the joint from the socket.

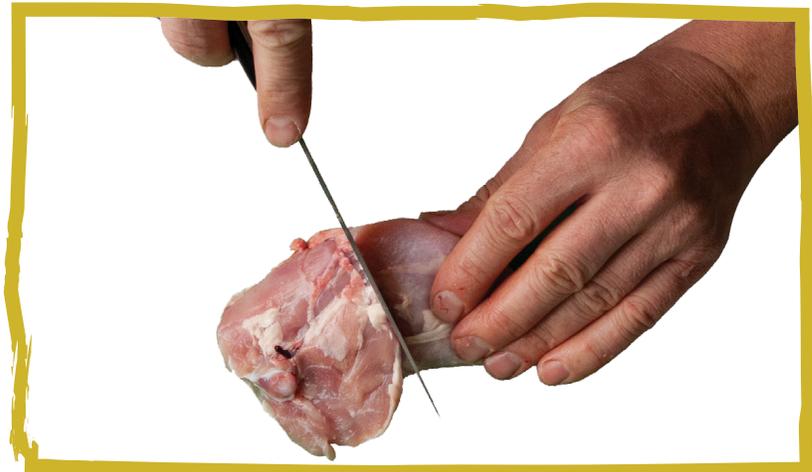


Handout 2.1

- Finish cutting the thigh from the bird.



- Place thigh skin side down on cutting board. Bend the leg to locate the joint between the thigh and the drumstick. Cut through the thigh at the joint location.



- Repeat these steps on the remaining thigh.



Wings

- 1 Place the chicken on its side and gently pull the wing from the body to locate the shoulder joint. Cut through the wing at the shoulder, up to the shoulder joint.



- 2 Twist the wing to pop the shoulder joint or, alternatively, cut through the shoulder joint with your knife. Cut the wing off of the body.



- 3 Turn chicken over and repeat these steps on the remaining wing.

Breasts

Ensure chicken is placed breast side up with the neck of the chicken facing your cutting hand. Our goal is to separate the chicken breast plate from the back of the chicken.

- 1. Holding the breast of the chicken with one hand, cut in a downward motion along the length of the chicken. You will encounter small rib bones, they should be easy to cut through.



- 2. As you cut, pull the breastplate backwards so that as you get to the end of the bird, you can see where you need to cut to cleanly remove the breast.



- Place the breast section lengthwise in front of you. Split the breasts into halves by cutting alongside the breastbone, and gently roll the breast away from the bone.



- On each breast, you will encounter a clavicle bone (also called the wishbone) near the neck of the chicken. It will be along the underside of the breast (opposite side of the skin) and extend from the breastbone outwards. Cut the breast away from this bone to ensure boneless chicken breasts.



Set aside the chicken back and breastbone. There is still a fair amount of meat on them, they will make a great soup stock!

- Repeat these steps to remove the remaining breast.

Finish Up

- Package all chicken pieces, date the package with permanent marker. Refrigerate or freeze as necessary.
- Sanitize your area and all tools, then wash your hands with soap for at least 20 seconds.

Handout 2.2



90 minutes,
including prep



Makes 6 servings



Preheat oven to
350°F/180°C



Handout 2.2: Chicken and Broccoli Divan over Nutty Rice

Recipe courtesy of www.chicken.ca.

Ingredients

0.5 kg or 1 lb	boneless, skinless chicken breast(s)
30 mL or 2 tbsp	butter or margarine
15 mL or 1 tbsp	lemon juice, fresh
45 mL or 3 tbsp	whole wheat flour
500 mL or 2 cups	1% milk
5 mL or 1 tsp	tarragon, dried
0.5 mL or 1/8 tsp	nutmeg
1.25 mL or 1/4 tsp	salt
2.5 mL or 1/2 tsp	black pepper, freshly ground
1 L or 4 cups	broccoli
250 mL or 1 cup	part-skim mozzarella cheese
250 mL or 1 cup	short grain brown rice
15 mL or 1 tbsp	sesame seeds
60 mL or 1/4 cup	pecans, chopped
2.5 mL or 1/2 tsp	paprika

