

Jr. Chef Club Delightful Desserts Lesson 8



Objectives

After completing the lesson, students will be able to:

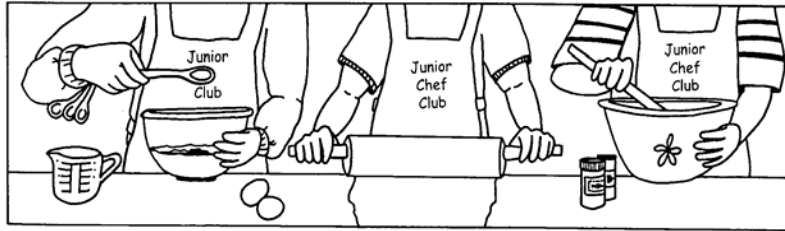
1. Identify one food that contains heart-healthy fat.
2. Determine if a food is high in fat.
3. Explain the affects of too much saturated fat on artery health.
4. Define cross contamination as it relates to food safety.

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 expository writing assignment on types of fat.</p>
<p><u>Reading 1.3</u> Build vocabulary through wide reading.</p>	<p>Fat-Finding Mission worksheet. Read recipe.</p>
<p><u>Reading 3.2</u> Read to perform a task.</p>	<p>Complete worksheets. Read recipe, prepare food.</p>
<p><u>Communication 1.2</u> Listen and observe to gain and interpret information.</p>	<p>Learn how to safely use oven with adult supervision.</p>
<p><u>Geography 1.1</u> Use and construct maps, charts and other resources.</p>	<p>Study state map to see where food originates.</p>
<p><u>Health and Fitness 2.3</u> Acquire skills to live safely and reduce health risks.</p>	<p>Identify healthful oils and unhealthy solid fats.</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>Understand importance of fat in diet—benefits as well as excess and limiting saturated fat intake.</p>



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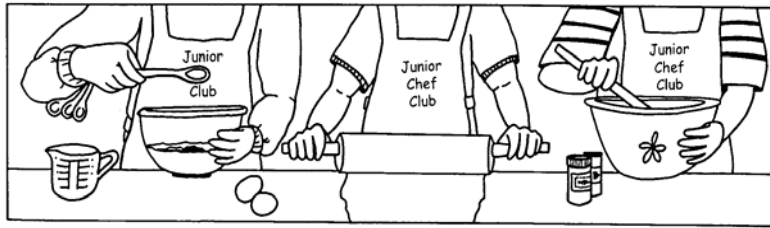
Classroom Supply List

HANDOUTS AND TEACHING SUPPLIES

- Lesson Script
- Objective and EALR sheet for teachers
- Level 1 Cookbook, pp.25–26
- Worksheet in cookbook: Fat-Finding Mission
- Fight Bac puppet and/or handouts on clean, separate, cook, chill www.fightbac.org
- Student incentives: Completion certificates
- Group picture of class, if available
- Parent Newsletter

VISUAL AIDS

- Cardboard food models of foods with healthy fats (fish, nuts, avocado, canola oil)
- **MyPyramid** poster
- Oils Gradient Poster with food models for each section
- Nutrition Facts Panel poster
- “Oils” gradient poster
- Saturated Fat Budget poster
- Fat in Foods display boards
- What’s Wrong in This Kitchen? Poster
- Artery model
- “BAC-catcher” fortune-teller game—www.fightbac.org (optional)



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Cooking Supply List

FOOD SUPPLIES

Serves 24–26 students:

- 4 24-ounce cans peaches in light syrup, drained
- 2 tablespoon flour
- 2/3 cup packed brown sugar
- ½ cup flour
- 1 cup oatmeal
- 2 teaspoons cinnamon
- ½ cup margarine with no trans-fats
- Vegetable oil cooking spray

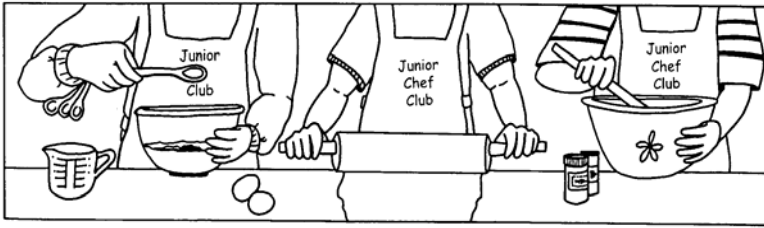
COOKING SUPPLIES

- Portable oven
- Baking dish, mixing bowl
- Measuring cups and spoons
- Mixing spoon, table knives, pastry blender
- Can opener
- Serving spatula
- Paper towels, sanitizing solution, dish cloth and towel, hot pads/oven mitts
- Plastic gloves
- Apron
- Empty jar for draining canned liquid if sink is not available

