

Jr. Chef Club Super Snacks Lesson 6



Objectives

After completing the lesson, students will be able to:

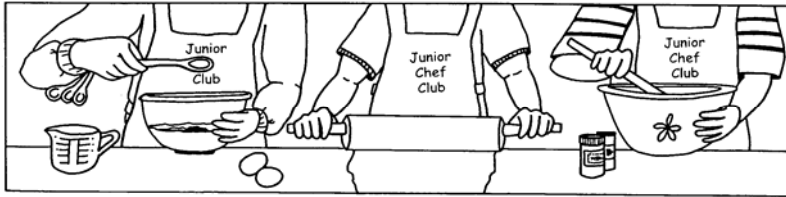
1. List 5 healthy, “anytime” snacks.
2. Understand the basic leavening action of yeast.
3. Explain importance of listening to body’s cues about hunger and fullness.

EALR Integration

EALRS

Program Integration

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| <p><u>Math 1.2</u> Understand and apply concepts and procedures from measurement.</p> | <p>Measure recipe ingredients.</p> |
| <p><u>Reading 1.3</u> Build vocabulary through wide reading.</p> | <p>Read worksheets and recipe.</p> |
| <p><u>Reading 3.2</u> Read to perform a task.</p> | <p>Complete worksheet. Read recipe and prepare food.</p> |
| <p><u>Communication 1.2</u> Listen and observe to gain and interpret information.</p> | <p>Food preparation.</p> |
| <p><u>Communication 3.1</u> Use language to interact effectively and responsibly with others.</p> | <p>Understand, identify and verbalize components of a healthy snack.</p> |
| <p><u>Geography 1.1</u> Use and construct maps, charts and other resources.</p> | <p>Study world map to find food’s country of origin.</p> |
| <p><u>Health and Fitness 2.3</u> Acquire skills to live safely and reduce health risks.</p> | <p>Listen to body’s “hungry” and “full” cues to avoid under or over eating.</p> |
| <p><u>Science 1.1</u> Properties...and characteristics to categorize living things.</p> | <p>Understand baking yeast is a living organism, producing carbon dioxide.</p> |
| <p><u>Science 1.2</u> Structure: understand how components, structures, organizations and interconnections describe systems.</p> | <p>Understand that matter (yeasted dough) undergoes changes when exposed to high temperature during baking.</p> |



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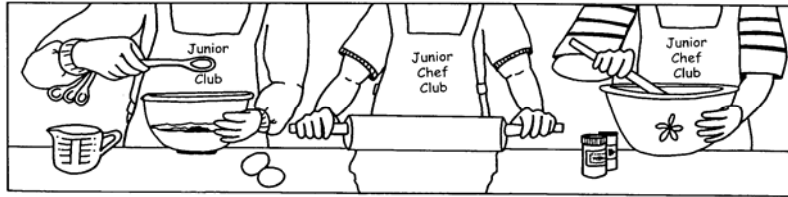
Classroom Supply List

Handouts and Teaching Supplies

- Lesson Script
- Objectives and EALR sheet for teachers
- Level 1 cookbook, pp. 21–23
- Worksheets in Cookbook:
 - Snack Attack
 - Searching for Healthy Snacks
- Parent Newsletter

Visual Aids

- MyPyramid Poster
- Grain Group Gradient Poster with food models for each section
- Healthy snack cards for apron
- Thermometer poster
- Nutrition Facts Panel Poster
- Anatomy of a Wheat Kernel poster
- Photos of wheat fields and wheat stalks
- Examples of brown and white rice
- Whole grain samples
- Bread label examples, some high in fiber and some low in fiber, some whole grain, some not whole grain
- String or yarn 25 feet long
- Pictures of snacks, w/ prices
- Poster boards labeled “Anytime Snacks” “Sometimes” and “Once-in-Awhile” snacks with appropriate pictures on each.



