

Jr. Chef Club Welcome to the Club Lesson 1

Objectives

After completing this lesson, students will be able to:

1. Explain basic Jr. Chef Club guidelines.
2. Demonstrate proper hand washing procedures.
3. Identify the four basic tastes.

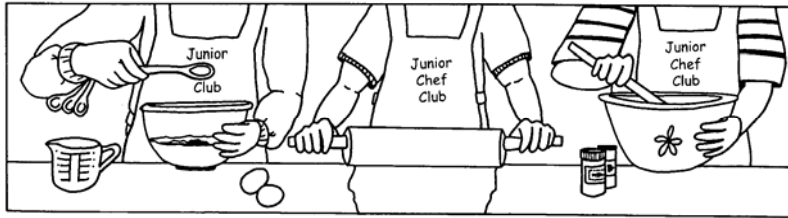


EARL Integration

EALR

Program Integration

<p><u>Reading 1.3</u> Build vocabulary through wide reading.</p>	<p>Read hand washing worksheet.</p>
<p><u>Reading 3.1</u> Read to learn new information.</p>	<p>Jr. Chef Club posters, Taste Buddies worksheet, Food Safety Hand Washing worksheet.</p>
<p><u>Writing 2.2</u> Write for different purposes.</p>	<p>Identify food tastes and write corresponding foods. Fill-in-the-blanks on hand washing worksheet. Describe taste perception in writing.</p>
<p><u>Communication 1.2</u> Listen and observe to gain and interpret information.</p>	<p>Explanation of hand washing technique and use of Glo-Germ with black light. Explanation of taste buds and taste test food samples.</p>
<p><u>Communication 1.3</u> Check for understanding by asking questions and paraphrasing.</p>	<p>Orally and on worksheets.</p>
<p><u>Health and Fitness 2.2</u> Understand the concept of control and prevention of disease.</p>	<p>Hand washing removes bacteria that could cause disease.</p>
<p><u>Health and Fitness 2.3</u> Acquire skills to live safely and reduce health risks.</p>	<p>Practice proper hand washing.</p>
<p><u>Health and Fitness 4.2</u> Develop a health and fitness plan and a monitoring system.</p>	<p>Utilize worksheet for hand washing before every meal; color in each square to monitor.</p>
<p><u>Science 2.1</u> Investigating systems: Develop the knowledge and skills necessary to do scientific inquiry.</p>	<p>Inoculate Petri dish containing agar with bacteria from unwashed fingertips. Observe bacterial growth the following week.</p>



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Classroom Supply List

EQUIPMENT

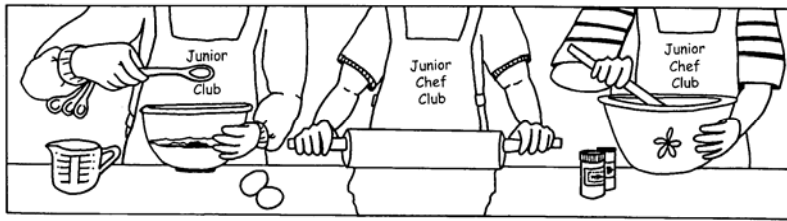
- Petri-dish with agar
- Glitter Bug lotion or powder
From www.brevis.com or
www.glogerm.com
- Glo-Germ black light/light box
From www.brevis.com or
www.glogerm.com
- Extension cord or extra batteries
- Plastic gloves
- Hand Soap and Paper Towels

HANDOUTS & TEACHING SUPPLIES

- Lesson Script / note cards
- Student incentives: Club-a-Bug Rubber Stamp and Ink pad – www.brevis.com
OR Fight Bac stickers –
www.fightbac.org
- Introductory Packet for classroom teacher:
 - Objectives/EALR sheet for Lesson 1
 - Data Collection Sheet for student demographics
 - “Be a Germ Buster” Hand-washing mini-poster
- Parent Newsletter
- JC Level I Cookbook, pp. 1-4
- Worksheet: Hand washing Chart with fill-in-the-blanks section

VISUAL AIDS

- Fight Bac characters on cards for apron
- Safety pins
- Jr. Chef Club Pledge poster boards
- Thermometer poster showing danger zone for germ growth
- Fight-Bac puppet (optional)
www.fightbac.org
- Taste Buddies Poster -
www.eatsmart.org
- “Be A Germ Buster” Poster, large
- When to Wash Your Hands Poster