- Cooking Table Notes
- Teacher tip sheet for cooking

SERVING SUPPLIES

- Napkins
- Paper plates
- Plastic forks



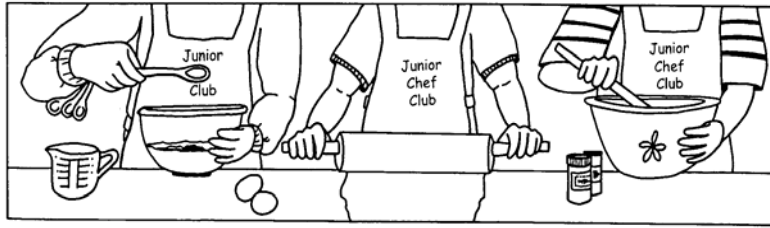
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Preparation Outline

<p>Preparing Visual Aides</p>	<ul style="list-style-type: none"> * Apron cards: Use food model pictures of oils and foods with healthy oils (canola or olive oil, avocado, nuts, fish, seeds, olives, etc.). Laminate. Punch hole and attach to apron with safety pins. * Oils Gradient Poster: Make a poster with a yellow triangle in the shape of the one on MyPyramid. Make two dashed lines across the page, separating the yellow 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—liquid vegetable oil such as canola and olive oil which are high in the healthiest type of fat, monounsaturated fat; Middle section—fatty fish, nuts, margarine with no trans-fats, mayonnaise, salad dressings; Tip—regular tub margarines and stick margarines. * Nutrition Facts Panel Poster: Same as poster in Lesson 4. * Saturated Fat Budget Poster: Measure 20 grams (5 teaspoons) of shortening into a baggie. Mount on a small poster board and title it: Saturated Fat Budget—20 grams per day. * Fat In Foods Display Boards: Choose several foods children often eat and obtain a label or picture of each. Measure the amount of Total Fat listed on the label into a small baggie (grams divided by 4 equals teaspoons). Optional: Measure the amount of saturated and trans-fat combined into a small baggie. Mount both baggies, along with the food label or picture, onto a small poster board. Do this for several foods. * Fight Bac information: Visit www.fightbac.org to either order the FightBac puppet and/or download information about Clean, Separate, Cook, Chill.
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	<ul style="list-style-type: none"> * What's Wrong in this Kitchen Poster: Same as used in Lesson 1. * Completion Certificates: Make a completion certificate with each student's name; present to each student with a word of congratulations and a handshake. * Class picture: If available, take a picture of the entire class, frame it and present it to the class.
<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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INTRODUCTION

Greet students and have them say password.

Set up **MyPyramid** poster.

Ask if any students returned the parent newsletter evaluations.

Explain that today is our last Jr. Chef session. We're going to be learning how to make healthy desserts. Today's lesson will be a little bit shorter because we have a questionnaire for you to do – the same one you did before we started Jr. Chef. So near the end of the class we'll do that and then award you completion certificates showing that you've completed the Jr. Chef series successfully and now you're a Jr. Chef!

REVIEW

Last time we made burritos. Raise your hand if you'd like to tell us which food groups were included in our burritos. Point to them on MyPyramid poster as students say them and ask about the main nutrients in those groups.

Whole wheat tortillas	Grain Group	Fiber and nutrients
Beans	Meat and Bean Group	Protein
Cheese	Milk Group	Calcium
Salsa/lettuce/tomatoes	Vegetable Group	Vitamins A, C, fiber

Good job—you've learned a lot and are about ready to be Jr. Chefs on your own.

HEALTHY DESSERTS

Today we will be making peach crisp—using peaches and whole grain oats on top.

We don't need to eat dessert after every meal, but when we do, it's a good idea to make the dessert with fruit. Fruit is naturally sweet and low in fat, so we can get a sweet treat without adding a lot of sugar or fat. You can make things like baked apples or baked pears with a drizzle of maple syrup on them. Or a fruit crisp like we'll make today. We're going to use peaches today.

Where do peaches grow? Peaches can grow right here in Washington State! Some grow here in people's gardens, but the real peach orchards are on the other side of the Cascade Mountains (show on map) where it gets cold during the winter but the summers are hot and dry.

Have helpers distribute cook books.

Have students turn to the Peach Crisp recipe in cookbook and take turns reading the recipe aloud. Show ingredients and equipment as they read the recipe. Ask students to raise their hand to tell what food groups and nutrients are in this recipe.

