

Jr. Chef Club

Delicious Dinners by Jr. Chefs

Lesson 7



Objectives

Students will be able to:

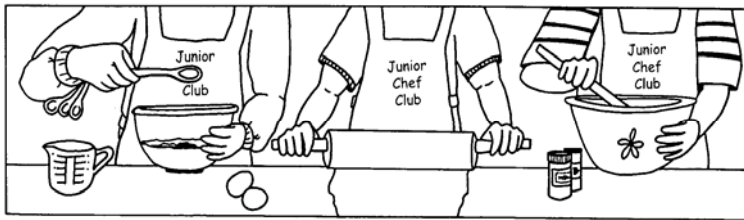
1. List three foods rich in protein.
2. Describe the color of meat when it has been cooked thoroughly.
3. Describe the concept of a balanced meal and give an example.

EALR Integration

EALRS

Program Integration

<p><u>Writing 2.2</u> Write for different purposes—to name something and/or explain concepts and/or convey technical information.</p>	<p>Complete narrative writing assignment about balanced meals.</p>
<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 label information, 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>Learn food preparation and how to use kitchen utensils safely.</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 1.1</u> Develop fundamental physical skills and progress to complex movement activities as physically able.</p>	<p>Physical activities: Simon Says Exercises (if time).</p>
<p><u>Health and Fitness 1.4</u> Understand the relationship of nutrition and food nutrients to physical performance and body composition.</p>	<p>Identify protein foods and the role they play in health and physical activity.</p>
<p><u>Health and Fitness 2.3</u> Acquire skills to live safely and reduce health risks.</p>	<p>Devise balanced, healthy dinner using food models.</p>



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Classroom Supply List

HANDOUTS, TEACHING SUPPLIES

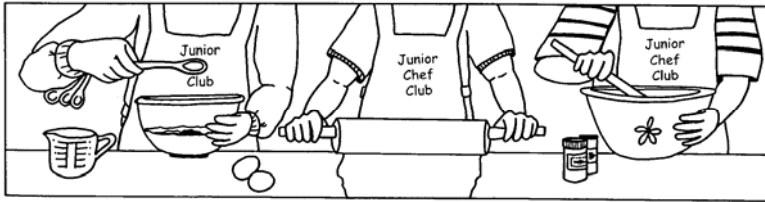
- Lesson Script
- Objective and EALRs sheet for teachers
- Level 1 cookbook, pp. 24, 27, 28
- Worksheets in Cookbook:
What Do You Want to Be
Jobs in the Food Industry
- Parent Newsletter
- Parent Newsletter evaluations

Optional:

Camera for class Jr. Chef photo

VISUAL AIDS

- Large MyPyramid poster
- Pictures of raw and properly cooked meat, showing internal color (included)
- “Thermy” poster (included)
- Instant-Read thermometer
- Picture cards of protein foods and complete meals for apron
- Deck of cards, $\frac{1}{4}$ cup measure and one tablespoon
- Pictures of famous chefs, both male and female
- Food models/pictures of foods in Meat and Beans Group
- Card showing “5–6 Ounces” with picture of meat or beans
- Gradient poster for Meat and Beans Group
- Cardboard food models of items to add to burrito to make a complete meal (e.g. salad, cooked vegetable, rice, glass of milk, fruit dessert)
- Sets of cardboard food models (5–6 sets) with variety of foods from which a complete meal could be made.
- 5–6 paper plates with 8 paper clips each
- Children’s Activity Pyramid
- World map



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Cooking Supply List

FOOD SUPPLIES

For 24 Students

- 12 medium flour tortillas - (preferably 98 percent fat free whole wheat)
- 1 15-ounce can refried beans (vegetarian style)
- 2 cups, 2 percent reduced-fat cheese
- 4 cups chopped lettuce
- 1 cup chopped tomatoes
- Taco sauce/salsa