Directions

1. Dice chicken breast into 1" squares. Melt margarine or butter in a large non-stick skillet over medium-high heat. Sauté chicken until golden brown. Remove chicken, sprinkle with fresh lemon juice and set aside.
2. Whisk flour into pan juices; cook, stirring, for 2 minutes to brown flour. Gradually whisk in milk, stirring constantly until smooth and thickened (i.e. coats the back of a spoon). Remove from heat; stir in tarragon, nutmeg, salt, pepper and half the grated cheese.
3. Remove ends from fresh broccoli and cut spears. Quickly blanch in boiling unsalted water until just tender crisp.
4. Prepare the short grain brown rice according to package directions in unsalted water. The pecans and sesame seeds can be added at the beginning of cooking time, or omitted in the event of an allergy.
5. Spray a 10 cup (2.5 L) oblong baking dish with vegetable oil cooking spray. Spread nutty rice over bottom of dish and top with the broccoli spears, cooked chicken, sauce and the remaining grated cheese. Sprinkle with paprika.
6. Bake uncovered in preheated oven for 45 to 60 minutes until bubbling and lightly browned.

Lesson 3: Where in the World is the Chicken?

Students will explore dishes found in various restaurants in Saskatchewan. Students will also learn about the chicken industry in Saskatchewan and the link between producers and consumers (both local and global).



45 minutes,
excluding cooking



Handout 3.2, Menus from
various restaurants

Lesson Outcomes

Food Studies 10/30 – Module 19: International Cuisine (Optional)

19.1 To experience food customs of other countries.

19.3 To understand how food relates to the region where it is produced.

19.5 To understand the role food plays in the social, cultural, and psychological well-being of people.

Commercial Cooking 30

10.3 To understand how to cut, store, and cook poultry.

10.4 To cook poultry using a variety of methods.

Before Activity

Ask the students to look at the recipe in *Handout 3.1: Chicken Yakitori with Warm Carrot Salad* and decide where it may have originated. (Japan.)

During Activity

In small groups, have students pick an international cuisine restaurant found in Saskatchewan (Mexican, Thai, Indian, French, Italian, Vietnamese, Chinese, etc.) and list types of dishes commonly found there. You might want to bring in some menus from different restaurants or use a meal delivery app such as *Skip the Dishes* to electronically access menus. Have students answer the following questions:

1. Why do you think these dishes are common in your chosen restaurant?
2. What type of meat and poultry dishes are on the menu? How do these differ from meat and poultry dishes you are familiar with?
3. Explain the importance of food to a country's culture.
4. Describe a dish featuring poultry from your culture.
5. What is the relationship between agriculture and the consumer in Canada compared to the country your restaurant originated in?



Did you know that Canada exports dark chicken meat because Canadian consumers prefer white meat?

Lab Activity

Prepare an international cuisine meal. If time allows *Handout 3.1: Chicken Yakitori with Warm Carrot Salad* is a great option!

Assessment

Use *Handout 3.3: Culinary Rubric* to evaluate the safety, preparation and presentation of the student's meal.



Students preparing a delicious meal.

Handout 3.1: Chicken Yakitori with Warm Carrot Salad

Recipe courtesy of www.chicken.ca.

Ingredients

Chicken Yakitori:

0.8 kg or 1 3/4 lb boneless, skinless chicken thighs
 60 mL or 1/4 cup sake
 60 mL or 1/4 cup mirin
 30 mL or 2 tbsp light tamari sauce
 12 green onions, fresh
 15 mL or 1 tbsp sesame seeds

Warm Carrot Salad:

30 mL or 2 tbsp rice wine vinegar, unseasoned
 30 mL or 2 tbsp water
 15 mL or 1 tbsp sugar
 1 L or 4 cups carrots, fresh
 10 mL or 2 tsp hot red chili pepper, fresh, minced
 60 mL or 1/4 cup cilantro
 15 mL or 1 tbsp mint, fresh, minced

Directions

Chicken Yakitori:

1. Cut chicken thigh into 1 inch (2.5 cm) cubes. Set aside in bowl or plastic re-sealable bag.
2. Combine sake, mirin and light tamarai in small pan over medium-high heat. Bring to a boil, reduce heat and simmer over low heat for 5 minutes or until reduced to 1/3 cup (80 mL). Cool. Pour over chicken. Place in refrigerator and leave to marinate for at least an hour and preferably overnight.
3. Remove green end from onions. Slice and reserve half for the carrot salad. Refrigerate the rest of the green tops for another use. Slice lower white part into 1 inch (2.5 cm) pieces cut across the grain on a diagonal and set aside.
4. Drain chicken and reserve marinade. Bring marinade to a boil in a saucepan and set aside for basting. Thread chicken onto skewers alternating between chicken and the white of the onion. Use 3 pieces of chicken and onion on each skewer. Set the skewers on large platter. Refrigerate skewers and marinade if you are not going to grill right away.