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Cooking Supply List

Food Supplies

Serves 24-26 students

- 1 package of yeast
- 1½ cups warm water (105°-110° F)
- 1 tablespoon sugar
- 1 teaspoon salt
- 2 cups all-purpose flour
- 1 2/3 cups whole wheat flour
- Sesame seeds or coarse sea salt
- Vegetable oil cooking spray

Dipping sauce ingredients:

- 2 8-ounce cans tomato sauce
- 1 teaspoon dried basil
- 1 teaspoon dried oregano

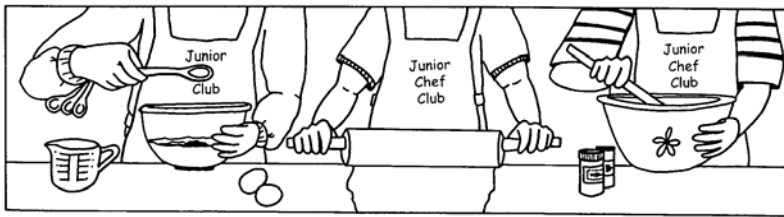
Cooking Supplies

- Dry Measuring cups
- Liquid measuring cup (2 cup)
- Portable oven (double rack)
- Paper plates
- Insta-Read or Candy Thermometer
- Thermos of warm water if none available at lesson site
- Mixing spoons
- Leveling knife
- Pancake turner
- Cookie sheets - 2
- Measuring spoons
- Mixing bowls
- Hot pads/oven mitts
- Paper towels, sanitizing solution
- Dish cloth and towel
- Plastic gloves
- Apron
- Timer
- Extension Cord

- Cooking Table Notes
- Teacher Tip Sheet for cooking

Serving Supplies

- Paper Plates
- Napkins

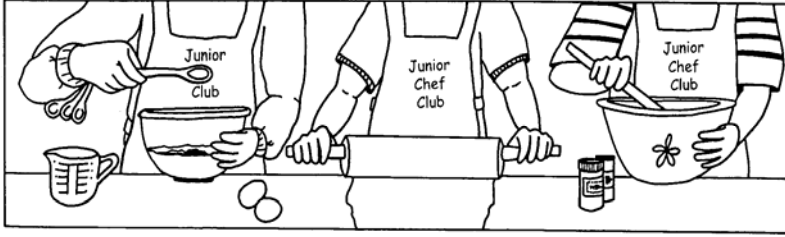


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Preparation Outline

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| <p>Preparing Visual Aides</p> | <ul style="list-style-type: none"> * Apron cards: Use food model pictures of healthy snacks such as graham crackers/apple/milk and crackers/cheese/vegetable such as cucumber slices. Laminate. Punch hole and attach to apron with safety pins. Use 6–8 cards. * Nutrition Facts Panel Poster: Same poster used in Lesson 4. * Thermometer Poster: Same poster used in Lesson 1. * Wheat Pictures: Can be same ones used in Lesson 2. Pictures are included in lesson 2 file or search for additional pictures of wheat fields and a close-up of wheat in Microsoft Windows clip art photos. Print large, color pictures on plain paper and laminate. * Whole grain samples: Put brown rice, rolled oat, wheat berries (kernels) in small plastic baggies with the name of the grain written on the baggie. * Bread labels: Before class, have students bring in bread labels from home and collect ones that are whole grain, partially whole grain and refined grain. * Grain Group Gradient Poster: Same poster used in Lesson 2. * Anatomy of a Wheat Kernel Poster: First used in Lesson 2 or obtain from: http://www.wholegrainscouncil.org/Consumer%20Guide.html * Pictures of Snacks w/ Prices: Healthy foods cost less! Use food models or pictures such as apple, carrots, candy bar, small bag of chips. Post a note on each picture showing the cost of a typical serving (e.g. half a cup of carrots, entire small bag of chips, etc.). * Poster boards labeled “Anytime Snacks” “Sometimes” and “Once-in-Awhile” snacks with appropriate pictures on each. Use half a piece of poster board and label with headings. Make the “Anytime” poster green, the “Sometimes” poster yellow, and the |
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| | <p>“Once-in-A-While” poster red. Post pictures of foods that are in the bottom, middle and tip of various foods groups on the appropriate poster. (Base of MyPyramid foods on Green “Anytime” poster, foods from middle section of MyPyramid on yellow “Sometimes” poster and foods from the tip of MyPyramid on the red “Once-in-a-While” poster.</p> |
| <p>Prepare Food Preparation area</p> | <p>*Use fresh sanitizing solution to clean 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

Set up MyPyramid poster.

