



Poultry in Motion

A unit for secondary school home economics



BC Chicken Growers'
ASSOCIATION



BC Hatching
eggs

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in consultation with B.C. Chicken Growers' Association and Chicken Farmers of Canada

The B.C. Chicken Growers' Association and the B.C. Broiler Hatching Egg Producers' Association have developed an educational mobile mini barn to increase awareness about chicken farming in B.C.

The trailer consists of three sections each showing a different stage of development: parent stock – the broiler breeders – who produce the fertilized eggs, day-old chicks, and market ready chickens. Each section is set up as a small scale poultry barn, showing the technology and responsible animal husbandry that is practiced on B.C. chicken farms.



The **first section** of the trailer contains the broiler breeders. Hens and roosters produce the fertilized eggs that hatch into broiler chicks. If visitors are lucky, they will be able to see an egg which has been laid in the metal nest boxes. On a farm, these eggs are collected at least twice a day.



The **mid-section** of our mini barn houses day-old chicks hatched in one of the lower mainland hatcheries. These are delivered to farms within hours of hatching and they receive their first feed and water in the barn where they are placed. Before the chicks even arrive, extra feed has been placed in trays on the floor so they can quickly find their food. The water lines are also adjusted so that it is comfortable for the chicks to drink. Alert visitors will notice that there is a computer in each section which is used to maintain the appropriate climate.



The **third section** of the trailer holds market-ready chickens or broilers as they are referred to in the industry. These will be between 5 and 6 weeks old. These broilers are ready to be shipped. Notice that the type of feed the chickens are consuming is now much coarser. The water lines have been raised as the birds grow and the computer will show a much cooler temperature.

If you would like Poultry in Motion™ to visit your classroom please contact the B.C. Chicken Growers' Association:

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Rationale:

The aim of this unit plan is to raise awareness of how British Columbia chicken is grown and raised, analyze the effects of choosing B.C. chicken products, and how small choices can make big differences in our communities. This unit plan is specifically targeted to Home Economics food studies students, in B.C. public secondary schools in grades 8 to 12. The majority of secondary students lacks the specific knowledge of where the B.C. chicken products they prepare and consume, actually originates. By allowing students to: (1) physically see the different stages in a chicken development (2) meet members of the farming community (3) understand the challenges B.C. chicken farmers are confronting, they will gain a new appreciation for British Columbia chicken farmers and their farming practices.

The unit plan utilizes practical hands-on lessons in the kitchen, as these are skills they can use both at home or in a workplace environment. The unit plan is consistent with the Prescribed Learning Outcomes in the Home Economics (Foods and Nutrition 8 to 12) IRPs, in that the student is familiarized with all four of the inter-related curriculum organizers: (1) *Safety, Sanitation, and Equipment* (2) *Principles of Food Preparation* (3) *Food Preparation* (4) *Food Service*. The issue of food safety can be expanded beyond personal safety to include issues that affect B.C. chicken farming and the food system in general. The principles of food preparation are developed using menus and recipes that utilize as many B.C. food products as possible. The curriculum related to food service can highlight the ways B.C. agriculture is adapting to societal and consumer demands, as well as the economic and social impacts.

This unit plan can be used in whole or modified to suit the needs of the individual home economics classroom teacher.

Goals and Objectives:

- I. Students will understand and explain the benefits of using locally grown British Columbia chicken and the impact it makes environmentally, socially, and economically.

Students will be able to:

- A. Identify B.C. grown and produced chicken.
- B. Understand the economic benefits of using local chicken products.
- C. Explain the benefits of using B.C. chicken products.
- D. Understand where B.C. chickens are grown in the province.
- E. Think critically about the challenges facing B.C. chicken farmers.

II. Students will prepare healthy foods based on recipes employing British Columbia chicken products.

Students will be able to:

- A. Show the ability to prepare B.C. chicken using healthier cooking methods.
- B. Be proficient in incorporating B.C. chicken into their diets and menus.
- C. Use terminology related to agriculture, nutrition and healthy eating.
- D. Plan own menus based on using local B.C. chicken.