90 minutes,
including prep



Makes 4 servings



Presoak 12 - 7" bamboo skewers for at least 20 min to prevent them from charring during cooking.

Handout 3.1

5. Preheat grill to medium high. Place skewers on top shelf, close lid and grill for 8 minutes. Open lid, brush with glaze and turn to ensure even cooking. Brush the other side with marinade and close grill. Cook an additional 8 minutes or until the onions begin to brown slightly and chicken reaches internal temperature of 165°F/74°C.
6. Place yakitori skewers on platter and sprinkle with sesame seeds. Serve with Warm Carrot Salad.

Warm Carrot Salad:

1. Mix rice vinegar, water and sugar in small pan. Heat over low heat for one minute, stirring to dissolve sugar. Set aside.
2. Slice carrots into ribbons length-wise using a vegetable peeler or mandolin. Alternately, coarsely grate carrots. Add to a non-reactive mixing bowl.
3. Mince the fresh red chile. Remove the seeds if you don't like your food too hot. Alternately, use sweet red pepper. Tear the fresh cilantro and mint into pieces. Toss carrots with chile, cilantro, mint and reserved sliced green onion tops.
4. Toss salad again with the dressing. Serve with the Grilled Chicken Yakitori.



Handout 3.2: Culinary Rubric

Safety & Appearance	8-10	4-7	0-3	Score
Clothing and Appearance	Professional appearance, attire, and grooming	Neat appearance, attire, and grooming but lacks polish	Non-professional appearance and/or grooming	
Safety	Follows all safety practices	Shows minimal safety concerns during preparation	Disregard of safety creating unsafe situation	
Sanitation	Follows all safety practices	Shows some sanitation concerns during preparation	Unsanitary situation creates unsafe product	

Safety and Appearance Comments:

Food Preparation	8-10	4-7	0-3	Score
Equipment and Tools	Selects and uses all tools/equipment correctly and safely	Selection and usage of tools/equipment occasionally lacks safe and appropriate industry techniques	Selection and usage of tools/equipment lacks understanding and demonstration of skills	
Time Management	Excellent time management	Adequate time management	Poor time management	
Follow Recipe Direction	Followed recipe and proper sequence	Partially followed recipe and proper sequence	Did not follow recipe or proper sequence	
Teamwork	Members work effectively as a team	Members demonstrate minimal teamwork	Members lack team organization	

Handout 3.2

Clean Up	Work station is left exceptionally clean and tidy	Work station is adequately clean	Work station is left unclean and cluttered	
Food Preparation Comments:				
Food Presentation	8-10	4-7	0-3	Score
Product Appearance	Presentation is attractively displayed and shows creativity	Presentation is acceptable but lacks professional qualities	Presentation needs improvement	
Serving Temperature	All food items served at proper temperatures	Some food items not served at proper temperatures	Not served at proper temperatures.	
Product Taste	Pleasing, appropriate taste for food/recipe	Adequate but not outstanding taste	Questionable taste; needs improvement	
Garnish	Appropriate for food items. Exhibits creativity	Adequate but not outstanding. Lacks creativity	Inappropriate selection, too much or no garnish	
Recipe Selection	Recipes selected are creative and complicated	Recipes are creative yet pretty basic	Recipes selected are very basic and lack creativity	
Food Presentation Comments:				
				Total
				/130
Overall Comments:				

Lesson 4: All About Chicken Production

Students will learn about the chicken industry in Saskatchewan and the link between producers and consumers.