Greet students and have them say password.

Explain that today we will be talking about healthy snacks. Raise your hand to answer—is it okay to snack? Praise answers. Yes, as long as it's a healthy snack most of the time.

Today we'll be making soft pretzels. Pretzels originated in Germany. Let's find Germany on the world map—it's far away across the ocean—not too far from Italy where last week's pizza originated.

Soft pretzels use yeast to make the dough rise, which takes a little extra time so we need to start cooking soon. First, let's explore what yeast does in baking bread, rolls and our soft pretzels.

Yeast: Yeast is the leavening agent in our recipe. Leavening is what makes dough rise, or get bigger. Yeast is a living organism. It causes foods like bread and soft pretzels to rise (increase in size). Yeast “eats” sugar. As it uses the sugar, the yeast puts out carbon dioxide, a gas. The carbon dioxide adds air to dough, making it rise, or leaven, a baked product. Yeast needs warm temperatures (105°–110° F) to grow. If too cool—yeast is not activated and it won't work, if too hot—yeast is killed and then it can't work. Show thermometer poster, pointing out the temperature at which yeast likes to grow.

Show thermometer and how to take the temperature of the water. Warm cup and bowl first by filling with warm water. If no thermometer is available at home, water should feel a little more than lukewarm.

When we bake a product that has yeast in it, the dough undergoes changes in the oven. The high temperature in the oven makes the dough somewhat firm, such as the firmness of bread.

Let's find the German Pretzel recipe in your cookbook. Have students take turns to read the recipe aloud.

Jr. Chefs Cook

Have Jr. Chefs wash their hands and put on gloves.

Have Jr. Chefs measure ingredients, measure proper temperature of water and add to bowl of yeast.

Continue with recipe as directed.

After mixing dough well; turn out onto large, floured sheet of wax paper. Have students knead slightly, show technique, use plastic gloves.

Break dough into equal pieces, one for each student.

Roll each ball of dough in flour before distributing on large paper plates.

Ask each student to roll his or her dough into a log that's about 18 inches long.

To ensure that each student's log is then divided into the appropriate size and number of pieces, score each log with a butter knife before you allow the student to cut the dough into individual pretzels.

Place pretzels on oil sprayed cookie sheet. Spray pretzels lightly with vegetable oil cooking spray, sprinkle with salt and/or seeds. Explain that if we use salt, we need to use just a little. Too much salt can cause health problems in some people, so we need to learn to appreciate the flavor of food and use just a little salt, often called sodium.

Have Jr. Chef helpers make dipping sauce (mix can of tomato sauce with herbs) and put a spoonful on each plate.

Non-Cooking Students' Activities

Last Week's Review

What did we make last week? (Our Mini-Pizzas included foods from several of the food groups to make a healthy lunch or snack) What food groups did the pizza include? Point to the food groups on MyPyramid as the students say them.

We found out that we can make pizza in a healthful way by including plenty of vegetables. Raise your hand—who remembers what nutrient, what vitamin, vegetables had in them? (Vitamin A) And what vitamin was in the fruits? (Vitamin C) And what were the other nutrients we talked about? (Fiber, which sweeps intestines clean and special chemicals that give fruits and vegetables their color—they keep us extra healthy) Lead the class in repeating the sayings for these nutrients and their hand signs, as learned last week.

ACTIVITY ONE – Pretzels and Fiber

Pretzels are a snack food, and that's our theme today—snacks. What food group do the pretzels belong to? Point to Grains on **MyPyramid** poster. Grains contain

Carbohydrates that give us energy. They also have **B vitamins** that help your body use energy from food.