Oats = Grain Group (fiber)

Peaches = Fruit Group (vitamins C and A, the mineral potassium, and fiber)

If using fresh fruit, be sure to wash it or explain that you already washed it. If using canned fruit in heavy syrup, explain that the fruit will be drained and rinsed to rinse off the added sugar.

Jr. Chefs Cook

Have helpers wash hands and put on plastic gloves.

Open and drain peaches—remind Jr. Chefs to wipe off the tops of cans before opening.

Place peaches in baking dish.

Make crisp topping.

Do students remember what fiber does? (Sweeps insides clean)

Show how to measure margarine with water displacement method and cut margarine into oats—two-knife method and pastry blender method.

Sprinkle oat mixture over peaches.

Review oven safety.

Bake at 350° F until bubbly and topping is golden brown.

NON-COOKING STUDENT ACTIVITIES

Finding Out About Fat

Now let's talk a little more about fat. Fat is one type of nutrient needed in our diet for good health. What does fat do for our bodies?

- Absorbs and transports fat soluble vitamins.
- Part of each body cell.
- Helps make important body chemicals (hormones and enzymes).
- Pads our internal organs so they don't get bruised.
- Insulates body to maintain temperature.
- Transports 'flavoring chemicals' to the taste buds on the tongue so makes food taste good!
- Gives us a concentrated source of energy.

Because a little fat goes a long way, it is easy to eat too much.

Why does it matter how much fat we eat? Too much fat can cause health problems like heart disease. Because it is concentrated in energy (calories) more fat than our body needs might also cause extra weight gain. Fat has about twice-as-much energy as protein and carbohydrates (grain, fruit, and vegetables).

Show *Total Fat Budget* poster. Remember we had a sugar budget, because we didn't want to get too much sugar? Well we have a fat budget too, so that we can be mindful of not eating too much fat that can cause health problems. The total amount of fat children your age should eat is about 65 grams or less per day. This is what that amount of fat looks like.

There are many types of fat, but today we want to talk about healthy fats, called OILS; and unhealthy fats, called saturated or trans-fats. We'll discuss healthy fats first.

Healthy fats are easy to identify because OILS are liquid at room temperature.

OILS are excellent sources of vitamin E and special fats that keep our heart healthy. Because we need these oils for good health, they are represented by the yellow band on MyPyramid (show on MyPyramid). The yellow band is very thin to show us that we just need a little bit of these. Show Oils Gradient Poster and be ready to place food models in appropriate sections.

These nutrients are in foods like vegetable oils and foods with hidden oils such as fish like salmon, nuts, seeds, olives and avocados. Show food models or examples of these foods as you discuss/name them. It's a good idea to eat a small amount of oils or foods that have these healthy oils hiding in them every day. Note: technically, they are not considered a food group. The 2005 U.S. Dietary Guidelines state that MyPyramid contains five food groups plus oils.

Show Gradient Poster of "Oils." The base of this food group has healthy oils, like canola oil and olive oil, nuts, avocados and seeds. At the top are margarines with "no trans fats." Look on the label of the shortening your family buys to make sure that it says it has "zero" or "no" trans-fats.

Remember that the thin, yellow triangle represents healthy, good-for-us oils, not solid fats or foods that are full of solid fat.

Now let's talk about those solid fats. Solid fats are also called saturated fat and trans-fats. They are solid at room temperature so they are easy to identify. These are the type that are not needed for good health. Here are some clues to finding solid fats:

- They can be white or yellow and can be seen in 'globs.'
- They can float on top of liquids.
- When you eat fat, it's greasy and leaves your hands 'slippery'.
- Dirty dishes or pans with contained food with solid fats are 'greasy' and need lots of soap and hot water to clean them off!

Think about some 'fat' that you have seen on food. Can you name some foods that we can see solid fat on?

Possible responses:

Beef, pork: white, hard (muscle cuts and ground), lard.
Chicken: yellowish-white; under skin and in skin.
Coconut milk: hard, white, floats to top.
Milk: sometimes leaves 'fat rings' on glass if set on counter.
Butter, lard (saturated fat).
Stick margarine (trans-fat).

Solid fat also hides inside many snack foods like chips, crackers, cookies and chocolate. Manufacturers add fat to snack foods because it makes food feel smooth and creamy (melt-in-your-mouth); and tastes good (fat helps carry the flavors into the taste buds).

These solid fats can stick around on the wall of the arteries and the wall becomes thick, which means that the amount of blood/nutrients flowing through them becomes much smaller (show artery model—may need to explain that arteries are the tubes that carry blood from our hearts throughout our entire bodies). Blood carries vitamins, minerals and oxygen to our brain and muscles. If our organs don't get the nutrition they need, they can't work right. If this happens in an artery that carries oxygen to our heart, it's called a heart attack.

