

Jr. Chef Club

Jr. Chefs Munch on Lunch

Lesson 5



Objectives

Students will be able to:

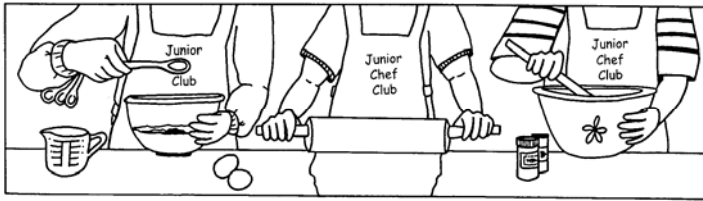
1. State the recommended amount of fruits and vegetables to eat daily.
2. Identify main nutrients in fruits and vegetables.
3. Describe how to keep fruits and vegetables safe to eat.
4. Demonstrate safe use and proper handling of a knife.

EALR Integration

EALR

Program Integration

| | |
|---|---|
| <p><u>Reading 1.3</u> Build vocabulary through wide reading.</p> | <p>Fruit and veggie crossword puzzle. Read recipe.</p> |
| <p><u>Reading 3.2</u> Read to perform a task</p> | <p>Complete worksheet. Read recipe, prepare food.</p> |
| <p><u>Communication 1.2</u> Listen and observe to gain and interpret information.</p> | <p>Learn how to properly wash fruits and vegetables.</p> |
| <p><u>Health and Fitness 1.1</u> Develop fundamental and complex movement skills as developmentally appropriate.</p> | <p>Participate in Squash Toss game.</p> |
| <p><u>Health and Fitness 2.2</u> Understand the transmission and control of communicable and non-communicable diseases.</p> | <p>Washing hands, cutting boards and fresh produce removes bacteria that could cause disease.</p> |
| <p><u>Health and Fitness 3.1</u> Understand how environmental factors affect one's health; describe the influence of nutrition on health and development.</p> | <p>Identify main nutrients found in fruits, vegetables and how they promote health.</p> |
| <p><u>Geography 1.1</u> Use and construct maps, charts and other resources.</p> | <p>Study world map to locate country associated with today's food.</p> |



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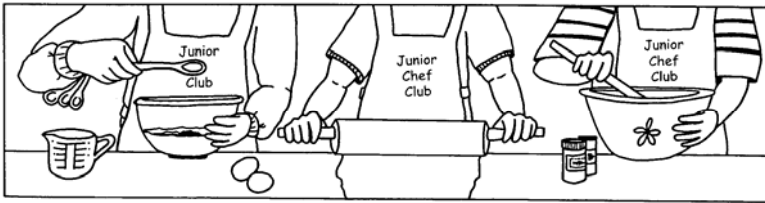
Classroom Supply List

HANDOUTS AND TEACHING SUPPLIES

- Lesson Script
- Objectives and EALR sheet for teachers
- Level 1 Cookbook, pp. 19–20
- Worksheet in Cookbook—Fruit/Vegetable Crossword Puzzle
- Student incentives: fruit and/or vegetable magnets or erasers
- Parent Newsletter

VISUAL AIDS

- **MyPyramid** Poster
- Cards for apron
- World map
- One cup measuring cup
- Food models or pictures of foods used to make pizzas and pictures of tossed salad, glass of milk and fruit dessert to make complete meal.
- Nutrient Cards—A, C, potassium, fiber, and “special nutrients” with Velcro on back for mounting on **MyPyramid** poster
- Vegetable Group and Fruit Group Gradient posters with food models for each section of each food group



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Cooking Supply List

FOOD SUPPLIES

For 24 students

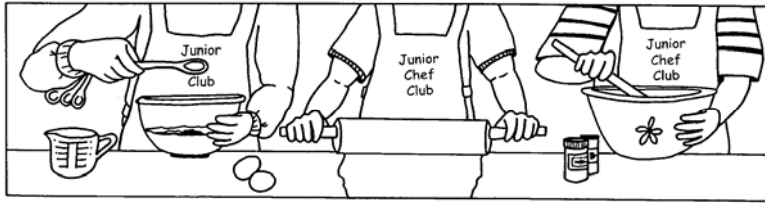
- 12 whole English Muffins
- 1 8-ounce Tomato Sauce
- 1 6-ounce can tomato paste
- 1 teaspoon Oregano
- 1 teaspoon Basil
- 1 small can Sliced Olives
- ½ 15-ounce can Pineapple Tidbits
- ½ Green Bell Pepper
- ¾ lb (12 ounces) Mozzarella Cheese
- 1 15-ounce can black beans

