

Jr. Chef Club

Jr. Chefs "GO" on Grains

Lesson 2



Objectives

Students will be able to:

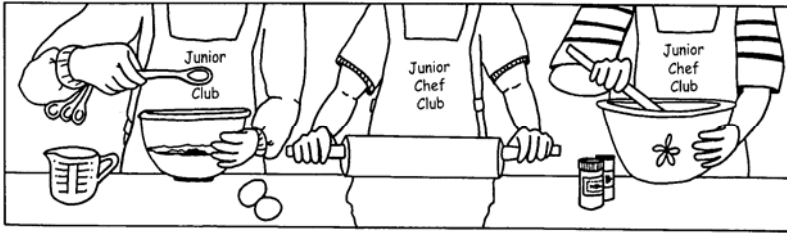
1. Introduce and identify the food groups of MyPyramid.
2. Become familiar with measuring utensils.
3. Demonstrate proper measuring techniques (dry, liquid, weight).

EALR Integration

EALRS

Program Integration

<p><u>Reading 1.3</u> Build vocabulary through wide reading.</p>	<p>Overview of MyPyramid. Read recipe instructions.</p>
<p><u>Reading 3.2</u> Read to perform a task.</p>	<p>Read and interpret recipe to measure and prepare food.</p>
<p><u>Writing 2.2</u> Write for different purposes – to name something.</p>	<p>Write the name of two foods student needs to include in healthy eating plan on Self-Portrait worksheet. Optional writing activity essays.</p>
<p><u>Math 1.2</u> Understand and apply concepts and procedures from measurement.</p>	<p>Understand and use appropriate measuring tools for food preparation.</p>
<p><u>Math 2.3</u> Construct solutions by organizing the necessary information and using appropriate mathematical tools.</p>	<p>Measuring Math worksheet.</p>
<p><u>Communication 1.2</u> Listen and observe to gain and interpret information.</p>	<p>Use MyPyramid to choose nourishing foods. Do food preparation.</p>
<p><u>Communication 1.3</u> Check for understanding by asking questions and paraphrasing.</p>	<p>When asked about MyPyramid and measuring concepts presented, explain in own words.</p>
<p><u>Health and Fitness</u> 1.4 Understand nutrition and nutrients and how they affect physical performance and the body.</p>	<p>Learn about MyPyramid, the benefits of eating from all the food groups.</p>
<p><u>Geography 1.1</u> Use and construct maps, charts and other resources.</p>	<p>Use state map to see where foods in today's recipes come from.</p>



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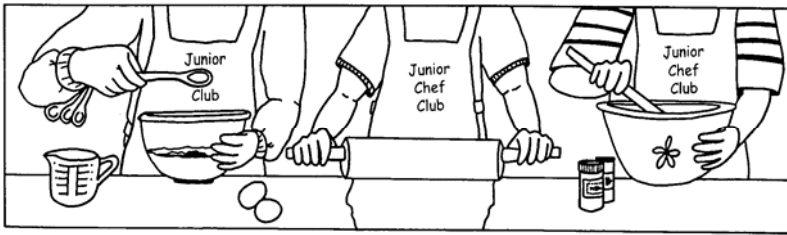
Classroom Supply List

VISUAL AIDS

- **MyPyramid** poster - with "grow", "glow" and "go" added and Velcro strips for each food group.
- Pictures of grain foods w/Velcro
- Optional: Examples of serving sizes (e.g. ½ cup of rice or cereal to show, deck of cards, ½ and 1-cup measuring cups)
- Pictures of wheat fields and wheat stalk
- Map of Washington state
- Whole grain samples, like wheat and rye berries, milled oats, brown and white rice.
- Anatomy of a Wheat Kernel Poster
- Grain Group "Gradient" Poster with food models for each section
- Containers with dry beans (4 cups), flour (1 cup in 2 containers), cereal flakes (2 cups in one container), 1 ounce bagel and large bagel
 - Dry measuring cups (4 sets)
 - Small water pitcher (2–3 cup)
 - Kitchen scale
 - Bowl for scale (1 small, lightweight)
- Instructions for each measuring station (included)
- **What's Wrong in This Kitchen?** Poster

HANDOUTS AND TEACHING SUPPLIES

- Lesson Script
- Objectives and EALRs sheet for teachers
- Level I Cookbook, pp 5–14
- **MyPyramid** Mini-Poster handouts
- Worksheets in Cookbook - Measuring Math and Picture This
- "I Made Master Mix" worksheet master for teacher OR attached to Master Mix - optional - definitely use if sending home prepared Master Mix
- Student Incentives: **MyPyramid** stickers
- **MyPyramid** handout
- Parent newsletter



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Cooking Supply List

FOOD SUPPLIES

Makes 10 cups of Master Mix. 6 cups of Master Mix makes enough biscuits to serve a sample to 25-30 students.

