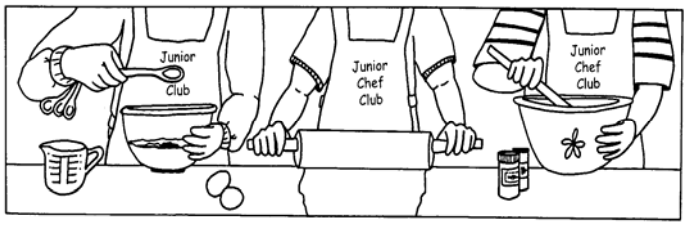


Jr. Chef Club II
Cooking with Colors I-Minerals
Vary Your Veggies
Lesson 5

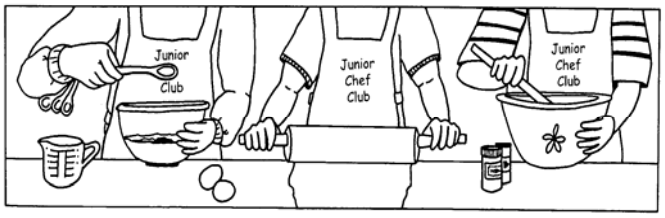
MyPyramid.gov
STEPS TO A HEALTHIER YOU

Objectives

After completing the lesson, students will be able to:

1. State the amount of vegetables students of their age should eat daily.
2. Explain why it is important to eat a variety of vegetables.
3. Describe the main function and sources of three minerals important in human nutrition.

EALR	Program Integration
Reading 1.3 Build vocabulary through wide reading.	Read vocabulary words on board.
Reading 3.2 Read to perform a task.	Complete worksheet(s). Read a recipe.
Communication 1.2 Listen and observe to gain and interpret information.	Take notes as educator directs and observe vegetable stations to gain information.
Science 1.2 Understand how components, structures, organizations and interconnections describe systems.	Discussion of several dietary minerals and their functions in the human body.
Health and Fitness 1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition.	Discussion of dietary iron's role in muscle and brain activity.
Health and Fitness 4.2 Develop a health and fitness plan and a monitoring system.	Daily vegetable log activity and make plan for eating more vegetables.
Writing 2.3 Write in a variety of forms.	Take notes during lecture. Complete vegetable station worksheet.
Math 1.2 Understand and apply concepts and procedures from measurement.	Students learn amount to eat of different types of vegetables.
Math 5.3 Relate mathematical concepts and procedures to real life situations.	Students calculate amount of dark leafy greens one would need to eat to get the same amount of calcium as in one cup of milk.



Jr. Chef Club II
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Lesson 5

Classroom Supply List

Visual Aids
- MyPyramid poster with movable parts
- Apron with pictures of vegetables and cards saying the name of minerals
- Gradient poster of MyPyramid Vegetable Group with foods for each section
- Mineral Posters
- 1 cup dry measuring cup
- Food models of dark green leafy, orange, starchy and other vegetables and legumes (can also use pictures or labels from fresh, frozen or canned veggies)
- Chalkboard/poster paper & writing tool
- Paper plate with meal portions

Vegetable Stations

Note: See end of lesson for complete details

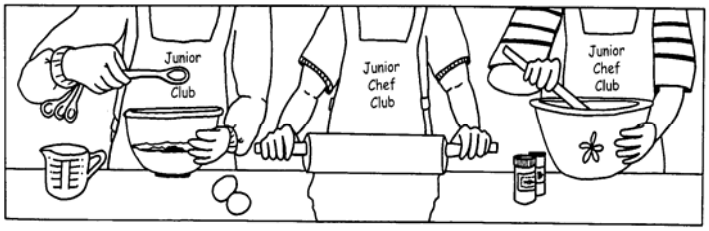
Dark Leafy Greens
- Whole leaf and samples of variety of greens
- "What is my name?" cards with calcium content.
- Picture of glass of milk
- Blunt toothpicks or tongs
- Cup for used toothpicks

Orange vegetables
- Whole winter squash (2)
- Picture of yam
- Information cards for each vegetable shown
- Dark and light colored sweet potatoes