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Cooking Supply List

FOOD SUPPLIES

Food for tasting in small plastic containers (24 students):

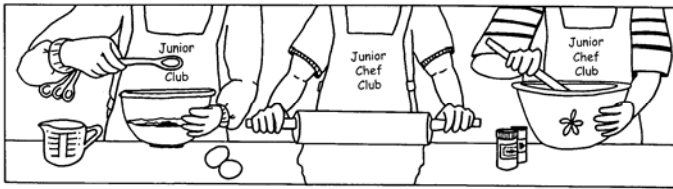
- Jelly beans cut in half , 26 halves
- Salty stick pretzels, 26
- Lime juice, diluted with water: 1 part juice to 2 parts water (4–6 ounces)
- Bakers chocolate -unsweetened shavings or chips

COOKING SUPPLIES

- Jr. Chef Apron
- Small bowls with lids or re-sealable bags for food items listed above (3 per class)
- Serving tray to hold portion cups of lime juice and water
- Container for pre diluted lime juice
- Small 5 ounce paper cups for water
- Small 3 ounce cups (bathroom dispenser size) for lime juice
- Pitcher for water
- Water for mouth rinsing

SERVING SUPPLIES

- Napkins used to put tasting samples on
- Gloves for adults and children (Viking Office Supply - has size small)
- Handy Wipes for educator



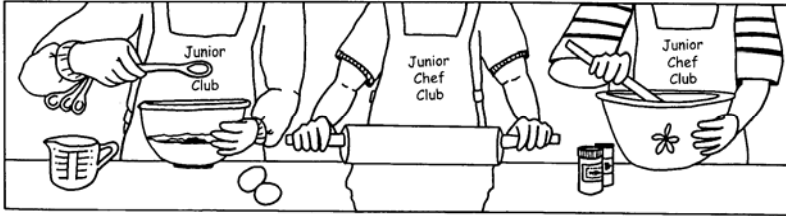
Jr. Chef Club

Welcome to the Club

Lesson 1

Preparation Outline

<p>Notes for Preparing Visual Aides</p>	<ul style="list-style-type: none"> ➤ “Be a Germ Buster” Hand washing Poster/ Mini-posters: Download hand washing posters, photocopy onto colored paper and laminate. (Post one near the sink in each classroom at the end of the first lesson, or leave for teacher to do so.) To make a poster, enlarge on a photocopier to 11” X 17” and laminate; mount on foam core board if desired. Publication #130-012 from Washington State Dept. of Health http://www3.doh.wa.gov/here/materials/PDFs/12_GermBust_B99L.pdf ➤ Fight Bac characters on cards for apron: Download character images from: www.fightbac.org. Mount on poster board, laminate and punch hole in top of each character to pin onto apron. ➤ Print out Jr. Chef Club Pledge cards (included); enlarge on photocopier to 11” X 17” size. Mount on colored poster board a little larger than 11” X 17” then mount on foam core board. Alternatively, use the Pledge option poster and put on one page to enlarge and mount as a poster. ➤ Thermometer poster: Draw or photocopy a drawing of a large thermometer or use the “Safe Temperatures” worksheet provided in Lesson 3. Enlarge on copier to 11” X 17” size. Color it red in the 40° F to 140° F range. ➤ When to Wash Your Hands Poster: On a poster board, put an array of pictures that become talking points for when to wash hands: after petting a pet, after using the toilet, after playing, after coughing or sneezing, and before touching, preparing or eating food.
<p>Day of Lesson-- Speak with Teacher</p>	<ul style="list-style-type: none"> ➤ Introduce self to teacher and thank him/her for participating in the program. ➤ Collect signed Collaboration Agreement and completed pre-tests. ➤ Ask classroom teacher to fill in Data Sheet with demographics, etc. ➤ Ask teacher whether any children have documented food allergies. ➤ Let teacher know that you will need six Jr. Chef student helpers each day so s/he can assign them. ➤ Explain that after the hand washing activity, you would like the teacher to work with the Jr. Chef student- helpers to distribute the foods for tasting, and how to do so.
<p>Prepare Food Preparation area</p>	<p>Use fresh sanitizing solution to sanitize food preparation area (mist surfaces, let set one to two minutes then wipe with clean paper towel) and cover with parchment or waxed paper. Set out containers of food to be sampled, gloves, napkins, cups, etc.</p>