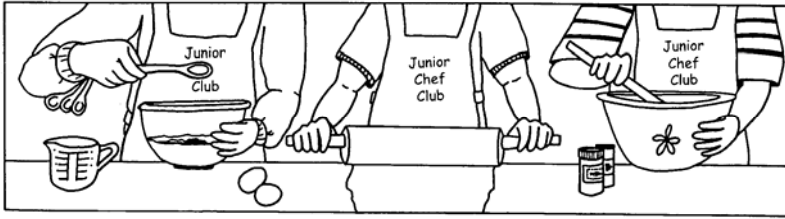
- 4 cups all-purpose flour
- 4 cups whole wheat flour
- ¼ cup baking powder
- 1 1/3 cups non-fat dry milk
- 1 teaspoon salt
- 4 tablespoons vegetable oil
- Vegetable oil Cooking spray
- Apple butter or low-sugar fruit jam
- Water (in pitcher) to make biscuits

COOKING SUPPLIES

- Parchment paper or wax paper for covering preparation surfaces
- Measuring Spoons - 4 sets
- Dry measuring Cups- 4 sets
- Liquid measuring Cups - 4
- Plastic knives for leveling - 4
- Plastic pitcher for water 2 - cups
- Bowls - 2 large
- Mixing spoons - 2
- Pastry cutters - 2
- Forks - 4
- Freezer paper for dough
- Baking sheets - 2
- Convection Oven
- Hot pads - 4
- Timer
- Plastic gloves
- Handy wipes
- Bleach water in spray bottle
- Paper towels
- Dish cloth
- Dish towels - 2
- Cooking table notes
- Teacher tip sheet for cooking

SERVING SUPPLIES

- Small serving spatula
- Napkins
- Small paper plates

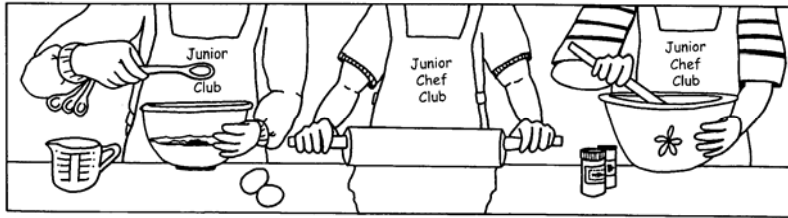


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Preparation Outline

<p>Notes for Preparing Visual Aides</p>	<ul style="list-style-type: none"> * MyPyramid Poster: MyPyramid bulletin board set can be purchased at www.enasco.com or www.neatsolutions.com. Mount it on a 3 panel presentation board. Place strips of Velcro at the bottom of each food group so that food models can be placed beneath each section to portray the foods in that section. Put Velcro on the side for "Go," "Glow," and "Grow" food words and pictures (included electronically). * MyPyramid Mini-Poster: Included electronically (both adult and youth versions) or order from: http://www.ces.purdue.edu/mypyramid/ . This is the official USDA MyPyramid, but offered at discount prices. * Wheat Pictures: Included, or search for additional pictures of wheat fields and a close-up of wheat in Microsoft <i>Windows</i> clip art photos. Print large, color pictures on plain paper and laminate. * Whole grain samples: Put in small plastic baggies with the name of the grain written on the baggie. * Anatomy of a Wheat Kernel Poster: Included or obtain from: http://www.wholegrainscouncil.org/Consumer%20Guide.html * Grain Group "Gradient" Poster: Make a poster with an orange triangle in the shape of the one on MyPyramid. Make two dashed lines across the page, separating the orange triangle into thirds of equal size. Put Velcro dots in each third, spaced far apart. Attach food pictures of foods that are made with whole grain and little added fat/sugar in the bottom or base section (whole grain bread, whole grain cereal, oatmeal, brown rice), grain foods with some processing and/or a little added fat/sugar in the middle section (mixed grain cereals, white pasta), and grain foods with much added fat/sugar in the top section (donuts, cookies, cakes).
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	<p>* Instructions for each Measuring Station. Print the included instructions on different colors of paper so that the stations can easily be identified by color. Put each in a plastic sleeve to protect them at the various stations. To set up each measuring station, set out parchment or wax paper at each of the three dry stations and a tray at the liquid station to make clean up easier. Set the appropriate instruction sheet at each station.</p> <ul style="list-style-type: none"> - <u>Blue station</u>: Set up near the sink. Place a small pitcher of water and two one-cup measuring cups. - <u>Green station</u>: Set out containers with dry beans and two sets of measuring cups that include ¼ cup, ½ cup, 1 cup and two plastic knives for leveling. - <u>Yellow station</u>: Set out containers of flour and two sets of measuring spoons which contain ¼ teaspoon, ½ teaspoon, 1 teaspoon, 1 tablespoon and 2 plastic knives for leveling. - <u>Orange station</u>: Set out the scale, small lightweight plastic bowl for weighing, container of cereal flakes, and small and large bagel, plus a spoon for transferring cereal flakes into bowl on scale. <p>* What’s Wrong in This Kitchen? Poster: Included electronically – enlarge to 11” x 17” size then laminate and/or mount on poster board.</p> <p>* Student Incentives – MyPyramid Stickers: Print the MyPyramid graphic on 3 ½ inch square labels. (Electronic master included.) Purchase removable diskette labels (such as Avery 5196) and print a sheet at a time. Alternatively, purchase from a source such as Washington State Dairy Council, www.eatright.org</p>
Prepare Food Preparation area	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 all cooking equipment, gloves and ingredients needed. Keep chilled ingredients in refrigerator or ice chest until needed.