Starchy & Other Vegetables
- Pictures or examples of several "starchy" and "other" vegetables (potatoes, winter squash, tomatoes, bell peppers, onions, garlic, leafy lettuce, cabbage, cauliflower)
- Information cards for each vegetable shown

Legumes
- Food model of 3 ounce portion of meat
- Variety of legumes and pictures/ labels from canned beans/ packages, etc.
- Information cards for each legume
- Optional: roasted soy beans to sample in bowl with spoon
- Optional: "Where Did I Come From & How Old Am I?" information cards

Handouts
- Lesson Script
- Objectives and EALRs for teachers
- Level II Cookbooks
- Vary Your Veggies worksheet
- Vary Your Veggies Daily Log
- Parent Newsletters



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Cooking Supply List

Food Supplies

Makes enough for 25–30 students to have a sample.

- 1½ cups shredded carrots
- 1½ cups chopped broccoli
- 1½ cups chopped cauliflower
- 6 green onions, thinly sliced
- 12 ounces reduced-fat shredded cheddar cheese
- 3/4 cup light ranch salad dressing
- 1½ teaspoon chili powder
- 12 (7 inch) 98 percent fat-free whole wheat tortillas
- 3 cups torn lettuce

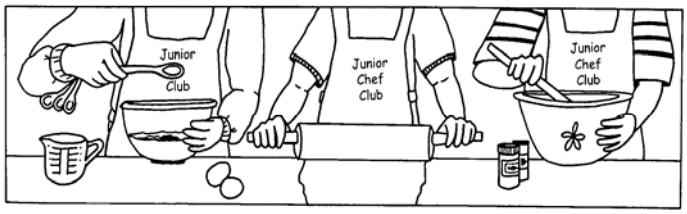
Serving Supplies

- Small bowls or drinking cups
- Paper napkins
- Spoons

Cooking Supplies

- Cutting board
- Plastic knives for cutting
- 2 sets dry measuring cups
- 2 liquid measuring cups (1 cup or larger)
- 1 large bowl
- 2 medium bowls (for fruit)
- 2 large mixing spoons
- 2 wooden spoons
- 3–4 serving spoons
- Hot pads

- Cooking table recipe
- Teacher tip sheet for cooking table



Jr. Chef Club II
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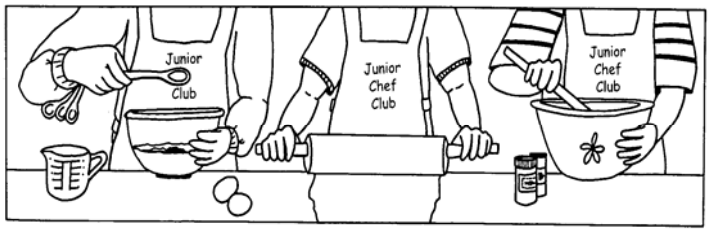
Vary Your Veggies
Lesson 5

Preparation Outline

Notes for Preparing Visual Aides	**Gradient poster of MyPyramid Vegetable Group.** Large triangle of appropriate color (green) for vegetable group along with pictures of veggies that are low, medium and high in added fats and sugars. (Refer to information in Level 1, Lesson 5 if needed.) **Mineral Posters:** Included electronically. Print large and laminate. **Paper plate with meal portions.** On a paper plate or circle of poster board, draw a line down the middle of the plate. On the right hand side only, draw a line across the middle, dividing the plate into quarters on the right half of the plate. Put a piece of Velcro in each one-quarter section and two pieces of Velcro on the left hand half of the plate. On the top right quarter, write Meat or Other Protein. On the lower right quarter, write Grain or Starchy Vegetable. On the left hand half of the plate, write Salad in one section, and Cooked Vegetable in another section. Have an appropriate food model ready to put into each section. **Vegetable Station set-ups.** See detailed descriptions at end of lesson plan. Electronic version of information cards included.
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.)



Jr. Chef Club II
Cooking with Colors I-Minerals
Vary Your Veggies
Lesson 5

Lesson Script

Introduction
Set up MyPyramid poster.
Greet students with a smile.
Review last week's lesson-

- Did any students read labels to find higher fiber foods?
- Who ate yogurt over the past week, (not counting last week in class)?