45 minutes



Handout 4.1, Computer and internet access

Lesson Outcomes

Module 27: Current Food Issues (Core)

27.1 To develop a global perspective regarding food production and consumption.

27.5 To understand the links between agriculture and the consumer.

Before Activity

Survey students on existing knowledge and opinions of chicken production in Saskatchewan and globally.

During Activity

Students work in groups to research practices and regulations of chicken production. Using www.chickenfarmers.ca, www.saskatchewanchicken.ca, www.chicken.ca and *snapAG Information Sheets* from www.aitc-canada.ca, answer questions in *Handout 4.1: Questions about Chicken Production*.

Assessment

Correct *Handout 4.1: Questions on Chicken Production* using *Teacher Information 4.1*.

Did students give thoughtful answers to group questions?

Did student's knowledge of chicken production improve?



Chicks.

Handout 4.1: Questions About Chicken Production

Use the following sources to find the information below: www.chickenfarmers.ca, www.chicken.ca, www.saskatchewanchicken.ca, and *snapAG Information Sheets* from www.aitc-canada.ca.

1. What does CFS and CFC stand for, and in what year did CFS join the national agency?

2. How many registered chicken producers are in Saskatchewan? Does this number surprise you, why or why not?

3. Which 2 major processors of chicken products are located in the province and where?

4. What national program enforces standards for the care and handling of chickens, and why is it important?

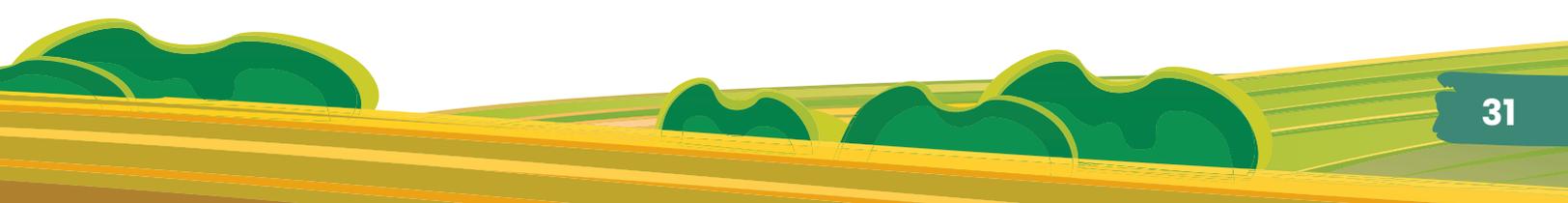
5. Do you think chickens in Canada are raised in a humane way? Explain.

6. What are the proper practices surrounding hormone and antibiotic use in chicken production in Canada?

7. How would you feel if hormones were used on Canadian chicken farms?

8. Which program is in place in Canada to monitor proper antibiotic use, and what does it do?

9. What are the similarities and differences between free-range versus free-run chicken, and organic versus vegetarian grain fed chicken?



Teacher Information 4.1

Teacher Information 4.1: Answers for Chicken Production

1. What does CFS and CFC stand for, and in what year did CFS join the national agency?

www.saskatchewanchicken.ca > Our Chicken > Look Who's Growing Your Chicken
CFS stands for Chicken Farmers of Saskatchewan. CFC stands for Chicken Farmers of Canada. CFS became a member of the national agency (CFC) in 1980.

2. How many registered chicken growers are in Saskatchewan? Does this number surprise you, why or why not?

www.saskatchewanchicken.ca > Our Chicken > Look Who's Growing Your Chicken
There are approximately 75 chicken farmers registered with the Chicken Farmers of Saskatchewan.

3. Which 2 major processors of chicken products are located in the province and where?

www.saskatchewanchicken.ca > Our Chicken > Look Who's Growing Your Chicken
The two main processors are Lilydale Inc. located in Wynyard, and Prairie Pride Natural Foods located in Saskatoon.

4. What national program enforces standards for the care and handling of chickens, and why is it important?

www.chicken.ca > Let's Talk Chicken > Animal Care
The Raised by a Canadian Farmer Animal Care Program emphasizes proper animal care throughout each step of the production cycle. This is the only program capable of ensuring that animal care standards are implemented and audited on all chicken farms in Canada. It is a concrete, accountable means of demonstrating the pride and commitment of farmers in raising the quality chicken Canadians can trust.