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Lesson Script

INTRODUCTION

Greet students. Have them say password.
Set up large **MyPyramid** poster.

Last week we learned how to properly wash our hands. Raise your hand if you remember how long we need to wash our hands to make sure we get rid of germs or bacteria that might make us sick? Praise correct answer: 20 seconds.

Let's look at the Petri dish we started last week and see bacteria that grew from the germs on our hands. Show Petri dish, walk around class so all students can see it.

Today we're going to talk about **MyPyramid** and what the symbol means; then take time to read a recipe and cook it in class too. To cook, we will first make Master Mix. This is a baking mix made from wheat that we'll make into biscuits. Once the mix is made, it can be kept on hand to make up biscuits, pizza dough, brownies or a few other recipes very easily.

Before we start to cook, let's take a quick look at the food guide called **MyPyramid**.

INTRODUCTION TO MYPYRAMID

Show large **MyPyramid** poster. If you have the **MyPyramid** bulletin board set, start with the simple MyPyramid diagram and add the food pictures for each group as you talk about them. Distribute **MyPyramid** mini-poster handout.

What do you think the symbol is telling you to do? (Acknowledge and praise all responses. Looking for answers such as be active and eat healthy, etc.)

- Explain that **MyPyramid** helps a chef remember to make and eat a variety of healthy foods every day.
- It also reminds us to be physically active. Being active each day is an important part of having a healthy lifestyle because it keeps our muscles, heart, and lungs strong and fit.

Now look at the different colored bands on the Pyramid. What do you notice about them? Are some wider than others? What do you think that means? (wider = eat more of these foods).

Name each color and the food it represents. When making a meal we should aim to eat at least one food from each food group most of the time.

Let's look at the Grain Group more closely. Our recipe today is a grain food, since it is made of wheat. Grains give us energy to "Go" on, so we call them "Go" foods. We need energy for breathing, thinking and moving – everything our body does requires energy, and grain foods are a good way to get that energy. What are some examples of grain foods? (Bread, cereal pasta, rice, tortillas, bagels, etc.)

Next, introduce the slogan that goes with grains: **Make half your grains whole**. Briefly explain what it means:

- What is a whole grain? (Food with whole grain contain the entire grain kernel i.e. all three parts: bran, endosperm, and germ. Show examples of whole grains in re-sealable bags (wheat and rye berries, rice, etc.). Whole grain foods give us extra vitamins, minerals, and fiber and are very good for us.
- If a grain food isn't whole grain, that means that one of the parts have been processed and lost – show poster of whole grain.
- Some examples of these two types of food products would be foods like:

Whole Grain	Non-Whole Grain Counterpart
• 100 percent whole wheat bread	• White bread
• Brown rice	• White rice
• Oatmeal	• Corn flakes cereal

- Whole grain foods are usually naturally higher in fiber because they contain the bran of the grain kernel. We'll learn more about fiber in other lessons.