When you choose whole grains, you also get fiber and extra vitamins and minerals. Examples of whole grains are things like whole wheat bread rather than white bread, or brown rice instead of white rice. Show examples of whole grains and pictures of wheat fields.

Whole grain foods have all the nutrients and fiber that are in the grain. Show *Anatomy of a Grain* poster. Foods like white bread and white rice only have starchy endosperm, they do not have the fiber and some of the vitamins and minerals; these are taken out in processing. So it's a good idea to eat whole grain foods whenever you can. **MyPyramid** tells us to "Make half of our grains whole." So, aim for eating about three portions of whole grains each day. Have whole grain foods replace processed foods, rather than eating more food. Briefly show Grain Group Gradient Poster with food models already in appropriate sections and remind students of the whole grain foods in the base.

As we learned last week, **fiber** acts like a whiskbroom, sweeping away little bits of food in our intestines that don't get digested and absorbed. That's important, because we have a lot of intestines to keep clean. Have students hold a 25-foot long string from end to end to show length of intestines (20 feet for small intestine, 5 feet for large intestine—colon). It's easy to get enough fiber if you eat plenty of fruits, vegetables, and a few whole grains.

As you eat more fiber, it is important that you drink plenty of fluids, especially water. Fiber is like a dry sponge. As water is added to it, it is absorbed, gets bigger and softer. This stimulates the intestine to move. Water keeps the fiber moving through the intestines so it doesn't get clogged up anywhere along the 25 feet! For children in middle-elementary school, 7–8 cups of fluid per day is appropriate.

Let's look at labels of grain foods so you know how to choose a high fiber food and a whole grain food.

Fiber on Labels

Distribute samples labels from a variety of breads, tortillas, rolls, etc. Use a poster or overhead of the Nutrition Facts Panel to show students where to find "Fiber." Have students find the amount of fiber on the bread labels. Compare. Ask students who have 0–1 grams of fiber to hold up their label. Repeat for 2–3 and 4 or more grams of fiber. For a slice of bread or tortilla, it's good to choose a food with 2 grams of fiber or more.

Finding Whole Grains on Labels

Foods that are high in fiber are not necessarily whole grains, because sometimes food manufacturers add extra fiber. So you need to look for several things:

- In the name of the product, check for the word “whole.” For instance, brown-colored bread may look like whole wheat, but if it is just called “wheat,” then it is not whole wheat. The label needs to say “100 percent whole wheat.”
- In the ingredient list, check to see whether a “whole” grain is listed first. Ingredients are listed in descending order by weight—so there will be a lot of the first ingredient or two in the food. Choose bread that only has “whole” grain as the grain listed.
(Optional for 3rd grade)
- Some foods carry a “whole grain” seal from the Whole Grain Council. If it says “Good” source, then one serving, as listed on the label, counts as *half* a serving of whole grain. If it says “Excellent” or “100 percent Whole Grain Excellent” then one serving of the food counts as one serving of whole grain.

ACTIVITY 2 – Healthy Snacking

Let’s find out more about what makes a healthy snack.

- Raise your hand to tell us what you eat for snacks? Take two or three students’ responses.
- Do you think its okay to snack? (Sure, as long as we follow a few simple guidelines)

Snack Guidelines

- Snacks should be healthy foods that don’t have a lot of added fat or sugar. Our soft pretzels are an example of that—they are **low** in **fat**. In fact, there wasn’t any fat in the recipe. Most pretzels you buy in the store don’t have any fat in them either. Pretzels are **low** in **sugar** too. We used just a little bit of sugar to make the yeast work, but it was a very small amount.
- Look for snacks that have nutrients in them that our bodies need—full of vitamins, minerals and fiber rather than lots of sugar, fat or salt.
- Each food group on **MyPyramid** has a broad base, doesn’t it? And a tiny tip. This means that we need to eat more of what we see more—in this case, more foods that are unprocessed and low in fat and sugar.
 - Base of each triangle has fresh and the least processed snack foods low in fat/sugar; these are “Anytime snacks.” Show “Anytime Snacks” poster.
 - The middle third of each triangle has snacks that are slightly processed with maybe a small amount of fat/sugar; these are “Sometimes Snacks.” Show “Sometimes Snacks” poster.
 - The top third of each triangle contains processed snacks with much added fat and sugar; these are “Once-in-a-While snacks.” Show “Once-in-a-While Snacks” poster.