5. Do you think chickens in Canada are raised in a humane way? Explain.

Students' answers will vary.

6. What are the proper practices surrounding hormone and antibiotic use in chicken production in Canada?

www.chicken.ca > On the Farm > From Farm to Table
Hormone and steroid use of any kind has been banned in chicken production since the 1960's in Canada.

www.chicken.ca > On the Farm > Let's Talk Chicken > Antibiotics
When used properly antibiotics ensure healthy, safe chickens which is important for both animal welfare, and food safety. Small amounts of antibiotics may be used in the chickens feed to prevent disease and promote healthy birds, and may also be used to treat any birds who show signs of illness.

7. How would you feel if hormones were used on Canadian chicken farms?

Students' answers will vary.

8. Which program is in place in Canada to monitor proper antibiotic use, and what do they do?

www.chickenfarmers.ca > Resources > Food Safety & Animal Care > Animal Care Program > On-Farm Food Safety Assurance Program

Antibiotic use is strictly monitored by the CFC's on-farm food safety program called Safe, Safer, Safest. This program is built on good production practices and internationally recognized principles, and chicken farmers in Canada are audited by this program every year.

9. What are the similarities and differences between free-range versus free-run chicken, and organic versus vegetarian grain fed chicken?

www.chicken.ca > Chicken School > Chicken 101 > Understanding Organic and Other Terms

The difference between free-run chickens and free-range chickens is that free-range chickens must have access to the outdoors, or are raised outdoors. Free-run chickens are generally raised indoors. Free-run chickens must have access to at least two feet of floor space within their enclosure. The similarities are that both free-range and free-run chickens must have the opportunity to roam free, without being caged.

www.chicken.ca > Chicken School > Chicken 101 > Understanding Organic and Other Terms

The similarity between organic and vegetarian grain fed chicken is that both must be fed grain that does not contain any animal by-products, and uses soy as protein instead. The difference between organic and vegetarian grain fed chicken is that organic chicken must be raised to certain standards and certified by a reputable organic certification board. As well organic chicken cannot be fed or given any antibiotics, and only certain approved vitamins.

Lesson 5



30 to 45 minutes,
excluding cooking



Handout 5.1, Computer
and internet access

Lesson 5: Chicken – Nutritious and Delicious!

Students explore the valuable nutrients in chicken, as well as learn about their own daily nutritional needs. Students will come to understand that the required nutrients are taken in through food.

Lesson Outcomes

Module 4: Food and Health (Core)

4.2 To be aware of the influences that determine students' food habits.

Module 10: Canada's Food Guide and Beyond (Core)

10.5 To determine sources of reliable nutrition information.

10.8 To demonstrate the importance of consumer skills in the planning and selection of foods for meal management.

Module 15: Protein Foods: Meats, Poultry, Fish, Vegetarianism (Core)

15.3 To determine how meats and alternatives fit into a healthful eating plan.

15.7 To determine and evaluate factors involved in selecting and buying meats.

15.8 To examine the convenience forms in which meat can be purchased.

15.13 To examine factors involved in selecting and buying poultry.

15.15 To identify principles and methods for preparing poultry.

Commercial Cooking 30

10.3 To understand how to cut, store, and cook poultry.

10.4 To cook poultry using a variety of methods.



Before Activity

Have the students look at the Canadian Food Guide, found online at <https://food-guide.canada.ca/en/>. As a class discuss where chicken fits in to a person's diet.

During Activity

Have the students research the nutritional benefits of chicken which can be found on www.saskatchewanchicken.ca > Nutrition.

Discuss as a class the valuable nutrients in chicken. Have the students create a chart of vitamins, minerals, macronutrients and energy in chicken.

Using the Canadian Nutrient File or other web-based nutrition databases, have students research the nutrition information of their favourite chicken-based meal. Data may be presented in the form of a Nutrition Facts label. Instruct students to investigate the requirements of the Canadian Nutrition Facts Label at www.canada.ca/en/health-canada/services/understanding-food-labels/nutrition-facts-tables.html.

Have students research their own daily nutritional needs. Values should include energy, macronutrients (fat, protein, carbohydrates), vitamins and minerals. Calculations are based on age, gender and estimated level of daily activity. Students will understand that the required nutrients are taken in through food. Healthy food choices promote good nutrition.