COOKING SUPPLIES

- Portable convection oven
- Extension Cord
- Chef's knife
- Cutting board
- Knife
- Can opener
- Spatula
- Bowls with lids: 6 small for ingredients
- Jars for draining canned liquids
- Large paper plates
- Serving forks 4–5
- Serving spoons 2
- Cookie sheets—enough to fit 24 pizza muffins
- Grater and bowl or plate for grated cheese
- Spoons and forks for putting items onto pizzas
- Paper towels, sanitizing solution, dish cloth and towel
- Hot pads/oven mitts
- Plastic gloves
- Apron
- Cooking table notes
- Teacher tip sheet for cooking

SERVING SUPPLIES

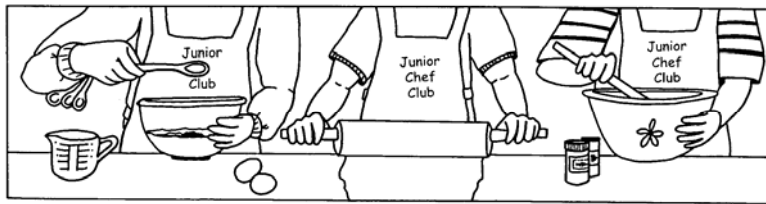
- Paper plates
- Napkins



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Preparation Outline

| | |
|---|--|
| <p>Preparing Visual Aides</p> | <ul style="list-style-type: none"> * Apron cards: Use food model pictures of healthy toppings for a pizza and perhaps labels from part-skim mozzarella cheese. Laminate. Punch hole and attach to apron with safety pins. Use 6–8 cards. * Nutrient cards: Brightly colored cards about 3” X 4” with the name of each nutrient on it (A, C, Potassium, Fiber, Phytochemicals—optional for age). Laminate. Mount Velcro on back. * Vegetable Group Gradient Poster: Make a poster with a green triangle in the shape of the one on MyPyramid. Make two dashed lines across the page, separating the green triangle into thirds of equal size. Put Velcro dots in each third, spaced far apart. Attach food pictures of foods that are appropriate for each section such as: base—any fresh vegetables (choose some from each subgroup of vegetables); middle section—examples might be canned vegetables with added salt, mashed potatoes or frozen vegetable items with light sauces; tip—French fries, sweet potatoes with butter and brown sugar, vegetables with cheese sauce, mashed potatoes with gravy, etc. * Fruit Group Gradient Poster: Make a poster with a red triangle in the shape of the one on MyPyramid. Make two dashed lines across the page, separating the red triangle into thirds of equal size. Put Velcro dots in each third, spaced far apart. Attach food pictures of foods that are appropriate for each section such as: base—any fresh fruit; middle section—100 percent juice (because it’s concentrated), canned fruit with added sugar; tip—jam, fruit pie. |
| <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 all cooking equipment, gloves and ingredients needed. Keep chilled ingredients in refrigerator or ice chest until needed.</p> |



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Lesson Script

INTRODUCTION

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

Who has made at home, one of the recipes that we've made in class?

| Group# | #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
|---------------|----|----|----|----|----|----|----|----|
| Used a Recipe | | | | | | | | |

Let the students tell what they made at home.

Today we're making individual snack pizzas. When you think of pizza, what country do you think of? Where did people first start eating pizza? (Italy) Let's find Italy on the map. It's across the Atlantic Ocean in the Mediterranean Sea.

Do you think pizza is a healthy food? (Depends on what you put on it) Today's pizza will be healthy. It will be full of vegetables and not have too much fat. Vegetables are low in fat and have lots of vitamins and minerals that make us healthy.