Today we're going to talk about the category of nutrients called 'minerals'. Like other types of nutrients, they are needed for good health. We'll also talk about the vegetables and other foods you can eat to get those minerals. We have four different vegetable stations set up for you to explore later. The Jr. Chefs will be making Crunchy Burritos to for us to sample and evaluate.

MyPyramid and Vary Your Veggies
You probably remember that vegetables are represented by the green triangle on MyPyramid (point to it). Raise your hand if you can tell us the message that goes with the vegetable group? ("Vary Your Veggies.") This means to eat many different kinds of vegetables so that you get many different nutrients.

Elementary students need to eat about 1½ –2½ cups of vegetables each day. Show measuring cups. Younger or less active students eat at the low end of that range, while older elementary students or more active ones eat at the upper end of that range. Studies show that most people don't eat enough vegetables every day and many of the vegetables people count are French fries. Is that a vegetable we should eat very often? If not, why not?

Show Gradient poster of Vegetable Group. The base of the green triangle represents vegetables without added fat or sugar—they're the ones we should eat the most. The tip represents veggies like French fries—ones with added fats. Remember that since it is at the tip, that means we shouldn't eat it very often. Show poster with various vegetables at bottom, middle and top of triangle.

Vegetables can be fresh, canned or frozen, or even 100 percent vegetable juice. The one odd thing you need to know about this food group is that it takes 2 cups of leafy vegetables, like lettuce, to count as one cup. Raise your hand if you'd like to offer an

explanation of why that might be. There is a lot of air space around loosely packed greens. If the two cups were chopped or cooked they would equal about one cup.

And within the vegetable food group there are several different sub-categories. *(NOTE: As you discuss each of the following groups, hold up pictures of several examples of vegetables in each category and post on MyPyramid. Write the names of each vegetable subgroup on the board as you discuss it.)*

The first subgroup of veggies is dark green vegetables such as broccoli, spinach, and other leafy greens. A second category of vegetables is the orange-colored ones. For instance carrots, sweet potatoes, and winter squash that is orange inside. These two groups of veggies, dark green, and orange are rich in vitamin A. We need to be sure to eat some of these vegetables at least three times each week to get the vitamin A we need. Remember, Vitamin A helps us see night and day.

The third category is "starchy vegetables." This would include potatoes, green peas and corn. A fourth type is called "Other vegetables" which includes everything else you think of as vegetables. Raise your hand if you can name some other veggies that we haven't mentioned yet (green beans, cucumbers etc). Finally in the vegetable section we have legumes. Raise your hand if you can tell us what legumes are. Legumes are dry beans. Examples include pinto beans like the ones used in Mexican food to make burritos or "refried" beans. Or kidney beans and black beans as used to make rice and bean dishes. Or garbanzo beans as used to make hummus. Plus split peas like in split pea soup, and lentils. Legumes are also in the Meat and Bean group, aren't they? But each time you eat them you can only count them as a vegetable OR a food from the Meat and Bean Group, not both at one time.

As mentioned a minute ago, MyPyramid urges people to "Vary Your Veggies," encouraging you to eat vegetables from all the different categories often. Think about that for a minute. Raise your hand if you can think of why it would matter? Why do you think it's a good idea to eat a wide variety of veggies? (To get a wide variety of nutrients) So it's important to eat a variety of veggies, and especially to eat dark green leafy ones and orange ones several times per week each.

Jr. Chefs Cook

Distribute Jr. Chef Cookbooks. Read through today's recipe as a group and discuss necessary cooking skills and safety techniques. Then have Jr. Chefs prepare food while rest of group completes other learning activity.

Bring Jr. Chefs up to wash hands and begin food preparation. Pre-prepare the finely chopped vegetables. The sulfur smell that comes from cutting up the broccoli and cauliflower is not appetizing. Students love these vegetable-packed burritos, as long as they don't smell them first! Let Jr. Chefs measure the amounts of chopped vegetables and other ingredients the recipe calls for, mix them up and put together the Crunchy Burritos.