Have students list 3 ways they can prepare foods to promote a healthy lifestyle. Consider nutrient preservation as well as additional energy with various cooking methods.

Lab Activity

Have students prepare the recipe on *Handout 5.1: Honey Quinoa Chicken Nuggets*.

Assessment

On a scale of 1 – 4, rate students level of understanding on the following issues:

1. Knowledge of main nutrients, vitamins, and minerals are that are found in chicken.
2. Knowledge of personal energy and nutrient requirements.
3. Knowledge that certain methods of cooking are more effective in preserving nutrient quality than others.
4. Knowledge that some methods of cooking such as frying or roasting with oil/butter result in the addition of energy to foods.
5. Importance of healthy eating.



Handout 5.1



90 minutes,
including prep



Makes 4 servings



Preheat oven to
400°F/200°C.



Handout 5.1: Honey Quinoa Chicken Nuggets

Recipe courtesy of www.chicken.ca.

Ingredients

6 skinless boneless chicken thighs
OR
3 skinless boneless breasts
2 eggs
2.5 mL or 1/2 tsp salt
30 mL or 2 tbsp liquid honey
15 mL or 1 tbsp Dijon (optional)
5 mL or 1 tsp poultry seasoning (optional)
125 mL or 1/2 cup all-purpose flour
500 mL or 2 cups cooked quinoa

Directions

1. Trim any fat from chicken. Cut into “two-bite” size pieces (thighs into 3 pieces and breasts into 6 pieces) keeping them as similar in size as possible. In a medium size bowl, whisk eggs with salt, honey, Dijon and poultry seasoning. Place flour and quinoa in separate bowls.
2. Coat a piece of chicken with flour, shake off excess, then place in egg mixture and turn to coat. Letting excess drip off, place in quinoa and gently press down. Turn and press again to lightly coat. Set on a parchment paper lined baking sheet. Repeat with remaining chicken.
3. Bake in center of oven until golden and no pink remains in chicken, about 20 minutes. Nuggets should reach an internal temperature of 165°F/74°C.

Nutrition Info

	Amount		% Daily Value
Calories	299	Potassium	15
Protein	40 g	Calcium	4
Fat	12 g	Iron	26
Saturated Fat	3 g	Vitamin A	7
Carbohydrate	30 g	Vitamin C	7
Fibre	2 g	Vitamin B6	31
Sugar	8 g	Vitamin B12	37
Cholesterol	223 mg	Folate	30
Sodium	438 mg	Magnesium	34
		Zinc	48

Lesson 6: Introduction to Marketing

Students will examine the effects marketing has on consumer choices.



45 minutes,
excluding cooking



Handouts 6.1 to 6.5

Lesson Outcomes

Module 4: Food and Health (Core)

4.2 To be aware of the influences that determine students' food habits.

Module 10: Canada's Food Guide and Beyond (Core)

10.5 To determine sources of reliable nutrition information.

10.8 To demonstrate the importance of consumer skills in the planning and selection of foods for meal management.

Module 15: Protein Foods: Meats, Poultry, Fish, Vegetarian-ism (Core)

15.2 To identify the role of meat in Canadian diets and compare to those of other nations.

15.7 To determine and evaluate factors involved in selecting and buying meats.

15.8 To examine the convenience forms in which meat can be purchased.

15.12 To understand the grading and inspection of poultry.

15.13 To examine factors involved in selecting and buying poultry.

Commercial Cooking 30

10.3 To understand how to cut, store, and cook poultry.

10.4 To cook poultry using a variety of methods.

Before Activity

Inquiry: Who do you think determines the products sold at the stores? As a class brainstorm reasons why people choose to shop at the different stores listed.

During Activity

Make a copy of *Handout 6.1: Chicken Price Comparisons* for each student or groups of two. Give them a few minutes to look at the price sheet and then ask the following questions:



1. Which store has the greatest variety in chicken products?
2. Which store is overall the least expensive?
3. Which store is overall the most expensive?
4. Which store do your parents shop at and why?



Students give a brief presentation on their new chicken product.