Learning Outcomes From B.C. Ministry of Education IRP

This unit meets the following Prescribed Learning Outcomes for Home Economics: Foods and Nutrition 8 to 12:

- **A3** Demonstrate the ability to accurately evaluate and follow recipes using a variety of food preparation techniques and equipment
- **A4** Compare various types of equipment used for food preparation
- **A5** Demonstrate organization and co-operation in partner and group work, including integration of planning skills
- **A6** Vary ingredients and methods in recipes to affect nutrition, flavour, texture, taste, and quality of the product
- **B1** Select recipes and apply cooking principles to prepare healthy dishes and meals, incorporating presentation and budgetary considerations
- **B2** Use a variety of cooking methods to prepare food nutrition and healthy eating
- **C2** Create nutrition plans within a specified budget for a variety of dietary considerations that meet recommendations from *Eating Well with Canada's Food Guide*
- **C3** Analyze individual eating practices as they relate to physical and mental well-being, food fads, and food myths
- **C4** Identify ways to improve the nutritional value of recipes
- **C5** Identify types of food additives and enrichments and their function in food products, social and economic
- **D2** Demonstrate an awareness of environmental and health issues related to the production and consumption of food

Four Corners Debate (Myths regarding chicken farming in B.C.)

Duration: 60 minutes

Description:

Students will work in groups to formulate and clearly verbalize their positions on issues regarding B.C. chicken farming, and will debate opposing viewpoints.

Objectives:

1. Students will discuss their positions on a specific issue/topic.
2. Students will think and express critically.
3. Students will practice listening skills while other groups present their positions.
4. Students will use convincing arguments to sway others' opinions.

Materials:

1. 4 pieces of paper with: Strongly Agree, Somewhat Agree, Strongly Disagree, Somewhat Disagree written on them.
2. Questions for debate.
3. 4 corner rubric. (rubric found in teaching resources)

Procedure:

1. Post the four pieces of paper in the four corners of the classroom.
2. Write one of the questions regarding B.C. chicken farming on the board.
3. Have students move to the corner that best matches their position.
4. Provide 2 minutes for the groups to discuss and solidify their reasoning/logic.
5. Each group selects a spokesperson to express the group's position.
6. Allow 30 seconds for the spokesperson to express thoughts concisely and persuade their classmates. The three other groups will listen actively.
7. After the first corner presents, invite those who have been persuaded to move to the appropriate corner. Direct each group to present their group's position in turn.
8. Students will record their viewpoints on the supplied rubric and note if their viewpoint was changed by the other groups.

9. Teacher and students will discuss the supplied answers and debunk any myths regarding chicken farming.

Questions for Debate:

1. **Antibiotics are given to chickens that are raised for meat?**
2. **In order to feed a growing population, B.C. chicken producers use hormones and steroids to raise stronger and larger birds?**
3. **B.C. broiler chickens are raised in cages to limit movement, making the meat more tender?**
4. **While it's true that B.C. chicken is a healthy food choice and a good protein source, white meat provides more nutritional value than dark meat?**
5. **I buy my chicken at Costco Bellingham where I can pay less. I owe it to myself and family to eat as economically as possible. Why would I want to support B.C. farmers?**
6. **The only difference between premium-priced free-range chickens and other birds produced on B.C.'s 340 chicken farms is that free-range chickens have access to the outdoors?**
7. **Fast food chicken is genetically engineered, making it easier to be processed into nuggets and strips?**
8. **Chickens are fed three meals a day to ensure they grow at a constant rate?**
9. **The public are not allowed to enter a broiler barn, obviously farmers are trying to hide the truth about chicken farming practices?**

Answers for the debate questions

1. Antibiotics are given to chickens that are raised for meat?

Antibiotics play an important role in providing a safe product for consumers, as well as in poultry health and welfare. Antibiotics help to maintain healthy birds, thereby ensuring a safe food supply for consumers and to prevent any potential food safety problems.

The use of antibiotics in Canadian agriculture is heavily regulated. As in human health, antibiotics are used if a flock's health is at risk. All antibiotics must be approved for use by Health Canada or by direction of a veterinary prescription. Farmers must follow strict protocols on antibiotic use and withdrawal periods to ensure residues do not enter the food chain.

2. In order to feed a growing population, B.C. chicken producers use hormones and steroids to raise stronger and healthier birds?

False. The use of hormones and steroids in the production of chicken is illegal in Canada and has been since the 1960s. Birds are healthy and strong because of selective breeding for genetic improvements, better nutrition and husbandry, and better barn equipment that more precisely controls the environment in the barn.