OPTIONAL Activity (may be too advanced)

Show poster or overhead of Nutrition Facts Panel and show students where to find serving size, saturated fat and trans-fat on the label. Explain that "percent DV" means percent Daily Value. Think of the Daily Value as your budget, or most you would want to eat in a day. So a percent DV of 5 percent or less of saturated fat means the food is low in saturated fat. If a food has a percent DV of 20 percent or more, it is high in saturated fat. Show poster of Daily Saturated Fat Budget of 20 grams so students can visualize the maximum amount they would have if they ate 100 percent of their DV of saturated fat.

Show *Fat in Foods* display boards on which common snack food labels have been posted along with baggies showing the amount of total fat and saturated fat in them. Compare these to the Total Fat Budget poster and the Saturated Fat Budget poster. Encourage students to fill up on fruits and vegetables, naturally low in fat, instead of many of the foods shown in the *Fat in Foods* display boards.

SO as Jr. Chef's, what should we do when preparing food with fat? (Use oils, cut off visible solid fat if possible; use as little oils/fat as possible when cooking; use lower fat or fat-free dairy products and grain products; choose fruits and vegetables for snacks; limit how often to eat fast food)

Explain that making a "crisp" rather than pie or cobbler cuts down on fat. Usually the crust of a pie or cobbler is very high in solid fat—something we don't want to eat. So instead, if we make a fruit crisp we get rid of the fatty crust, but we still get some crunchy texture which goes really well with the soft fruit.

Food Safety (If time)

There are four basic things you need to remember to keep food safe to eat—we've covered them before so let's see how well you remember. Keeping food safe to eat means keeping harmful bacteria from growing on it or in it. Harmful bacterial can make you sick.

1. Raise your hand if you can tell us the first thing you need to do before touching, preparing or eating food. (Wash hands and surfaces)
2. Remember to prevent cross contamination. Keep produce and ready-to-eat foods away from foods that might have bacteria, like raw meat.
3. Raise your hand if you remember what temperature or color cooked hamburger should be? (Hamburger = 160° F, gray not pink.)
4. Where do you put perishable foods, foods like milk and yogurt, foods that can spoil? (In the refrigerator) Always put milk away right after you use it. Leftover cooked foods need to be put in the refrigerator right away too, not left out to cool. Meat, fish, poultry and eggs need to be kept cold too.

Students can learn more about the following principals at www.fightbac.org

Clean	Separate	Cook	Chill
Wash hands and surfaces often	Don't cross-contaminate	Cook to proper temperatures	Refrigerate promptly

If available, distribute "BAC-catcher" fortune-tellers and let students put them together and play with them.

Alternatively, have students review *What's Wrong in this Kitchen?* worksheet (page 10 in cookbook) then hold up poster of the worksheet and go over their responses using the poster.

WORKSHEET

Turn to *Fat-Finding* Mission worksheet in cookbook (page 26) and have students work on it while taking turns washing their hands.

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.

Put It Together

While students eat, ask:

- What could you eat along with fruit crisp to get more nutrients? (Drink milk with dessert to get more nutrients, especially a calcium boost—dessert now contains fruit, grains, and dairy with not much fat or sugar)
- What are some other ways to eat fruit for dessert? (Bake a pear or apple or have a fruit salad or fruit with vanilla yogurt and granola parfait)

SUMMARIZE

Check to see whether objectives were met. Ask questions:

- What might happen to our arteries if we eat too much solid fat (saturated and trans-fat)?
- Give an example of oils that are good for us. Why are they good for us?
- What does cross contaminate mean?
- What are several ways you can use fruit for dessert?

POST-TEST

Do post-test, reading each question aloud. Give students a few minutes to answer each question then read the next one. Reading the question aloud rather than letting students work on it on their own improves the rate of completed answers.

PARENT NEWSLETTER

Distribute Parent Newsletter and tell students to give it to their parents today. Optional: If you have all the returned parent newsletters, students can receive incentive.

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 fats. (See Writing Prompts in “Supporting Documents” section.)

“Think of what you learned about healthy fats and unhealthy fats. In several paragraphs, explain to an adult in your home which fats are healthy for your heart and which ones are not and why.”

COMPLETION CERTIFICATES AND CLOSING

Tell students to take recipe books home since this is the last session.

Award Jr. Chef Completion Certificates to all students. Call each student by name, have him/her come up to the front of the class, shake his/her hand and congratulate on learning to be a Jr. Chef! Present class with group picture, if available.

Encourage students to keep cooking and eating well and being active every day! Cheerfully close with password and say goodbye and see you next year!