Jr. Chef Club Welcome to the Club Lesson 1

Lesson Script

<p>INTRODUCTION – 5 minutes</p> <p>Read Jr. Chef Club Pledge</p> <p>Pass out cookbooks</p> <p>Note results on Data Collection Sheet.</p>	<ul style="list-style-type: none"> ➤ Greet the class with a smile. Introduce yourself – Include brief description of your position, information about WSU Extension, 4-H and Master Gardeners etc. Explain the Jr. Chef Club: Ask: <ul style="list-style-type: none"> What makes a club different from any group of people?” (Members have a common interest.) Our Jr. Chef Club will meet once a week for eight weeks. What are some guidelines we can use to make the club run smoothly? Listen when others are talking, raise hand to talk, be kind to each other, respect other’s differences—not everyone has to like or dislike the same foods, take turns, share, pay attention, and help others. ➤ Read Jr. Chef Club pledge posters one by one and set up where students can see them. Students can follow along on page 1 of cookbook. ➤ Explain that cookbooks with students’ names will be collected after each class & sent home on the last day of Jr. Chef Club lessons. Parent newsletters containing the daily recipe will go home each week with the students so that recipes can be made at home. Ask students to read Jr. Chef pledge along with you out of their cookbooks. PLEASE NOTE, there is one exception, if anyone has a food allergy they don’t need to taste that food. ➤ Explain that on most days we meet, we will be making some kind of food to sample. The exception will be today, we will be doing a hand washing exercise and doing some taste testing. ➤ Have class come up with a password for their club. Get three suggestions then have kids vote. Have kids tell you password before each club meeting. ➤ Ask who has ever helped in the kitchen at home? Or made food using a recipe. ➤ Great – a few of you. I know you’re all going to make great Jr. Chefs! ➤ Now the first thing we have to do to be Jr. Chefs is to learn about germs and proper hand washing to keep germs off of our hands and the food we touch.
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**ACTIVITY ONE –
Hand Washing –
25 minutes**

**Key Talking
Points** of Hand
Washing
Pantomime

Show thermometer

Note to Educator: Results of this activity are used for a pre-testing of hand washing times. This activity may be repeated periodically throughout the Jr. Chef Program. If Fight-Bac puppet is available, integrate it into this portion, such as having it ask some of the questions and telling the students they need to spend more time washing, etc.

- **How many of you have ever had the flu or been sick to your stomach? Most of you, me too. Well, most of the time when we vomit, it's because we've gotten a mild case of food poisoning.**
- **When germs get on our food, they can make us sick.**
- **Washing our hands before touching food or eating is a good way to get rid of germs.**
- **Germs like to grow at room temperature. Look at the thermometer – germs grow best in the red zone. What's the temperature of your house usually? Maybe 65-70 degrees, right in the middle of where germs grow the fastest. So this means we need to keep things that are supposed to be in the freezer or refrigerator cold, and not let them set out.**
- **Where do germs live? (On hands, on poorly handled food)**
- **How do we get rid of germs? (Wash)**
- **Now let's see how you get rid of germs on your hands.**
- **We're going to do a pantomime. Who knows what a pantomime is? We're going to pretend to do the activity without really doing it.**
- **We're going to close our eyes and pretend to wash our hands like we normally do. First I want you to stand up, push your chair in, and put your hands on the back of the chair (this controls the students while you give instructions).**
- **Ask them to act out everything, such as turning on the water, washing, and drying, just like they normally do. Ask them to sit down after they're done. Have everyone close his or her eyes. Start timing silently and tell students to start pantomiming. Count number of students still standing at end of 25-30 seconds.**
- **Most of you sat down in _____ seconds. That short washing time would not have removed all the germs from your hands. Did you know that you need to do just the scrubbing part of hand washing for 20 seconds? Wetting the hands and drying them take more time than that. Record number of students still standing after 25 seconds (by classroom or period)**