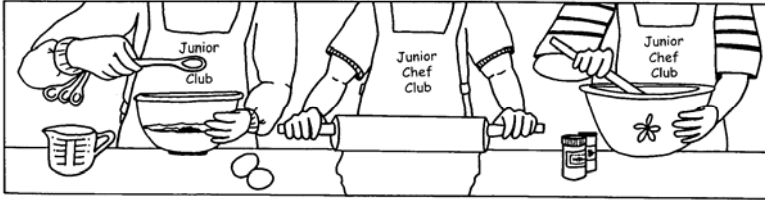
COOKING SUPPLIES

- Can opener
- Spoons, knife
- Grater (wheel)
- Small Bowl for beans
- Cookie sheets
- Portable oven
- Hot pads/oven mitts
- Paper towels, sanitizing solution, dish cloth and towel
- Plastic gloves
- Apron with dinner plate card

- Cooking Table Notes
- Teacher tip sheet for cooking

SERVING SUPPLIES

- Paper plates
- Napkins



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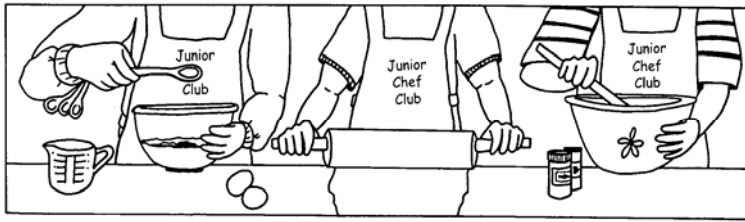
Preparation Outline

<p>Preparing Visual Aides</p>	<ul style="list-style-type: none"> * Apron cards: Use food model pictures of foods in the Meat and Beans Group and a few showing a complete meal. Laminate. Punch hole and attach to apron with safety pins. * Raw and Properly Cooked Meat Pictures: Examples included in electronic file. * Pictures of famous chefs: A hundred or more options with picture and biography at: http://www.allamericanspeakers.com/celebrity_booking_agency/Celebrity_Chefs.php * Meat and Bean Group Gradient Poster: Make a poster with a purple triangle in the shape of the one on MyPyramid. Make two dashed lines across the page, separating the purple 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—lean meats prepared without added fat, fish, light turkey meat, chicken breast, beans, etc. Middle section—not-so-lean meats, lean ground beef (still has considerable amount of fat), chicken thigh, dark turkey meat, nut, seeds, eggs. Tip—fatty meats such as ribs or regular ground beef or foods with added fat such as fried chicken and refried beans with lard. * Food models/pictures: Include a variety of meats, beans, fish, poultry, nuts and seeds. * Amount cards: Make a blue card with a picture of meat or beans saying “5 to 6 ounces.” Laminate. Mount Velcro on back. * Food models for complete meal: Foods that could be added to burritos to make a meal with foods from each food group. * Sets of food models for complete meal planning activity: Make five or six sets of a variety of foods that would make good tasting meal. Put about 10 foods in each set making sure there are at least
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	<p>two foods from each food group in the set.</p> <p>* Move It! Activity Poster: Same as used in Lesson 4.</p> <p>* Thermometer Poster: Same as used in Lesson 1.</p>
Prepare Food Preparation area	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.

Notes to Educator: This is the next-to-the-last lesson, so several additional things must be done:

- Request a list of students' names so that completion certificates can be made during the week to be presented in class next week.
- Take a class picture of students, if desired, so it can be printed, framed, and presented next week.
- Distribute Parent Newsletter Evaluations to students and ask that they return them next week. Work with the classroom teacher to devise a possible "incentive" such as "extra credit" if the Evaluations are returned.



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Lesson Script

INTRODUCTION

Ask teacher for a list of student's names, legible and correctly spelled, to make completion certificates for next week.

Greet students and have them say password.

Set up **MyPyramid** poster.

Today we're visiting Mexico and learning how to make a simple dinner: burritos.

Have student helper distribute cookbooks.

ACTIVITY ONE – DINNER BURRITOS

Burritos not only are a simple and quick dinner to make, but they can also be a healthy dinner. Today we'll talk about how to make healthy burritos. Since burritos are from Mexico, let's find Mexico on the map.

Let's find the recipe in your cookbook. Have students take turns reading the recipe aloud. Show ingredients and equipment as they are mentioned.