People often put meat on pizza, and some meats have a lot of fat. How can you tell if a food is high in fat? It makes a grease puddle, doesn't it, or a grease mark or a napkin. How does it make your lips and fingers feel? (Slick) Too much fat can cause health problems so we want to be careful about how much we eat. What are some examples of high fat items on pizza? How could you make the pizza lower in fat? (Soak up the grease with a napkin; use lower fat toppings, such as vegetables; use 2 percent reduced fat cheese; or leaner meats or less meat)

Where does pizza go on MyPyramid? It's a combination food. That means it has a combination of foods from several different food groups. Let's start with the crust—where would it go on MyPyramid? Repeat with other pizza items such as tomato sauce, bell peppers, pineapple, meat, cheese. Who remembers the guideline for a making a healthy meal? (Uses at least one item from each food group most of the time) So can pizza be healthy? (Yes, especially if we have lots of vegetables, maybe even some fruit, like pineapple, and just a little meat; skip the extra cheese;

just use a little of the reduced fat kind; skip the cheese-stuffed crusts; put cheese just on the top)

MyPyramid—Fruits and Vegetables

Next let's look at the vegetable and fruit portions of MyPyramid. Vegetables and fruits are the "Glow foods" because they give us the vitamins and minerals we need for our hair, skin and eyes to glow and look healthy. Vitamins and minerals are also called nutrients (write word on board and have students repeat it).

Vegetables

Here's the green triangle, the Vegetable Group. The recommended amount of vegetables to eat for elementary students is about 1½–2 cups per day. Show measuring-cup. Aim for the upper range if you're really active and a little less if you're really sedentary, or sit a lot.

The message for the Vegetable Group is "Vary Your Veggies." This means eat many different types of vegetables so that we get many different vitamins and minerals. It's good to eat dark green and orange-colored veggies three or more times per week. Raise your hand if you can name an orange-colored vegetable. Praise responses. How about a dark green vegetable? Show a few cardboard food models of different vegetables as you talk and put on MyPyramid poster. MyPyramid has three more categories of vegetables. They are starchy veggies (peas, corn, and potatoes), legumes (dry beans such as pinto beans, black beans, kidney beans) and "other" (all other vegetables that are not in the other groups). We need to eat vegetables from all the groups, so eat different kinds every day!

The vegetables at the broad base of the green triangle are low in added fat and sugar, like the ones we just mentioned. We want to eat plenty of them every day. Show Vegetable Group Gradient Poster and be ready to place representative foods in each section. Vegetables in the middle would have a little bit of added fat, sugar or salt. Veggies at the top of the green triangle could be high in added fat. Raise your hand if you can name a vegetable food that would be at the top? (French fries, etc.) Can you think of one high in added fat AND sugar? Sweet potatoes at Thanksgiving often have butter and brown sugar added to them. So these are ones we would want to eat less often.

The slogan for the vegetable section is, "Vary your veggies." This is because different vegetables have different nutrients. The dark green and orange ones are very special; they help your body be extra healthy so you feel good and your skin and hair glow and look great.

Fruits

The red triangle represents the Fruit Group. It is recommended that elementary students eat about 1–2 cups of fruit each day. Show cup again.

The message for the Fruit Group is "Focus on Fruits." Be sure to eat fruit each day. It's a good idea to eat a whole piece of fruit most of the time rather than juice. We

get more fiber in whole fruit than in juice. It is okay to drink some juice—make sure it is 100 percent juice, not a juice beverage with added sugar—but not more than one cup per day.

Show Fruit Group Gradient Poster and be ready to place food models in appropriate sections. Ask students to raise their hand to name some fruits that would be at the bottom of the red triangle. All fresh fruits would be at the base—eat those most often. In the middle we would find canned or frozen fruits that have added syrup or sugar. If you buy canned fruit, look for fruit “packed in its own juice” like the pineapple we’re using on the pizzas today. Fruits at the top of the red triangle might be high in added sugar and maybe fat too. Which foods made from fruit might be at the top? (Jam, apple pie, etc.)

So, together the vegetables and fruits make up the Glow Foods that give us sparkly eyes, healthy skin, and shiny hair.