1	2	3	4	5	6	7


- Explain the need to scrub for 20 seconds to get germs out from around the nails, the knuckles, etc. Singing "Twinkle,

<p>Show large “Be a Germ Buster” poster</p> <p>Leave mini-poster with teacher for posting by the sink.</p> <p>Show “When to Wash Your Hands Poster”</p>	<p>Twinkle Little Star” takes 20 seconds.</p> <ul style="list-style-type: none"> ➤ Let’s practice the scrubbing part. Everyone scrub and sing while we watch the clock. Good job! ➤ Okay, everyone can sit down. Here’s a poster that shows you exactly how to wash your hands. Review aloud each square of “Be a Germ Buster” hand washing poster. ➤ Your teacher can post a small one like this by the sink so you can remember how to wash your hands to get rid of germs that can make you sick.
<p>Hand washing Chart-worksheet with fill in the blanks section</p> <p>Complete Hand-washing WORKSHEET blanks while waiting to be called to the front of the room.</p>	<ul style="list-style-type: none"> ➤ Ask students, “When should we wash our hands?” Before we eat, before and during cooking, after using the restrooms, after playing with pets or cleaning pet cages and after coughing and sneezing. Demonstrate proper technique for coughing/sneezing into elbow, not hand. ➤ Now we get to do an experiment. Here we have a Petri dish with a special substance in it called agar. The agar will let bacteria grow. Everyone is going to get to touch the agar with one finger, which will put germs from your finger onto the agar. Then we’ll let your teacher keep it in the dark until we have our next Jr. Chef Club meeting next week. We’ll check it next week to see how much bacteria grew from your hands. ➤ Walk around the classroom and let each student touch the agar in the Petri dish. Cover the Petri dish, put a rubber band around it and give to the teacher.
<p>Provide Incentives</p>	<ul style="list-style-type: none"> ➤ Now we’ll practice washing our hands with pretend germs. ➤ Introduce Glitter Bug lotion or Glo-Germ lotion/powder. ➤ Explain that the lotion/powder has pretend germs that will glow under the black light so you can wash your hands then see how well you did washing. ➤ Give students Hand washing Chart with fill in the blanks section and have them work on filling in the blanks. Call one row or group of 5-6 students at a time to come to the front of the room. ➤ Apply lotion or powder to students’ hands and have them look at their hands under the black light. Ask students to wash hands – scrubbing for 20 seconds--and return to look at their hands under the black light. ➤ Note: One strategy to get kids moving through the hand washing line is to send them in small groups of 5 or 6 at a time. Have first student in line wet their hands, apply soap, then go to the back of the line. The next student repeats and so on until the first student is back at the sink to rinse hands. Have classroom teacher monitor near the sink area. As one group is about half-way done, call up the next group (perhaps the group who is working the most quietly!).

	<ul style="list-style-type: none">➤ As students return to the black light after washing, point out where each one could do better or where they did well in getting rid of the glowing “germs.”➤ Show a Jr. Chef helper how to stamp everyone’s clean hand with the Club-a-Bug rubber stamp—alternatively give each student a Fight Bac sticker and congratulate them on being a Germ Buster!
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Prep Activity 2	<ul style="list-style-type: none"> ➤ Have teacher and Jr. Chef helpers set up the taste activity. ➤ Students help with the following tasks: <ul style="list-style-type: none"> ➤ Handout Taste Buddies Worksheet. ➤ Students use plastic gloves. ➤ Distribute napkins. Place one of each food sample on each student's napkin. ➤ Pour diluted lime juice into small sample cups or 3 oz paper cups. Just a few drops in the bottom. Classroom teacher should pour these and let the Jr. Chef helpers deliver them to the students. ➤ Fill pitcher with water and pour into small 5 oz paper cups – educator or classroom teacher may wish to do this task and deliver cups on a tray.
Questions and Discussions	<ul style="list-style-type: none"> ➤ Note: Do this portion while Jr. Chef helpers are getting food ready and napkins distributed, but do not have them distribute the tasting sample yet. ➤ What happened during the hand washing exercise? ➤ Where were the spots you missed? Under and around your nails and on your knuckles are areas we usually have to pay more attention to when we're washing. Try to do that every time you wash your hands. <p>Educator's Note: If time and facilities do not permit the entire class to do the hand washing exercise, ask for about four student volunteers to demonstrate the activity. (Use a couple students who were the first to sit down, and a couple who were the last to sit down in the previous activity.)</p> <ul style="list-style-type: none"> ➤ Re-emphasize importance of washing hands and when to do it (before fixing food, after playing, petting pets, using bathroom, coughing, etc.)
<p>ACTIVITY TWO - Taste Buddies – 20 minutes</p> <p>Key talking points</p>	<ul style="list-style-type: none"> ➤ Now let's talk about tasting food. The taste of food determines whether we like to eat that food or not. Everyone's tongue has taste buds in different areas that taste different things (sweet, salty, bitter, sour). ➤ Distribute Taste Buddies handout – Jr. Chef student helper. ➤ Show location of taste buds on tongue map (handout). ➤ Look at each neighbor's taste buds (Bumps on tongue. Everyone perceives tastes differently. Taste buds change – may not like food one time, then like it later.) ➤ Most of our taste buds are on the tongue. Each bump contains 1 to 15 taste buds.