Today we will be using

- Whole wheat tortillas. The wheat grain gives us energy from the carbohydrates and since we want to "Make half our grains whole" the whole wheat tortillas help us do that. Whole wheat gives us extra fiber and nutrients.
- Raise your hand if you can tell us where beans fit on **MyPyramid**. Yes, in the Meat and Beans group. This food group gives us protein. Protein foods help build strong muscles and bodies. We'll talk more about protein foods in a minute. Note: beans/legumes are also in the Vegetable Group, although they only count as one or the other in any given meal.
- Small amount of cheese that will provide us with calcium for our growing bones and teeth. We'll use cheese made from 2 percent milk, this is a reduced-fat cheese so that we don't get too much of the kind of fat that is not good for our heart. Show examples of packages, if available so students know what to look for at grocery store.
- If you choose, some mild salsa/taco sauce to add extra flavor.
- Burritos can be topped with chopped lettuce and tomato, to help us get our two cups of vegetables we need to eat each day.

Food Safety – Cook Meat Thoroughly

Some burritos are made with meat. If using meat, be sure to cook it thoroughly. If meat isn't cooked enough, it might not kill bad bacteria, such as one called E. coli, that can make us very sick, so it's very important to cook meat thoroughly.

Meat, fish, chicken and turkey need to be cooked to certain temperatures to kill any harmful bacteria that may be present. Show the “Thermym™” poster with proper cooking temperatures and an Instant-Read thermometer. Describe how to use the thermometer. Remember to clean and sanitize it after EVERY use in the home.

Tell students that the color of meat, fish and poultry can be a clue that it is getting done, but taking its temperature is the only way to be sure that all harmful bacteria is destroyed. Show pictures of raw vs. properly cooked meats:

- Cook ground beef until it is brown inside, and juices run clear (160° F). No pink hamburgers! Use a meat thermometer to be sure.
- Cook fish until it is opaque and flakes easily with fork (160° F).
- Cook chicken and turkey until juices run clear (170° F for breasts, 180° F for all other body parts).

It is also important to keep raw meat, fish, poultry and eggs away from produce and prepared foods. Wash and sanitize all surfaces and utensils after coming into contact with raw meats, eggs, etc. This keeps bacteria that might be on raw meat and in eggs from cross-contaminating, or spreading, onto other surfaces or foods.

Meat and Bean Group

Let’s take a closer look at the Meat and Beans group. Foods in this group include: meat, fish, poultry, eggs, beans, nuts and seeds, such as sunflower seeds or the sesame seeds we used last week on the pretzels. Show pictures of each and put on *MyPyramid* poster as you show them.

We call these “Grow” foods because they help your body grow. Put “Grow Foods” card near Meat and Beans food group. Protein is used for growth, repair and maintaining all your body parts, both inside and out.

We need about 5–6 ounces a day. A meat portion that is 3-ounces is about the size of a deck of cards—so two portions that size would be plenty for one day. Show deck of cards. Other foods include one egg, ¼ cup of beans (show ¼ cup measure), a tablespoon of peanut butter (show tablespoon) or a couple of tablespoons of nuts. Put “5–6 Ounces” card near Meat and Bean Group.

The slogan for the Meat and Beans Group is “Go Lean with Protein.” That means to choose foods that are lean, or low in fat, and prepare them without adding extra fat, like making fried chicken. Instead, roast it in the oven. Or trim fat or skin off of meat and chicken before eating it. Beans are naturally low in fat, and fish is either low fat or has healthy oils, so these are good protein foods to eat often.

Show gradient poster for Meat and Beans Group. Show pictures of protein foods that would form the base of the group: lean meats prepared without added fat, fish, light turkey meat, chicken breast, beans, etc. In the middle of the food group: not-so-lean meats, lean ground beef (still has considerable amount of fat), chicken thigh, dark

turkey meat, nut, seeds. In the tip of the food group: fatty meats such as ribs or regular ground beef or foods with added fat such as fried chicken and refried beans with lard.

If eating beans for protein, add a grain food to your meal so your body can easily make the best use of the protein in beans. We call this a Bean Team: Beans plus Grains. What would be on the Bean Team in today's recipe? (Wheat tortillas and refried beans) Note: Beans and grains do not have to be eaten in the same meal to form a bean team, but they go well together.