3. B.C. broiler chickens are raised in cages to limit movement, making the meat more tender?

False. They are not raised in cages. They are free-run and have free access to feed and fresh water throughout the barn.

4. While it's true that B.C. chicken is a healthy food choice and a good protein source, white meat provides more nutritional value than dark meat?

White meat is probably the most popular choice among Canadians because it is leaner and lower in fat. Although dark meat contains more fat than white meat, it's not as big a difference as you might think and it's this extra fat that gives it its juicy texture. Dark meat is richer in nutrients than white meat and contains more iron and zinc. Any way you slice it, chicken is good for you.



5. I buy my chicken at Costco Bellingham where I can pay less. I owe it to myself and family to eat as economically as possible. Why would I want to support B.C. farmers?

In Canada, producers try to grow only as much chicken as Canadians will consume. This is called supply management. It prevents over production and flooded market conditions which helps the industry remain sustainable and makes it possible for a farmer to make a living in agriculture. It also keeps prices stable for consumers. B.C. broiler farms contribute 330 million dollars a year to the B.C. economy and create 6,660 jobs.

6. The only difference between premium-priced free-range chickens and other birds produced on B.C.'s 340 chicken farms is that free-range chickens have access to the outdoors?

Free range means that the bird has access to the outdoors. Due to weather in Canada, free range is seasonal.

Free run means that a bird is able to move freely throughout the barn and is not confined in a cage. All chickens raised in Canada for meat purposes are free run.

Organic chickens are birds raised using certified organic feed and fresh, drinking water. The Certified Organics Association of B.C. (COABC) also requires growers to allow their birds access to pesticide free pasture for a minimum of 6 hours a day, weather permitting. These chickens may have started out as conventional chicks.

7. Fast food chicken is genetically engineered, making it easier to be processed into nuggets and strips?

False. The genetic engineering of chicken is not permitted in Canada. The broiler chicken today is larger and sturdier than in years past, thanks to continuous advancements in the science of poultry nutrition and selective breeding.

8. Chickens are fed three meals a day to ensure they grow at a constant rate?

Broiler chickens eat corn, barley, wheat and a lot of protein from soy or canola meal as well as vitamin and mineral supplements. The barns have automatic feeding systems so the birds can eat whenever they want. They grow quite fast and will gain 50 times their body weight in about 40 days. This fast growth is due to years of breeding for faster growing, healthy birds. Waterlines can be raised as the birds grow so that they are always at a height that is comfortable for the birds to drink from.

9. The public are not allowed to enter a broiler barn, obviously farmers are trying to hide the truth about chicken farming practices?

Broiler producers follow strict biosecurity protocols that are designed to reduce the ability of viruses, bacteria and parasites to enter the barns and affect the broiler flocks they care for. Viruses, bacteria, and parasites can be carried into the barns on equipment, clothing, footwear and hands. Diseases can be easily transferred from one poultry farm to the next just by the traffic that is on the farm every day.

Chicken Farmers of Canada, through the On Farm Food Safety Program, has put many protocols in place to reduce the risk of disease transfer. The program requires broiler producers to keep their barn doors locked so unexpected visitors can't let themselves in. They are required to change their boots and wear disposable coveralls over their clothing prior to entering the barn and again upon leaving. All broiler producers have log books on their farms so they can record all traffic that comes on the farm and when they were there.

The B.C. Poultry Association has developed a Biosecurity Program that builds on the above national requirements. This program requires all poultry producers in B.C. to have closed, lockable gates at the entrance to their farms to keep unwanted visitors away. The program also requires growers to have wash stations at the gate so vehicles can be cleaned upon entering and exiting the farm. There are also hand-sanitizing stations at the entrance to each barn to stop viruses, bacteria and parasites from entering the barn on people's hands.



Poultry in Motion

Duration: 60 minutes

Description:

Students will gain understandings of issues challenging B.C. chicken farming practices and B.C. farmers. The *Poultry in Motion* presenter will use resources available to educate students about B.C. chicken farming and bring the farmer's story into the classroom.

Objectives:

1. Students will demonstrate an understanding of B.C. chicken farming.
2. Students will be able to identify various stages of chicken development.
3. Students will acquire knowledge of a B.C. chicken farmers daily life.
4. Students will understand the technology used in B.C. chicken farming.
5. Students will be introduced to materials and equipment used in B.C. chicken farming.
6. Students will understand the level of care given to B.C. chickens while on the farm.
7. Students will be able to critically communicate their knowledge of B.C. chicken farming.
8. Students will be able to communicate benefits of purchasing B.C. chicken.