Break the class into six groups and give them five minutes to write a “customer profile” for one of the stores listed on *Handout 6.1: Chicken Price Comparison*. Give each group a few minutes to share their profiles. These profiles are essentially the “target market” for the stores.

For example, Superstore customers profile:

- Cheap prices are important.
- Probably large families or university students.
- Don’t care about brand names.
- Customer service isn’t important.
- Don’t require a lot of choice in different brands.
- Like to cook ethnic dishes.

Give each student a copy of *Handout 6.2: Marketing* and explain the concept of marketing. Ask students if they have ever bought something they didn’t really want. Why did they buy this item? (Answers will vary but at some point they should identify it was because of an advertisement of some type).

Discuss the 4 P’s of marketing (Product, Price, Place and Promotion) so that each student has a basic idea of what each means.

Give students *Handout 6.3: Marketing Assignment* and have them complete *Handout 6.4: Market Information*. You may want to break the class into groups of 3 to 4 students and give them the remainder of the class to complete this activity, or make it an individual homework assignment.

After Activity

Have each group or individual give a short two minute presentation on their new chicken product.

Assessment

Grade the advertisement or poster using *Handout 1.3: Poster Rubric* on page 14. *Handout 5.5: Oral Presentation Rubric* provides information for assessing the presentation.

Handout 6.1: Chicken Price Comparison

Prices as of Feb 5, 2020	Units	Superstore	Sobeys	CO-OP	Costco	Pineview Farms	Save-on Foods
Whole Chicken, fresh	\$/kg	\$7.28	\$8.79	\$6.59	\$5.49	\$9.98	\$3.73
Whole Chicken, oven roasted	\$/kg	\$7.99	\$11.66	\$15.99	\$6.65	x	\$9.99
Breast, fresh	\$/kg	\$14.68	\$20.92	\$14.31	\$12.99	\$34.26	\$14.12
Breast, fresh & flavoured	\$/kg	x	\$23.31	\$14.31	\$9.99	x	\$33.27
Breast, frozen	\$/kg	\$13.49	\$9.49	\$9.99	\$8.25	x	x
Breast with skin	\$/kg	\$13.18	\$13.21	x	x	x	x
Breast with back	\$/kg	x	\$13.21	\$8.80	x	x	x
Breast, ground	\$/kg	\$15.40	\$13.21	\$17.61	x	\$19.81	\$9.99
Breast, stuffed fresh	\$/kg	x	x	\$15.41	\$17.99	x	x
Breast, stuffed frozen	\$/kg	\$23.18	\$26.40	\$13.99	\$10.55	x	\$21.16
Thighs, bone-in with skin	\$/kg	\$8.28	\$10.99	\$9.46	\$5.99	x	\$9.24
Drums, fresh	\$/kg	\$7.99	\$10.99	\$7.25	\$5.99	\$10.91	\$7.69
Drums, frozen	\$/kg	\$6.49	x	\$4.70	x	x	\$6.33
Wings, fresh not-split	\$/kg	\$10.98	x	\$9.90	x	x	x
Wings, fresh split	\$/kg	x	\$8.79	\$10.99	\$9.99	x	\$13.21
Wings, frozen	\$/kg	\$9.49	x	\$11.30	\$7.49	x	\$9.66
Wings, frozen flavoured	\$/kg	\$14.98	\$17.49	\$18.60	\$11.49	x	\$19.81
Deli Breast	\$/100g	\$2.88	\$2.79	\$2.89	x	x	\$2.79
Deli, flavoured	\$/100g	\$3.88	\$2.49	\$2.49	x	x	\$2.79
Pkg Breast, Natural	\$/100g	\$3.69	\$4.28	\$3.99	\$1.87	x	\$4.11
Pkg Breast	\$/100g	\$1.67	\$2.85	x	x		\$1.67
Pre-cooked breast strips	\$/100g	\$2.39	\$2.98	\$3.25	\$1.59	x	\$2.53
Nuggets, frozen	\$/kg	\$6.04	\$12.11	\$13.19	\$6.69	x	\$16.24
Burgers, frozen	\$/kg	\$12.37	\$14.09	x	x	\$24.65	\$13.32
Burgers, breaded frozen	\$/kg	\$5.14	\$13.99	\$18.10	\$6.33	x	\$5.99
Strips, breaded frozen	\$/kg	\$9.99	\$9.99	\$13.21	\$9.99	x	\$16.24



Handout 6.2: Marketing

Definition of marketing: “**Marketing** is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.*”

Successful marketing creates value for two or more parties so that each is satisfied.

