



## OUR KOSHER RESTAURANT

Submitted by: Varda Tzur

**Subject Area:** Jewish Food and Nutrition

**Target Age Group:** Second to Fifth Grade

**Duration:** Five lessons (45 minutes each)

### Abstract:

Students identify their own taste in food and develop sensitivity and tolerance to the tastes of others. By means of play acting and building a restaurant, they learn correct nutrition and how to compose balanced meals. Through the preparation of a meal in class they learn menu-planning; budgeting and buying food, identifying Kosher symbols, preparing and serving a meal, laws and customs pertaining to eating, and table manners. In a role-play, students learn causes and effects of improper nutrition. Students will act as they create their own Restaurant at school, read stories, poems, and learn vocabulary of the Jewish Food and Nutrition.

### Lesson Plan Guideline:

Creating a restaurant environment:

Student will name the restaurant, prepare a menu, in Hebrew, of healthy and kosher lunch, learn the Hebrew vocabulary of the recipes, cook and serve lunch to other students in school while using the Hebrew language.

- 1) Practicing the vocabulary of the Jewish Food and Nutrition:  
Reading, spelling, and speaking Hebrew.
- 2) The importance of good nutrition for healthy living.
- 3) How to set a Jewish lunch table.
- 4) Learn the food blessings.
- 5) Food presentation.
- 6) How to serve others and make them happy.
- 7) How to behave at meal time.
- 8) Cleaning the table after lunch.



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9) Analyzing the results of the student experience of creating their restaurant.

### ACTIVITIES:

#### Lesson 1:

Learning the Hebrew vocabulary of vegetables, fruits, and other kinds of food that we eat.

Discussion on food that we like to eat and food that we do not like to eat.

Students will have to match the Hebrew words in the attached pages 1a - 1c to the pictures in the attached pages 1d - 1f.

Students will learn to separate food into two groups, the meat group and the veggie group.

Summary and review of the new vocabulary.

Homework: What's for dinner?

#### Lesson 2:

Checking homework with the students and review of Lesson 1 vocabulary.

The basics of nutrition: Carbohydrate, fats, protein, and vitamins.

Students will learn to identify the specific food for a given color, shape, smell, taste, and nutrition. At first, the teacher will introduce this information and the students will have to find the right food. Then, each student will replace the teacher role and the rest of the students will have to find the correct food.

#### Lesson 3:

Kosher food and manners during the meal.



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Students will learn new vocabulary, practice reading, manners, and blessings.  
Biblical sources of what is considering being a kosher food and what food is not kosher.

Identifying kosher food, packed, processed, and in its natural form. Students will learn the symbols of kosher food, see the attached page 3a.

Students will learn the blessings for the different kinds of food and during different occasions.  
Students will also practice the blessings as described in the attached pages 3b-3d.  
Students will play the games described in the attached pages 3e and learn how to behave during meal time.

Homework: draw a picture to five of the eleven sentences in the attached page 3e.

### Lesson 4:

Preparation of healthy food and the opening of the restaurant.

Students will choose a name for their restaurant. Then, class will discuss the lunch menu and the majority of students, including the teacher, will decide on the type of food that the restaurant will serve. In past experience we concluded that we will serve sandwiches. Each student will write the menu and decorate it in his own way and each student will create his own apron.

Students will learn how to be a good waiter/waitress.  
All the above will also be done in Hebrew.

### Lesson 5:

Preparation of food and setting the tables.

Students will be divided into two groups. The group that prepares the food and the group that set the tables. Communication between the groups will be done with walky-talky, preferably in Hebrew.

Students will practice the vocabulary and duties of a waitress/waiter.

Lunch time: Students from school will be served the food they choose from the menu.



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After lunch: Cleaning and reviewing the event.

**Comment:** I performed this project at the BJDS and the students were every enthusiastic to virtually simulate a restaurant and invite others to join the meal. The students learned a lot about food and nutrition Hebrew vocabulary, how to attract and treat “customers”, and were very excited to hear from the “customers” that “you are the best waitress” and “this is the best restaurant I have ever been to”.

### References:

Tal Am teacher guide.

Tal Am student book – work book.

Hebrew dictionary.

NOTE: For attachments please see the library hard copy of the Chidush application.