Activity – Food Preparation

Have student helpers distribute recipe books.

Let’s find the recipe in your cookbook. Have students take turns to read the recipe aloud. Show ingredients and equipment as it is read.

Discuss knife, oven, can opener, and grater safety with the class. Emphasize how to properly carry and cut with a knife. Have students use only plastic knives.

Wash Up!

It’s important to wash ALL fruits and vegetables before we peel them or eat them to get rid of harmful bacteria that might make us sick. Washing also gets rid of farm chemicals that might be on them, such as pesticides used to kill bugs. Explain how to wash them: scrub with stiff brush under cool, briskly running water, NO soap.

It’s also important to keep cutting boards clean—stress washing and sanitizing cutting boards. Keep two separate cutting boards—one for meats and one for fruits and vegetables.

Jr. Chefs Cook

Check for food allergies.

Have Jr. Chefs of the day wash their hands and put on gloves to start food preparation.

Have Jr. Chef helpers prepare the sauce, grate the cheese, open the cans, drain and rinse the beans, and wash and prepare the vegetables.

If time and space allow, you can have the students choose their own toppings.

- Have Jr. Chefs set up two stations with ingredients so students can make their own pizza on a paper plate, adding each topping they desire.
- Have students come in small groups to the two stations to make their pizza.
- Give each student a small paper plate and English Muffin half.

- Instruct them to use toppings considerately so that there will be enough for everyone.
- Have students keep their plates to put pizzas back onto when they come out of the oven.
- To identify personal pizza, mark a chart where students have placed their pizza on cookie sheet.

If time does not permit, or you would like all students to try every topping, have the Jr. Chefs prepare all pizzas with some of each topping.

While pizzas cook, have Jr. Chefs join class in activity.

Non-Cooking Students' Activity

Finding out about Nutrients

Let's talk for a minute about the nutrients in fruits and vegetables. Raise your hand if you remember what we mean when we use the word "nutrients." Praise answers of vitamins and minerals. Yes, vitamins and minerals are also called nutrients. Your body cannot make minerals or certain vitamins, so we must get them from the foods we eat. Fruits and vegetables give us many good nutrients.

Nutrient Symbols.

As you talk about each nutrient, use hand signals for each time you say the nutrient and have students do the same and repeat after you.

Vitamin A: Put index fingertips together with thumbs touching to form an "A." Say "Vitamin A (form "A" with hands) helps us see night and day (point to eyes)." (Students repeat.) Put Vitamin A card on **MyPyramid** poster near vegetable group.

Vitamin A helps keep your eyes healthy so you can see during the day and at night when there is less light. Vitamin A is in orange colored vegetables (e.g. carrots, yams, sweet potatoes, squash, pumpkin) and dark green vegetables (e.g. spinach, kale). Show a few pictures of these foods as you say them. Put on MyPyramid poster near the vegetable group.

Vitamin C: Make a "C" by cupping your hand your right hand (so it looks like a "C" from the students' side), then gently pull up a pinch of skin on your arm. Say "Vitamin C (form "C") keeps our skin stretchy." Students repeat. Put Vitamin C card on **MyPyramid** poster near fruit group.

Vitamin C is important for healthy skin. Vitamin C also helps hold the body's cells together—so we need a lot of it, to help all over our body. It also helps wounds to heal after we hurt ourselves.

Vitamin C is found in all citrus fruits (oranges, grapefruit, lemons and limes) as well as berries like strawberries and melons like cantaloupe. In addition, many vegetables especially, broccoli, bell peppers and potatoes are good sources. (Show a few pictures of these foods as you say them. Put on **MyPyramid** poster near the vegetable group.

Potassium: Hold arms in circular shape in front of you to form a large cooking pot (pot sounds like potassium). Then tap your hand on your chest to symbolize a healthy heartbeat. Say “Potassium for a healthy heart.”

Potassium is a mineral that keeps the heart healthy. It normalizes the heartbeat and helps keep blood pressure in check. Potassium is abundant in most fruits and vegetables.