Jr. Chefs Cook

Have Jr. Chef Helpers wash hands and put on gloves.

Jr. Chefs prepare foods for burritos.

Demonstrate how to make a burrito.

Lay tortilla or tortilla half on flat surface. Spread beans in center. Sprinkle with a little cheese and some salsa/ taco sauce if you like. Fold sides in then roll up the tortilla starting at one end, like rolling up a sleeping bag.

Jr. Chefs make burritos. Place on cookie sheet. Heat then cut in half to serve. Top with lettuce and tomatoes. Let students top with salsa if they choose.

Non-Cooking Students' Activities

Devise a Dinner

Chefs need to know how to plan balanced meals so the people they cook for will be healthy.

Dinners (meals) include foods from each **MyPyramid** food group. Remember that the width of the triangle shows us whether to eat a little or a lot from that food group. So base the meal on grains. Add plenty of fruit and/or veggies and a sprinkling of protein and dairy foods for a delicious, healthy meal.

Divide class into small groups. Give each group an envelope of cardboard food models containing a wide variety of foods, and a paper plate with paper clips. Instruct students to plan a balanced dinner by putting chosen foods on their plate (use paper clips to hold in place); not all food has to fit on the plate. Choose no more than 6–8 food cards to devise your balanced meal. When you're finished, you'll show your plates to the rest of the class and we'll see if it's balanced and sounds good.

When planning a dinner, you might also want to consider:

- Color—choose foods with different colors so that the plate looks appealing.
- Texture—choose some foods that are soft and some that are crunchy.
- Flavors—choose ones that are not all the same, but that go together well.

When class comes back together, have each group show their plates. Discuss whether there are foods from each food group in a balanced manner. Discuss color, texture and flavor as well.

Working in the Food Industry

The food industry is one of the largest industries in the nation. Discuss how it takes many people to get food onto your table: farmer to processor to grocery store to consumer/restaurant.

Share about careers related to cooking, food and nutrition.

Examples: Chef, sanitarian, dietitian, buyer, waitress/waiter

Show pictures of famous chefs and tell about them.

Ask students where, besides restaurants and schools, is food served?
(Hospitals, airlines, ball parks, ready-to-eat at grocery stores, etc.)

Many opportunities if you like working with food for healthy people.

WORKSHEETS

Have students do worksheet, “Jobs in the Food Industry” while taking turns washing their hands. Explain some of the careers on back of worksheet.

SERVE AND EVALUATE FOOD SAMPLE

Check for food allergies.

Let burritos cool about 5 minutes after coming out of the oven.

Distribute paper plates and napkins. Serve. Offer salsa or taco sauce for topping or dipping.

- 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.

Putting It Together

While students eat, ask what they could eat with a burrito to make a complete meal? Add salad, maybe a cooked vegetable, rice, and milk. Show food models of these foods.

Discussion -- Be Active—Play Every Day

While students eat burritos, start a brief discussion about physical activity.

How many of you go home and play before dinner? After school is a good time to play and be physically active. What are some of your favorite games that are active? Help students realize the difference between sedentary and active games. Encourage students to ask their parents what their favorite active games were as children, and maybe learn how to play them. Optional: Show Move It! Activity Pyramid and review activities students might do most often and less often.

Protein helps support the muscles students use to play active games. Eat a food from the Meat and Beans Group twice a day to give muscles and the rest of your body the protein it needs.

If time, play a short game of Simon Says using physical activities.

SUMMARIZE

Ask questions related to today's objectives.

- What are some examples of "Grow Foods"?
- What do "Grow Foods" do for your body?
- What does meat look like when it's cooked thoroughly?

Collect cookbooks.

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 the Meat and Beans Food Group. (See Writing Prompts in "Supporting Documents" section.)

"Pretend you are planning dinner for your family. In several paragraphs, explain to an adult in your home what foods you would choose for dinner and why you would choose those foods."

PARENT NEWSLETTER

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

CLOSING

Take a group picture of the Jr. Chefs for their classroom—bring it next week. Next week we'll make an all-American dessert for our last lesson—peach crisp! Cheerfully close.