HOW MUCH

- The size of your snack should be smaller than a meal.
- Your snacks are mini-meals. Snacks need to have foods from at least 2–3 food groups. Let’s think of some examples that follow these guidelines so far:

- Show cardboard model of graham crackers. Ask students: **Raise your hand if you can think of something to add to graham crackers to make a complete snack.** (Have on hand cardboard food models of foods kids might suggest, such as peanut butter, apple, and milk.)
- Show cardboard food model of cheese. Ask same question.

Great job! You understand how to choose a healthy snack.

Healthy snacks are also a good way to spend your food money. Look at this (show examples of foods with prices, such as apple vs. candy, carrot sticks versus chips.) Eating healthfully saves money, as well as your health.

There's one more important snacking tip to know about, and that's *when* to snack.

WHEN

- It's a good idea to snack only when you are hungry. Don't snack just because you're bored and don't have anything to do, or something smells good or you see food. Instead, listen to your body signals. Are you really hungry? Sometimes we're just thirsty when we think we're hungry. If you're not sure, drink a glass of water and wait awhile, about 15 minutes. Then if you still feel hungry, you probably are, so go ahead and have a healthy snack. If not, find something to do, such as playing outside or being physically active. When you are having a snack you don't need to eat until you're full or "stuffed." Instead, eat until you're satisfied and not hungry anymore. Chew and eat slowly because it takes about 20 minutes for your stomach to stretch out enough and send your brain the signal that it has had enough or is full. Be sure to stop eating at this point. If your food isn't finished, wrap it up and put in the refrigerator. It's very important to listen to the "I'm hungry" and "I'm full" signals that your body gives you.
- Make sure you're truly hungry before you eat. Stop eating when you are satisfied.

ACTIVITY THREE - Worksheets

While students are waiting to wash hands (or have finished making their pretzel), have them work one or both worksheets.

Snack Attack worksheet: if doing this worksheet, guide the students through the first few examples so they understand how to complete it. Leave out the posters on "Anytime," "Sometimes" and "Once-in-a-While" snacks to be used as guidance.

Searching for Healthy Snacks worksheet in cookbook: explain that "Extras" are the foods high in added fat and/or sugar that are at the tip of each food group.

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 MyPyramid in their cookbooks.

We're having veggies with our snack today because they give us so many nutrients for good health. Ask, "Raise your hand if you have an idea of one more food group we could add to make our snack complete? Praise answers of other food groups. Suggestions might be cheese stick or glass of milk.

Sodium

Students typically ask for extra salt on their pretzel. Some salt is necessary for good health, but too much salt causes problems for some people. You may wish to suggest toasted sesame seeds instead, for added flavor.

REVIEW

Ask questions to test objectives:

- What are some examples of healthy, "Anytime" snack foods?
- What does yeast produce that makes dough rise?
- What are two signals about eating that your body will tell you and that you should listen to? (Thirst, hunger)

Distribute student incentives.

Challenge kids to choose snacks with more nutrients this week.

Collect cookbooks.

PARENT NEWSLETTER

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

CLOSING

Next week we'll visit the cuisine of Mexico.

Cheerfully close.

OPTIONAL WRITING ASSIGNMENT

Urge the classroom teacher to have the students complete a writing assignment during the next week. Use the following prompt or select a writing prompt on whole grains. (See Writing Prompts in "Supporting Documents" section.)

"Consider what you found out about eating snacks. Write several paragraphs explaining to your teacher how to figure out whether a snack is healthy."