Materials:

- *Poultry in Motion* Trailer
- "Tools of the trade" (Biosecurity suit, feed samples, etc.)
- "Playing Chicken with Mike Lawson" DVD
- Video work sheet (found in resources)

Procedure:

1. Begin with a brief introduction of yourself and why you are the person involved with *Poultry in Motion*.
2. Get an understanding of student's knowledge of B.C. chicken farming either through reviewing exercise from last day or facilitating discussion.
3. Hand out work sheet and play DVD.
4. Take students outside for trailer presentation.
5. Come back inside and review critical thinking portion of work sheet.
6. Conclude with final words of why it is important for everyone to purchase and eat B.C. chicken.

Introduction – 5 minutes

- Introduce yourself and explain why you are the person involved with *Poultry in Motion*.
- Share a personal story or insight of why B.C. chicken farming is important.

Refresh or Establish Understanding – 10 minutes

- A. This is an important step to get the students thinking about chicken farming and establishing current knowledge of B.C. chicken farming.
- B. Review findings from four corners activity done the class before the visit.
- C. If teacher did not do this lesson, facilitate a class discussion using the statements from the day one activity. A simple show of hands to agree or disagree will do. Students can be chosen to explain why they support their decision.

“Playing Chicken with Mike Lawson” DVD – 20 minutes

- Hand out student work page and ask students to fill out information as the movie plays.



Critical Thinking Questions – 10 minutes

- After the movie plays, which helps eliminate any misconceptions or supports any current knowledge, have students fill out the critical thinking questions.

Trailer Visit – 20 minutes

- A. Beginning at the chick section of the trailer, begin with any terms students will need in order to best understand the tour. Explain how old they are, where the chicks come from, what special treatment they need (TLC), what they eat, how they drink, how health and well-being are monitored, how do farmers know if one is sick, how many chicks live in a barn, no hormones are used, how long until they are no longer chicks and temperature of the barn.
- B. This section would be a great place to introduce any tools of the trade including feed samples. Have a couple of students put on a full biosecurity suit. Explain why chicken farmers must do this every time they enter the barn do this, explain why this is important and why these procedures are in place. Have a couple of clipboards with a “Farmer’s check list” that the dressed students must complete. The activity of the faulty water supply is great for all ages.

- C. Move on to the broiler section of the trailer. Explain how old the birds are, what they eat, temperature of the barn, how much they eat, any technology used to monitor birds, steps taken to ensure they are happy and comfortable. Are these free run or free range? What would we do if we wanted to make them free range? Have them notice the height of the water dispenser. Pass out samples of the feed for the broilers; ask them if they notice any differences? Explain what the food is made of and why it is composed in this way. How it differs from the chick food.
- D. Ending at the breeder section, explain how old they are, why these are not for food, what their role is, temperature of the room, what do they eat etc.
- E. Give the students a couple of minutes to ask any questions and take photos of the birds before going back into the classroom.

Conclusion – 5–15 minutes

- A. Depending on the length of the class, have students share any thoughts on what they just saw.
- B. Refer back to the critical thinking portion of the student work sheet and facilitate a discussion based on the questions provided, especially make an effort to visit questions 14 and 15.
- C. Leave the students with parting words about the care and commitment that goes into feeding people. It is a 24/7 operation. Also part with the importance placed on cooking and eating local and how one can tell if their store is selling B.C. chicken.

Chicken Fabrication

Duration: 60 minutes

Description:

Starting with a whole bird, the instructor will demonstrate how to break down a whole chicken into useable pieces. Demonstrate the proper procedure.

Objectives:

1. Students will identify B.C. grown and produced chicken.
2. Students will understand the economical benefits of using local chicken products.
3. Students will explain the benefits of using B.C. chicken products.

Materials:

1. Whole B.C. Chicken.
2. Cutting board and sharp chef's knife.
3. **Sanitizers** and cleaning supplies.

Procedure:

1. Remind students of the *FoodSafe* precautions that should be taken when handling and cooking chicken:
 - A. Food Safety - Storing, handling, and temperatures of raw and cooked chicken.
 - B. Sanitation – Discuss and demonstrate proper hand washing, clothing, and equipment when handling raw and cooked chicken.
2. Review with students:
 - A. What can we do as consumers, cooks, and chefs to support local farmers? Why is this important?