The shape of the orange section of **MyPyramid** reminds us that there are nutrition differences in all the grain foods that we eat, and that there is more room for healthier choices than others. Show "Gradient" poster for grain group and explain:

- Look at the grain triangle. Notice the size of its base is big, and as you go up towards the top it gets littler; and at the very top is small. Since there is a lot more room at the base this is for the healthiest choices you can make when choosing grains. What healthiest choices do you think belong here? (Whole grains, with little or not processing that add fat, salt or sugar)
- If we go further up the Grain Pyramid, there is less room for foods. These would be foods that have less fiber, or added sugar, salt or fat. Foods like this we usually say are more 'processed' and their nutrient value changes and often have less of the important nutrients and have added salt, fat, and sugar that make them less healthy. Put food model examples of appropriate foods in each section of the poster.
- Contrast the middle and tip grain food products if time.

MyPyramid recommends that children who are about nine years old should aim to eat about five ounces of grain foods a day. An ounce is about ½ cup of rice or noodles (show food model or one-half cup measuring cup), or a small slice of bread or bagel or

a small tortilla. So, to “**make half your grains whole**” means that you would choose 2–3 servings of grains each day from the base of the grain pyramid. What would be some of your healthy choices? (Oatmeal, popcorn, whole wheat bread etc.)

We’ll explore **MyPyramid** more in the next lesson, but now we’re going to start the Jr. Chefs cooking.

ACTIVITY – FOOD PREPARATION AND MEASURING

- Have student helpers distribute cookbooks.
- Select Jr. Chef helpers (36 different students each lesson).
- Remind students about importance of washing hands before preparing and eating food. Discuss glove etiquette—they’re clean when you put them on but you need to keep them clean so no touching face or hair, tying shoes, etc.

Ask students, “When you start to make a recipe, what is the first thing you need to do?” Explain that first the recipe must be read, then make sure you have all of the ingredients and all of the equipment needed to make it.

- The recipe we’ll use is in the Jr. Chef cookbook. Turn to pages 11–12 in your cookbook. While Jr. Chefs wash their hands and put on gloves, have students open their cookbook and read the recipe aloud.
- Explain oven safety: use hot pad holders at all times, do not touch oven, do not open oven without adult helping you, always stand back from the oven when opening it.
- Teach students about proper measuring techniques (see below).

Proper Measuring Procedure for Dry Ingredients

- Use appropriate-sized dry measuring cup.
- Gently spoon dry ingredient into cup until ingredient is above the top.
- Do not hold over mixing bowl you’re adding ingredients to.
- Do not shake, tap or press the ingredient into the cup.
- Use a flat edge, such as the backside of a knife, to scrape excess ingredient off and back into its container. Do right half of cup, scraping excess off to the right, and left half of cup, scraping excess off to the left, so that any dips around all edges are filled in.
- To use measuring spoons, fill spoon with ingredient, then level off with back of plastic knife.

Proper Measuring Procedure for Wet Ingredients

- Use appropriate-sized liquid measuring cup.
- Fill with liquid to the appropriate amount.
- With cup on flat, level surface, bend down to make sure that liquid is accurately at the measurement line.

Jr. Chefs Cook

Adult helper assists Jr. Chefs while they make Master Mix Biscuits.

- Handout the plastic gloves to Jr. Chef helpers.
- Explain that in order to make sure we don't get germs in our food. We will sanitize the area we will be cooking on. Explain sanitizing solution (3/4 teaspoon bleach in 4 cups of cold water in a spray bottle) and that it kills germs. Spray onto surface and let set for 60 minutes.
- Wipe sanitizing solution off of surface and cover it with clean parchment paper.
- Begin to make the recipe, again having students read items as they do them. Have Jr. Chef helpers do the tasks. Remind about proper measuring procedures as the recipe is made. See below.
- While adding the whole wheat flour, remind students that whole grains give us extra fiber and nutrients (this will be covered in more detail in a future lesson). This recipe demonstrates the goal of ***"make half your grains whole"*** because half of the flour in the recipe is whole wheat; and half is not.
- Place on un-greased baking sheets and bake as directed and set timer.
- While biscuits are baking, prepare to serve the biscuits by setting out paper plates for each student and putting a spoonful of apple butter on each plate.

Non-Cooking Students' Measuring Activity

Explain that for students who are not Jr. Chefs today, they will get to learn and practice proper measuring techniques so that when they are Jr. Chefs they will know how to measure.

Set up four measuring stations in different sections of the room: spread newsprint on table tops, floor, counter or wherever you can find room to put the four different stations. While the students are still in their seats, go to each station and give a brief demonstration of how to properly measure dry and wet ingredients, as described above.

- Station 1: Dry measuring cups (dry beans)
- Station 2: Dry measuring spoons (flour)
- Station 3: Liquid measuring cup (water)
- Station 4: Kitchen scale (cereal, bagels)*

Explain that at each station there are instructions in a plastic sleeve. Follow the instructions to learn what to do at the station, and let everyone have a turn.