The goal of marketing is to generate long-term sales through customer satisfaction. So while the goal of marketing at its most basic level is to sell something, this transaction should not result from trickery, deception or coercion. Rather both parties should emerge from the transaction highly satisfied.

Marketing must understand both the Needs & Wants side of the equation and the Product, Ideas & Services side of the equation. Not only must marketing fully understand both sides of the equation, but it must also effectively communicate the details of each in order to successfully bridge the gap between the two.

Definition of Marketing Strategy: **Marketing Strategy** is a set of specific ideas and actions that outline and guide decisions on the best or chosen way to create, distribute, promote, and price a product or service (manage the marketing mix variables).

The first thing you need to identify is your target market. Every target market makes purchasing decisions for different reasons.

Consider the following:

- Age
- Location
- Family make-up
- Household income
- Needs/wants
- Interests

Marketing mix variables:

Product- The products or services offered to your customer: their physical attributes, what they do, how they differ from your competitors and what benefits they provide.

Price- How you price your product or service so that your price remains competitive but allows you to make a good profit.

Place- Where your business sells its products or services and how it gets those products or services to your customers.

Promotion- The methods used to communicate the features and benefits of your products or services to your target customers.

*Marketing as defined by The American Marketing Association, 2007.

Handout 6.3: Marketing Assignment

Task: Construct a label or advertisement poster that describes and markets an innovative new chicken product. Consider health nutritional information, taste, target audience, convenience, and price as marketing tools.

Complete *Handout 6.4: Market Information* and hand in to your teacher.

Always keep in mind the people you want to sell your product to!

1. Decide on a chicken product you want to sell.
2. Consider how this product will meet the needs and wants of your market. What is unique about your product? Why would anyone buy it?
3. Determine your market. Identify what group of people you want to target and how your chicken product will meet those needs. For example, single, health conscious people will be more interested in omega enhanced chicken breasts than buying a heavily marinated whole chicken.
4. Decide where your product will be sold. Keep in mind your target market – where do most of them live? What types of stores do they like to shop in?
5. Determine the price you want to sell your chicken product for. Remember to keep in mind who your customers are and the value of the product to them.
6. Decide how your chicken product will be packaged (what information will you have on the package, what is the quantity of each package, etc.)
7. Design a poster to market your chicken product.
8. Complete *Handout 6.4: Market Information*.



Economies of scale: more chickens = more profit.



Advertising should:

- * Hold attention
- * Create desire
- * Make it believable
- * Prove it's a bargain
- * Make it easy to buy
- * Give reason to buy now

Handout 6.4: Market Information

1. Group members:

2. Product name:

3. Product description:

4. Target market (customers):

5. Why will this target market buy your product?

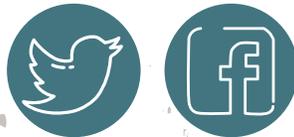
6. Location product will be sold:

7. Price:

Handout 6.5: Oral Presentation Rubric

Criteria	6-7	4-5	2-3	0-1	Score
Structure of Presentation	Information is presented in a complete and organized way	Information is presented in a somewhat organized but incomplete way	Information is disorganized but complete	Information is disorganized and incomplete	
Eye Contact and Voice Production	All group members speak to the audience clearly. Their voices are clear and they display enthusiasm	Group members speak clearly but without enthusiasm to the audience.	Group members speak clearly but to only some of the audience	Group members are difficult to understand and speak to only part of the audience	
Knowledge of Health and Nutritional Benefits of Chicken	Many detailed correct pieces of information on health benefits of chicken	Some correct information on health benefits of chicken	Some incorrect information on health benefits of chicken	One piece of information given on health benefits on chicken	
Delivery of Presentation	Creative, knowledgeable, well rehearsed presentation by all group members	Creative but not well rehearsed delivery by all group members	Presentation lacks creativity and poorly rehearsed by some group members	Poor creativity and knowledge of presentation by most group members	
Total					/28

We are all connected to agriculture.



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