<p>Taste Testing</p> <p>Teachers and Jr. Chef student helps distribute tasting samples and rinse water.</p>	<ul style="list-style-type: none"> ➤ Now we're going to test out those taste buds. Everyone will have three different things on their napkin to taste plus a small cup with a few drops of liquid in the bottom. Everyone will also get a little cup of water. Caution students about rationing their rinsing water so they have enough to rinse after each item. ➤ Wait to taste each item until you are told to do so. We are going to taste each item together so that we can talk about it.
<p>Taste foods as a group, one at a time</p>	<ul style="list-style-type: none"> ➤ Have students taste one item at a time. <p>Educator's Note: Students only need to touch the tip of their tongue to the lime juice and to the cut side of the jelly bean. Discourage children from eating the jelly bean, to preserve dental health.</p> <ul style="list-style-type: none"> ➤ Have students identify which taste buds are stimulated by each food. ➤ Using worksheet, students draw line from food name to taste buds. ➤ Explain most foods are a blend of two or more taste sensations. (granny smith apples = sweet and sour) ➤ Discuss healthy snacks that Taste Buddies like, as on bottom of worksheet. Encourage kids to try some of these snacks this week.
<p>REVIEW & CLOSING</p>	<ul style="list-style-type: none"> ➤ Review the fill-in-the-blanks section of the hand washing chart with students supplying the answers. Explain Hand Washing chart to use during the week. (Color in hands each time they wash hands before a meal.) <p>Answers:</p> <ol style="list-style-type: none"> 1. Wash your <u>hands</u> before preparing or eating food. 2. Use, <u>soap</u> and <u>warm water</u> to wash your hands. 3. Scrub your hands for <u>20</u> seconds. 4. Playing with pets can contaminate your hands with <u>germs</u> 5. Cover your mouth when you sneeze or <u>cough</u>, then make sure to wash your hands. <ul style="list-style-type: none"> ➤ Illustrate use of chart. If it's right before lunch, have students color in at least one of the hands as a starting point.
<p>Optional Home Activity</p>	<p>Suggest to students that they take the Hand Washing Chart home and post on their refrigerator to help remind them to wash their hands. Use the chart throughout the week.</p>
<p>Reflection</p>	<p>Ask students questions to be sure objectives are met:</p> <ul style="list-style-type: none"> ➤ Raise your hand and tell me at least one of the four basic tastes? ➤ Raise your hand if you can describe the proper way to wash hands? ➤ Raise your hand and tell me one guideline of the Jr.

Chef club.	
<p>Optional Writing Activity</p> 	<p>➤ Classroom teacher can ask students to reflect on what they learned about how the tongue tastes food. Explain to another student, how your tongue perceives different tastes.</p> <p>In addition, during the next week, select a writing prompt on food safety. (See Writing Prompts in “Supporting Documents” section.)</p>
Distribute Parent Newsletter	<p>➤ Ask teacher whether it is best to give students the Parent Newsletter now, or leave with the teacher to distribute at the end of the school day.</p>
CLOSING	<p>➤ Praise Jr. Chefs for being good germ busters and to keep up the good work. Next week we’ll make tasty biscuits.</p>