- *At Station 4, explain that food recommendations for grain foods and for meat/bean/protein foods are in ounces, so students will learn to measure ounces on a scale. A digital scale is easy to use—just read the number appearing on the scale. If using a scale with a needle, read the number the needle points to. If using a scale that needs to be adjusted to zero when a bowl is placed on it, teach students how to zero the scale.
- To measure, place a small, lightweight bowl on the scale; adjust to zero if necessary. Have students scoop a low-sugar cereal into the bowl until one ounce is reached. Put back into container. Next, measure a small bagel and a large bagel to compare number of ounces in the two foods.

Split the students into four groups and have each group go to one station to do the measuring activity described at that station. After three to four minutes, have students rotate to another station until all students have practiced measuring at all four stations. Educator and classroom teacher should rotate among stations and help students with the activity.

What's Wrong in This Kitchen?

Have students return to their seats after visiting each measuring station. If time, while waiting for the biscuits to cook, have students turn to page 10 in their Jr. Chef Cookbook and do the activity sheet.

Serve and Evaluate Food

Have all students wash their hands.

Have Jr. Chef helpers serve Master Mix Biscuits along with a small a spoonful of apple butter or jam, on small paper plates, to students.

Evaluate taste. Which Taste Buddies are active? (Combination)

Chefs must evaluate the foods they make.

- Do the biscuits have a pleasing appearance?
- Is the texture appropriate (light and flaky)?
- Does it taste good?

Fill out Jr. Chef tasting evaluation in the cookbook. What are some of the students' responses? Color in the section of the Pyramid that contains grain foods.

- While students are eating, show wheat kernels, pictures of wheat, and state map of Washington and explain that wheat is grown in the southeast corner of our state.
- Ask students "What could be eaten with today's biscuits (Go food) to get "Glow" and "Grow" foods too?"
 - For breakfast: add a piece of fruit and some milk
 - For Lunch: make a mini-sandwich-cut biscuit in half & stuff with sliced turkey breast/lettuce or tuna salad/lettuce . . .
 - For dinner: serve with roasted chicken, vegetable and salad

Hold up "What's Wrong in This Kitchen?" poster and ask students to tell about the things they found "wrong" that would be food safety issues.

STUDENT WORKSHEETS

Have students complete "Measuring Math" and "Picture This" on pages 13 and 14 of cookbook. Alternatively, ask the teacher to have the students do the worksheet during the next week.

OPTIONAL/SUPPLEMENTAL ACTIVITIES

If time, students could also color *MyPyramid* in the front of their cookbook with the appropriate colors to represent the food groups.

Learner-centered reflection. If time, ask: “What whole grain foods do you eat?” “What whole grains could you start to eat that you don’t already eat all the time?” “How might you include them in your regular routine?” Students can respond orally or in writing.

Writing Activity: Show an adult in your home a picture of **MyPyramid**. Write an essay about what the symbol means and how to use it.

During the next week, select a writing prompt on grains. See Writing Prompts in “Supporting Documents” section.

SUMMARIZE

Ask questions to determine if objectives were achieved; document results: (Remember to start questions with, “Raise your hand....”)

- What are the names of the MyPyramid food groups?
- Which food group represents “Go” foods? Why are they called that? What are some examples?
- Describe the steps to properly measure dry ingredients. (Spoon ingredient in, don’t shake or press, level off with straight edge)
- Why it is important to be active every day? (Keep muscles, heart and lungs, strong, and it’s fun!)

Hand out **MyPyramid** stickers to reinforce Pyramid knowledge and encourage students to eat foods from each group every day and at every meal most of the time.

Make sure names are on Jr. Chef Cookbooks. Have helper collect cookbooks. Have Jr. Chef helper take around a garbage can to collect napkins/plates. Remind them to wash their hands after handling the garbage.

PARENT NEWSLETTER

Tell students about the Parent Newsletter and Master Mix recipe handout. Ask students to take them home to share with their families. If students make Master Mix at home, encourage them to write about it – leave worksheet master of “I Made Master Mix” with teacher.

CLOSING

Tell students that next week we’ll be making Tropical Smoothies.

Notes: Lesson can be set up to make the Master Mix and serve samples of a food made from the mix. Master Mix can also be sent home with participants for them to make something from it at home. To make biscuits you only need to add water. Print out the Biscuit recipe on labels and stick to re-sealable baggies for the Master Mix. This is a great way to get the kids and parents working together. Emphasize getting parental permission before cooking. If using this option, include the worksheet “I Made Master Mix” asking students to write a paragraph about what they made with their Master Mix and how their family liked it.