- B. What are the local, global, and culinary benefits of purchasing local chicken?
- C. What is the financial benefit of processing your own chicken?
- D. What part of a chicken is your favourite part? Who likes white vs. dark meat? Where is each found on the chicken?

Extension Activity:

Students can:

- A. Use price comparison rubric to cost out the individual cuts of chicken and analyze the results. (rubric found in teaching resources)
- B. Have discussion on the price difference. Can students explain why prices vary for the different cuts? What are the factors involved?

Breaking Down a Whole B.C. Chicken



Check the cavity for giblets and neck, remove if necessary. **DO NOT WASH CHICKEN.** It can be patted down with paper towel but should not be washed - not even the cavity.

Place the chicken on its back, breast side up, on a clean cutting board.

Pull a leg away from the body to see where it attaches. To remove the whole leg, first cut through the skin between the thigh and the breast at the hip joint.





Continue to pull on the leg and wiggle it a bit to determine where the thigh meets the socket in the back. Cut through that joint. Repeat with the other whole leg.

Place leg skin-side down. Flex to see where the ball joint between the drumstick and thigh is located. Cut through the line of fat to separate the thigh and drumstick, moving the joint as needed to determine where to cut. There should be no resistance when cutting. Leg can be left whole, depending on recipe.



Wiggle a wing to determine where the joint attaches to the breast. To separate the wing from the breast, cut through the ball joint where it meets the breast. Repeat with the other wing.

To remove the backbone, start at the head end of the bird and cut through the rib cage on one side of the backbone. Repeat on the other side of the backbone to remove it completely. (Reserve the backbone and neck for chicken stock)



of



To cut the breast into two halves, place it skin-side down, exposing the breastbone. Use pressure to cut through the reddish breast bone and whitish cartilage right down the centre of the breast. Now you have two breast halves.

Cut each breast half in half again, crosswise, if desired or leave each breast half whole.





Now you will have six, eight or ten nice pieces of B.C. chicken to use in your cooking labs.

As the picture illustrates, you can cut the whole chicken many different ways to suit your needs and recipes.

Finishing up

Package all chicken pieces according to future use, date the packages. Refrigerate or freeze as necessary.

Thoroughly sanitize your workstation, cutting boards, and all tools, then wash your hands

Post-visit Chicken Cooking

Activity

Make healthy chicken recipes using all the parts of a chicken (several are listed at the end of the lesson plan). Cooking lessons can be modified to meet the

needs of the Home Economics teacher depending on issues of time, schedule, etc.

- A. Chicken recipe – Include information on how this is part of a healthy diet. Compare chicken dishes you create with a label from a “store-bought” chicken dishes (e.g. canned soup, pre-cooked chicken strips, chicken pot pie, etc).
- B. Make the recipe as a classroom activity.
- C. Have students come to class the next day with their own chicken recipes. Have them work in groups to create a dish featuring B.C. chicken.

Post Activity

- A. Students will taste the chicken dish they created.
- B. Students can do a self-evaluation of their product in their journal.

Extension Activities

Students can:

- A. Create another chicken recipe from the Internet or other sources. It can be an appetizer, a main dish or a side dish.
- B. Write down the recipe and prepare it. This can be done as an “Iron Chef” competition with a small prize for the winner. Have a member of the administration come and “judge” the dishes.
- C. Write a journal entry about their recipe and the cuisines which chicken can be a part of.
- D. Share what they’ve learned about chicken with their parents.
- E. Use “Eating Well with Canada’s Food Guide” to plan a simple meal or snack that features B.C. chicken.
- F. Record factors that may influence people to not make dishes and choose to purchase convenient foods.
- G. Compare costs of creating a chicken dish at home, purchasing the convenient foods from a grocery store and purchasing a similar meal from a restaurant.

B.C. Chicken Stock
Yield: 1 Litre

1	Kg	Chicken bones
1.5	L	Cold water*

Mirepoix:

75	g	Onion, large, diced
40	g	Carrot, large, diced
40	g	Celery, large, diced

Sachet:

1		Bay leaf
1	mL	Dried thyme
1	mL	Peppercorn, crushed
1	clove	Garlic, crushed
4		Parsley stems

Method:

1. Cut bones into pieces 6 to 8 centimeters long.
2. Place the bones into a stock pot along with the mirepoix and sachet.
3. Bring water to a boil and reduce immediately to simmer.
4. As residue (impurities) float to the top, skim off and discard.
5. Simmer the stock for 3 to 4 hours.
6. Strain, cool and refrigerate the stock for up to three days. If you are not using the stock within three days, freeze for up to six months.