Fiber: Say “Fiber sweeps our insides clean” using sweeping motion as if using a broom. Students repeat. Discuss the benefits of fiber in the diet—keeps intestines healthy and cleaned out. Put “Fiber” card near fruit and vegetable groups. Ask students: Where else do we find fiber? In whole grains, like we learned when we worked with the cereals last week and when we made the biscuits several weeks ago.

Phyto-chemicals (OPTIONAL for third graders)

There are many special chemicals in fruits and vegetables that aren't vitamins or minerals, but they make us extra healthy. These special substances give fruits and vegetables their colors. The substances make green, orange, red, purple, white, yellow, and all the other colors we see in fresh fruits and vegetables. These work hard in our body for good health. Put “Phyto-chemical” card near the fruit and vegetables group on the MyPyramid poster. That's why it's so important that we eat about 1½ cups of fruit each day and about 2 cups of veggies each day. And it's important to eat different colored ones so that we get many different types of these special chemicals.

Eating Fruits and Vegetables

Encourage students to eat one or two portions of “Glow Foods”—fruits and/or vegetables—at every meal. Discuss how you could accomplish that such as 1 fruit at breakfast, 1 fruit and 1 vegetable at lunch, 1 fruit and/or vegetable at snack time, 1 cooked vegetable and one salad with dinner. Add a fruit-based dessert like apple crisp and you've gotten the “Glow Foods” you need to keep “glowing!”

The fruits and vegetables you eat can be fresh, or frozen or canned, it doesn't matter—just make sure they're low in added fat and sugar. Just aim for 1½ –2 ½ cups of veggies each day, and 1–1½ cups of fruit each day.

If you want to find out fun facts about any fruit or vegetable, or do a special project on them (like creating an advertisement for spinach!) there's a website that is designed for children and has many fun facts, singing and dancing veggies and fruits, and even kid-friendly recipes for fruits and vegetables. Children can find information presented in a fun way that they can use to write a report, poem, advertisement, etc. on their favorite fruit or vegetable. Write website address on board: www.dole5aday.com.

SQUASH TOSS

Use a plush toy that is a fruit or vegetable, such as a yellow squash. Have students toss it as quickly as possible around the room. Instruct students to call out the name of any fruit or vegetable when they catch the plush squash, then toss it to the next person. (Note: Do not ask students to say their “favorite” fruit or vegetable, because they take too long to think of what their favorite one is and many may say they do not know.)

WORKSHEET

Have students work on fruit/veggie crossword puzzle.

Send students to wash their hands - send group that is the quietest first.

SERVE AND EVALUATE FOOD SAMPLE

Check for food allergies.

- Have students fill out the food evaluation in their cookbooks.
- Have students color in the food groups that were in today’s recipe, on the *MyPyramid* in their cookbooks.

Putting It Together

While students are eating their Very Veggie Pizza, ask, “Raise your hand if you have an idea of what we could add to our pizza to make a more complete meal?” Praise answers of other food groups. Discuss adding a salad and drinking milk rather than soft drinks. Have fruit for dessert, like peach crisp.

Learner-Centered Reflection

If time, ask: which vegetables (or fruit) from the base of MyPyramid do you eat? Which veggies (or fruits) could you start to eat that you don’t already eat all the time? Which ones would you be willing to try? How might you go about trying it? Perhaps start by looking at all the brightly colored produce at the grocery store. Pick one to try. Find a recipe for it on the Internet, in a cookbook at home, or in the library. Students can respond orally or in writing.

Optional Writing Activity

During the next week, select a writing prompt on fruits and/or vegetables. (See Writing Prompts in “Supporting Documents” section.)

REVIEW

Check to see whether objectives were met. Answer questions by raising your hand:

- How much fruit do students your age need to eat each day?
- What about veggies?
- What important nutrients are found in fruits and vegetables?
- How can you make fruits and vegetables safe to eat? Review scrubbing/rinsing in cool, running water.
- Who can demonstrate how to properly carry a knife? How to use the knife? Have students use pencil to demonstrate.

Distribute student incentive.

Collect cookbooks.

PARENT NEWSLETTER

Distribute Parent Newsletter and tell students to give it to their parents today.

CLOSING

Cheerfully close. Next week we'll be making Soft Pretzels with veggies.