Noncooking Students' Activities

More on Minerals

Today we're going to explore several minerals that are vital to our health. We're going to talk about 5 minerals and one other item that you'll need to write on your "Notes" page.

We have to eat food to get minerals; our bodies cannot make minerals. Some vegetables are a good source of key minerals that support good health.

Minerals are different from vitamins. Examples of minerals include potassium, calcium, iron, zinc, and sodium to name a few. These are single elements found in nature. They differ from vitamins in that vitamins are a combination of several elements bound together. We'll talk more about vitamins next week.

Because minerals are single elements, they are not ruined or destroyed when we heat or cook the foods containing them. Vitamins can be destroyed in cooking, as we'll learn next week. But minerals are different, they do not break down. However, they can leach into cooking water though, and if you throw away the cooking water, you will lose the minerals that had moved into the water. So smart Jr. Chefs will save the water, and use it to make soup: a dish where the liquid portion is actually consumed. The minerals are not lost but just eaten at a different time.

Potassium
Raise your hand if you remember the name of the mineral we learned about last year? It was potassium. Raise your hand if you can give examples of foods that have potassium? Fruits and vegetables in general: point to the food groups on MyPyramid that represent vegetables and fruits—in particular, those that grow on vines and root vegetables. What are some things that grow on vines? (Berries, grapes, squash, etc.) What are some examples of root vegetables? (Potatoes, sweet potatoes, carrots, etc.)

Show the poster for potassium.

Write "potassium" in your notes (educator write it on board so students know how to spell it). Next to potassium put vegetables and fruits, since that's where we get it from; those foods are a *source* of potassium. Raise your hand if you remember the function of potassium, what does it do? If students don't seem sure, make the hand symbol used previously for potassium—form a circle with your arms to represent a large pot, then pat your chest over your heart area. Potassium helps us have a healthy heart. It keeps blood pressure in check and helps the heart beat regularly. So next to the source, let's write down "Healthy heart."

Calcium
Show the poster for calcium.
Let's talk about calcium next—write it in your notes. I'm sure you know what calcium does—we've talked about it several times. But you might not remember that we get calcium from other sources besides milk and milk products. We also get small amounts of calcium from certain vegetables. Green vegetables, especially certain dark green leafy vegetables, have some calcium in them. Show some examples of green vegetables such as collard greens and kale. Spinach is a dark green leafy vegetable too, but your body cannot absorb the calcium in it. Dark green leafy veggies are so good for you that MyPyramid recommends you eat them several times a week, getting

about 3 to 4 cups of them each week. Later today you'll get to touch and taste some of these greens and find out more about them at one of the veggie stations. So let's write "Dark green leafy vegetables and milk" next to the word "Calcium." Raise your hand to tell us the main function of calcium. Let's write "Strong bones and teeth" for calcium's function.

Iron

Show and explain the poster for iron.

Now let's find out about iron—write it in your notes. Iron is also found in dark, leafy greens especially turnip greens and beet greens. But there is even more iron in legumes. Remember legumes are dry beans, such as black beans, pinto beans, kidney beans, garbanzo beans, plus split peas and lentils. Meats are also a good source of iron, especially red meat. So let's write "legumes and meats" next to the word "iron." There's something special you need to know about iron. Your body can absorb more of it when you eat a food with vitamin C along with an iron-rich food. Vegetables rich in vitamin C include: broccoli and the rest of the cruciferous (cabbage) family, plus bell peppers, tomatoes, and potatoes. Many fruits are also rich in vitamin C.

Iron carries oxygen throughout your bloodstream. Raise your hand to say what color your blood is when you cut yourself? (Red) Oxygen makes blood red. Iron carries oxygen in your blood. Take a look at the inside of your wrist. Through your skin, what color do you see inside your blood vessels? It's blue-ish isn't it? When the oxygen in your blood gets used up, your blood is no longer bright red—but turns very dark red and appears blue through the skin. What happens is that when your blood passes through your heart and lungs, it picks up oxygen—assuming you have enough iron in your blood. Then as your blood travels through your body, it gives up its oxygen to all the tissues of your body. For example your brain needs oxygen so it can think clearly and oxygen is needed by your muscles so they can move. By the time blood travels back to your heart, it has given up all of its oxygen and looks very dark red. It travels back to your heart and lungs to pick up more oxygen and begins this cycle again. Without enough iron to carry oxygen to your brain and muscles, a person can get headaches or feel tired and worn out. Let's write "Carries oxygen" in our notes.