*Cold water will promote clarity of stock by dissolving some water-soluble impurities.

B.C. Chicken Noodle Soup

Yield: 1 Litre

30	mL	Vegetable oil
250	g	Onion, small, diced
125	g	Celery, small, diced
125	g	Carrot, small, diced
1	clove	Garlic, minced
1.5	L	Chicken stock
75	g	Pasta noodle
150	g	B.C chicken, cooked and shredded
25	mL	Parsley, chopped
		Salt and pepper

Method:

1. Heat oil in a saucepot.
2. Sauté onion, celery and carrot until soft. Do not brown.
3. Add chicken stock and bring to a boil.
4. Reduce heat and simmer for five minutes.
5. Add dry pasta and simmer for ten minutes more or until noodles are tender.
6. Add cooked chicken.
7. Adjust seasonings with salt and pepper.
8. Skim off any fat that has risen to the top with a ladle.
9. Garnish with chopped parsley and serve.

B.C. Chicken Pot Pie

Yield: two 5" pies

25	mL	Canola oil
125	g	Onion, small, diced
75	g	Celery, small, diced
75	g	Carrot, small, diced
		Salt and pepper
100	g	B.C. chicken, cooked and diced
150	mL	B.C. chicken velouté
60	g	Green peas
2		5" pie shells
2		5" pie tops
1		egg
30	mL	milk

Method:

1. Sauté onion, celery and carrot until tender. Season with salt and pepper.
2. Place 125 g of the cooked vegetable mixture into each pie shell.
3. Place 50 g of chicken in each pie shell.
4. Place 75 mL of velouté in each pie shell.
5. Place 30 g of peas in each pie shell.
6. Combine the egg and the milk to create an egg wash.
7. Lightly brush the edge of the pie shell with the egg wash and place the lid on top.
8. Crimp the lid to the shell as desired.
9. Brush the entire top of the pie with egg wash.
10. Use a fork or small knife to pierce the pastry top to create vents.
11. Bake in a 350°F (180°C) oven for 18–22 minutes or until pastry is golden brown and contents of the pie reach an internal temperature of 165°F (74°C).

B.C. Chicken Velouté

Yield: 500 mL

50	g	Butter or margarine
50	g	Onion, diced
1		Bay leaf
50	g	Flour
.5	L	Chicken stock
		Salt and pepper

Method:

1. Melt butter or margarine in a heavy bottomed sauce-pot over medium heat.
2. Sweat onions until soft. DO NOT BROWN.
3. Add bay leaf and sweat for 1 minute.
4. Add flour to form roux.
5. Cook the roux for one or two minutes to create a blond roux.
6. Gradually add the stock to the roux. Stir constantly with a wire whisk to prevent lumps.
7. Bring the sauce to a boil and reduce heat to simmer.
8. Let the sauce simmer for 15–20 minutes, being sure to stir frequently to avoid scorching.
9. Season as desired.
10. Strain the sauce and use immediately or cool in an ice bath and refrigerate or freeze.

Oven Baked B.C. Chicken Strips

Yield: 2 portions

1		Chicken breast, fresh
150	g	Flour
1		Egg
30	ml	Milk or water
100	g	Bread crumbs or Panko
		Salt, pepper, assorted dry herbs and spices

Method:

1. Cut chicken length-wise into 4 or 6 strips.
2. In three separate bowls, set up a standard breading station. In one bowl, place flour, in a second bowl whisk together egg and milk, in the third bowl, add breadcrumbs and desired seasonings. *
3. First, dredge the chicken strip into the flour, being sure to remove any excess.
4. Next, place the chicken into the egg mixture.
5. Finally, place the chicken into the seasoned breadcrumbs and press firmly to make sure that entire piece of chicken is covered in crumbs.
6. Place the breaded chicken on a parchment-lined baking sheet.
7. Continue breading until all chicken is done. **
8. Place the tray of chicken into a 400°F (200°C) oven for 10–15 minutes or until chicken is golden brown and has reached an internal temperature of 165°F (74°C).
9. Serve immediately with your favourite salad or some roasted potato wedges.

