

Introduction: Welcome, Little Chef! (5 minutes)

Teacher: "Hello, future Chef [Child's Name]! Today, we're going to have so much fun pretending to be chefs! Do you know what chefs do?" (Allow child to respond).

"That's right! Chefs cook yummy food for people in restaurants or even at home! They wear special hats and aprons sometimes. Let's get our chef gear on!"

(Help the child put on their apron and chef's hat if available. If not, pretend to put on imaginary ones.)

"Look at you! You look like a real chef! Are you ready to 'cook' something delicious?"

Activity 1: Exploring Chef's Tools (5-7 minutes)

Teacher: "Every good chef needs special tools. Let's see what tools we have in our kitchen."

(Gather a few simple play utensils like a bowl, spoon, and pot.)

Teacher: "What is this?" (Hold up a spoon). "Yes, it's a spoon! What do chefs use spoons for? Maybe for stirring soup or tasting sauce!" (Pantomime stirring and tasting).

Teacher: "And what about this?" (Hold up a bowl). "A bowl! Chefs use bowls to mix ingredients. Can you show me how you mix in a bowl?" (Encourage the child to pretend to mix).

(Repeat with 1-2 more simple tools, like a pot or a spatula, keeping it brief and interactive.)

Activity 2: My Special Recipe - Imaginative Play Cooking (15-20 minutes)

Teacher: "Okay, Chef [Child's Name], it's time to create your very own special dish! What would you like to 'make' today? Pizza? Soup? A yummy fruit salad? Or maybe a cake?" (Let the child choose or suggest something simple based on available play food).

Instruction (Example for 'Soup'):

1. "First, let's get our big pot!" (Child gets a play pot).
2. "What ingredients do we need for our soup? Let's find some 'vegetables'." (Guide child to select play vegetables or colored pom-poms representing vegetables).
3. "Great! Let's put them in the pot. Can you count them as you put them in? One, two, three!"
4. "Now, we need to stir our soup. Get your big spoon and stir, stir, stir!" (Encourage stirring motions). "Is it smelling good?"
5. "Maybe our soup needs a little 'salt' or 'pepper'?" (Pretend to sprinkle).
6. "Let's pour our soup into a bowl. Be careful, it's 'hot!'" (Child pretends to pour soup into a play bowl).

Instruction (Example for decorating paper 'cookies'):

1. "Let's make some yummy cookies! Here are some paper circles that are our cookies."
2. "What color 'sprinkles' or 'icing' would you like to put on your cookies?" (Provide crayons or markers).
3. "Let's decorate our cookies! You can draw lines, dots, or anything you like to make them look delicious." (Child decorates paper cookies).

(Adapt the steps based on what the child wants to "make." Encourage creativity. Ask questions like

"What else does it need?" "What color is that?" "Is it for you or someone else?").

Activity 3: Serving the Masterpiece! (5-7 minutes)

Teacher: "Wow, Chef [Child's Name], your [dish name] looks amazing! Who are you going to serve it to?" (The child might say "you," "mommy," "daddy," or a toy).

"Let's get a plate (or bowl) and carefully put your food on it."

"Time to serve! 'Here is your delicious [dish name], made by Chef [Child's Name]!'" (Praise their effort enthusiastically).

(Encourage the child to pretend to serve and have the adult or a toy pretend to 'eat' and enjoy the food.)

Wrap-up: Clean Up Like a Chef! (5 minutes)

Teacher: "Great job, Chef! You made such wonderful food! Real chefs also help clean up their kitchen. Can you help me put all our cooking tools and food back where they belong?"

(Make cleaning up a gentle and positive part of the activity. Sing a simple clean-up song if appropriate.)

"You were a fantastic chef today! You used your tools, made a yummy dish, and even helped clean up. High five!"

Simple Assessment (Observation during play):

- Did the child show interest in the chef role?
- Could they identify or interact with 1-2 kitchen tools by name or use? (e.g., pointed to spoon when asked, used spoon to stir).
- Did they engage in pretend 'cooking' actions (stirring, mixing, serving)?
- Were they able to follow a simple instruction like "put the 'carrots' in the pot"?
- Did they show creativity in their play (e.g., adding imaginary ingredients, decorating their paper food)?

Extension Ideas (Optional):

- Read a simple storybook about chefs or cooking.
- If safe and supervised, involve the child in a very simple, real food preparation task (e.g., stirring ingredients in a bowl with help, washing soft vegetables).
- Make simple chef hats from paper.