Magnesium

Show and explain the poster for magnesium.

Let's move on now to the mineral called magnesium—write it in your notes. Magnesium is in meat and milk, but it is also in the dark leafy greens and dried beans. What are you noticing about dark, leafy green vegetables—raise your hand if you'd like to share your observation. Dark leafy greens have many minerals—we call this "nutrient dense." Remember, dark green leafy vegetables are so good for us that we need to eat them several times a week, totaling about two–three cups of them. Write "greens, beans, meat and milk" for sources. Magnesium works with calcium to make your muscles work right and to help keep teeth strong. It also works to turn food into energy that your body can uses for basic functions, thinking or movement. For magnesium's function, write "Helps muscles. Helps body turn food into energy."

Zinc

Show and explain the poster for zinc.

The last mineral we'll talk about today is zinc—write it in your notes. Zinc is in some legumes and also in whole grains. But the richest sources of zinc are meats, shellfish like oysters, and poultry. Write down sources as "meat, shellfish, poultry, legumes, whole grains." Zinc is important for proper growth and development. "Development" refers to the proper development, or maturing of your organs. Examples of organs include heart, kidneys, liver, stomach and so on. Zinc also helps your immune system work well. Your immune system is your body's defense against illnesses like colds and flu. Zinc also plays a role in wound healing. Let's write "Growth and development, immune function, wound healing" for functions.

Special Substances in Vegetables
Besides minerals, there are other substances found in vegetables that research is finding out are very important to good health. These special substances are called phytochemicals. Let's write that in the notes. "Phyto" means "plant," so these are plant-chemicals that are naturally in the vegetables. Phytochemicals are being studied all the time and scientists keep finding out more about them. Phytochemicals are typically the substances in vegetables that give them their pretty colors. These substances that give plants their colors help us to be extra healthy. Research is showing that they may help prevent cancer and help keep our immune system working well. So it's best to eat a wide variety of vegetables so that we get many different kinds of these healthy substances.

Vegetable Stations (see description at end of lesson plan.)
There are several vegetable stations around the room. In your groups, I want you to go to each station, learn about what's there and then rotate to the next one when I call time. One station is all about dark leafy greens and you'll get to taste some if you want. Most of the greens we have on display are usually cooked, but you can taste a tiny piece raw. Then there's a station that is about orange vegetables, another one about legumes, and at the fourth station you'll find out about both "starchy" and "other" veggies. When you're done at the stations there will be a worksheet to fill out.

Give students several minutes at each station then have them rotate to the next one.

After visiting the vegetable stations, give students the "Vary Your Veggies" worksheet. Have them work on it until food is served. It is suggested to give students the worksheet *after* they have viewed the vegetable stations and have returned to their desks. This facilitates continued movement through the stations.

Optional Activities
Investigating Minerals—in lieu of discussing the functions and sources of each of the minerals, have each group of students research one mineral then teach to the rest of class. Use computer labs if possible, if not, use the school's health texts for research.

Writing on Minerals—choose a writing prompt on vegetables and have the students complete it during the week.

Sampling the Food
Remind all students to wash their hands before sampling the food. Distribute Crunchy Burrito samples and let students evaluate. Color in the food group sections of MyPyramid that were used in today's recipe.

Review: Setting Stage for Increasing Veggie Intake
While students eat, ask for them to think about whether they eat about 2 cups of vegetables a day (the average is between 1½ and 2½). Explain that many people don't get enough vegetables. Discuss ways to eat more veggies such as:

- Have a vegetable with lunch, such as baby carrots or a baggie with a mixture of veggies such as bell pepper strips, broccoli trees and baby carrots—whatever they like.
- Have your favorite vegetable as part of a snack after school, maybe along with some cheese and crackers.
- At dinner, cover half your plate with veggies—part of that half can be a salad and part of it can be a cooked veggie. Show example of a paper plate with food models—3-ounce portion of meat, ½ cup rice or other grain, and ¼ of plate covered in salad and ¼ of plate covered with a cooked veggie.