* Let students be creative with this step. Students can create spicy breading by adding ingredients such as chili powder or cayenne, or be international and use curry powders or five spice powders. *

** If you are breading by yourself, it is a good idea to assign your dominant hand as your “dry” hand and your other hand as your “wet” hand. This way, you will not end up with layers of breading on your fingers. **

B.C. BBQ Chicken Leg

Yield: 2 servings

2		B.C. chicken legs, thigh attached
		Kosher salt and pepper
125	mL	BBQ sauce

Method:

1. Divide the B.C. chicken leg from the thigh.
2. Season with salt and pepper.
3. Place on parchment-lined baking sheet.
4. Roast in a 375°F (190°C) oven for 20–22 minutes or until internal temperature reaches 165°F (74°C).
5. Brush a generous portion of BBQ sauce and roast for 5 minutes more to caramelize the sauce.
6. Serve immediately.

B.C. BBQ Sauce:

Yield: 400 mL

125	g	Onion, small, diced
6	cloves	Garlic, minced
15	mL	Canola oil
85	mL	Red wine vinegar
15	g	Brown sugar
25	mL	Molasses
200	mL	Beef stock or water
150	mL	Ketchup
15	mL	Worcestershire sauce
		Kosher salt and pepper
		Cayenne pepper

Method:

1. In a heavy-bottomed pot, heat the oil and sauté the onions and garlic until tender.
2. Add the remaining ingredients and simmer for 10 minutes.
3. Purée and use immediately or cool down to store in the refrigerator.

Perspectives for debate	Student's viewpoint	Did you change your viewpoint?	Why or why not?
<p>Antibiotics are given to chickens that are raised for meat?</p> <p>In order to feed a growing population, B.C. chicken producers use hormones and steroids to raise stronger and healthier birds?</p>			
<p>B.C. broiler chickens are raised in cages to limit movement, making the meat more tender?</p>			
<p>While it's true that B.C. chicken is a healthy food choice and a good protein source, white meat provides more nutritional value than dark meat.</p> <p>I buy my chicken at Costco Bellingham where I can pay less. I owe it to myself and family to eat as economically as possible. Why would I want to support B.C. farmers?</p>			
<p>The only difference between premium-priced free-range chickens and other birds produced on B.C.'s 340 chicken farms is that free-range chickens have access to the outdoors?</p> <p>Fast food chicken is genetically engineered, making it easier to be processed into nuggets and strips?</p>			
<p>Chickens are fed three meals a day to ensure they grow at a constant rate?</p>			

Perspectives for debate	Student's viewpoint	Did you change your viewpoint?	Why or why not?
The public are not allowed to enter a broiler barn, obviously farmers are trying to hide the truth about chicken farming practices?			

Debate Rubric

Name: _____

Playing Chicken



1. How many broiler farms are located in B.C. ?

2. How many kilograms of chicken are raised in B.C. each year?

3. Where is the farm located that the young comedian is going to spend time on?

4. Why is dark meat dark and white meat white?

5. Are B.C. chickens raised in cages?

6. What is the difference between free run and free range?

7. How long does it take to raise a 2–2.5 kg chicken?

8. When were hormones outlawed in Canadian chicken farming?

9. What is the difference between hormones and antibiotics?

10. What would happen if no antibiotics were used in chicken farming?

11. Not all chicken farming is the same. Match the farm to its feature product.

Hatchery

Meat chickens

Broiler farm

Fertilized eggs

Breeder

Chicks

Critical Thinking Questions (to be discussed at the end of the presentation if time permits)

12. What is biosecurity and why is it especially important to chicken farmers?

13. Why is it in the best interest of the farmer to make sure that their chickens are safe, healthy and stress free?

14. What are the benefits of purchasing B.C. chicken? (Think locally, globally and culinary)

15. List two things that you learned about broiler farming today.

Price Comparison Sheet

	grocery or butcher #1	grocery or butcher #2	
Whole chicken			in \$/kg
Chicken breasts (bone in)			in \$/kg
Chicken breast (boneless, skinless)			in \$/kg
Chicken thighs			in \$/kg
Chicken drumsticks			in \$/kg
Chicken wings			in \$/kg
Chicken broth			in \$/L