Distribute Vary Your Veggies Daily log and explain to students how to track their vegetable intake and make a plan for eating more vegetables.

Closing
Distribute parent newsletters.
Collect cookbooks

Instructions for Vegetable Station Set-Ups

Set up four separate stations around the room for students to explore. Items for each station can be on a tray. Identify the name of each station with a table-tent sign; include amount to eat of that type of vegetable. Information given below can appear on a laminated index card or set up so that there is a question on the top sheet and students have to lift a flap to read the answer/information.

Make a card that says:
Dark Leafy Greens—Eat 4–6 times each week (2–3 cups)

- Set up a station choosing at least 3 of the greens listed below
- Food model of glass of milk
- Collard greens—one leaf to touch, ½ inch pieces to taste (one for each student)
- Turnip greens—one leaf to touch, ½ inch pieces to taste (one for each student)
- Bok choy—one leaf to touch, ½ inch pieces to taste (one for each student)
- Swiss chard—one leaf to touch, ½ inch pieces to taste (one for each student)
- Kale—one leaf to touch, ½ inch pieces to taste (one for each student)
- Broccoli—one small "tree" to touch, tiny pieces to taste

Note: Have blunt-style toothpicks for students to use to taste the greens if they have not washed their hands. Remember to set out a cup for used toothpicks. If hand washing is possible, provide tongs and napkins for students to serve themselves and then eat with their fingers.

Have a laminated index card to accompany each item above that has the following info on it. If you're making cover questions with "liftable" flaps, the cover question could be the same for each—What Is My Name?—then students can lift the flap to see the information:

Milk:	300 milligrams calcium in one cup
Collard greens:	100 milligrams calcium in ½ cup cooked collard greens
Turnip greens:	100 milligrams calcium in ½ cup cooked turnip greens
Bok choy:	80 milligrams calcium in ½ cup cooked Bok Choy
Swiss chard:	50 milligrams calcium in ½ cup cooked Swiss chard
Kale:	50 milligrams calcium in ½ cup cooked kale
Broccoli:	50 milligrams calcium in ½ cup cooked broccoli

Make a card that says:
Orange Vegetables—Eat 3– 4 times each week (1½–2 cups)

- Display a winter squash such as an acorn squash cut open to show the orange color inside (acorn squash are often available year 'round)
- Display a light colored sweet potato cut in half so students can see the interior color
- Display a dark colored sweet potato cut in half so students can see the interior color
- Picture of a yam

Have 3 laminated index cards; one each for winter squash, sweet potatoes, and yam picture that says the following:
Card 1. "What type of winter squash am I?" There are many different types of winter squash. This is an "acorn" or "Danish" squash. It can be cooked and eaten as a vegetable or made into soup.

Card 2. "Which one is a sweet potato?" In the U.S. two kinds of sweet potatoes:

- a light-yellow colored sweet potato
- a dark-orange colored sweet potato

The darker the color, the more nutrients it has. Choose dark-orange sweet potatoes whenever possible because they have much more vitamin A than the lighter colored ones. The orange-colored variety of sweet potato is often called "yam" in the U.S. even though they are not true yams. Both types of sweet potatoes grow in warm places. They take about 3–4 months to grow and weigh about one-half pound each. Sweet potatoes can be eaten raw, but they are often cooked. They taste slightly sweet. People eat them as a vegetable side dish or used instead of pumpkin in a pie.

Card 3. "Where's the yam?" True yams are not grown in the U.S. Grocery stores call the dark-orange type of sweet potato a "yam" but it is not really a yam. Yams come from West Africa and Asia. It takes about 6–12 months for a yam to grow. A yam is about three-feet long and can weigh 100 pounds. Because it is so big, a yam is cut up and sold in chunks. A yam tastes starchy, not sweet.

Make a card that says:
Starchy and Other Vegetables—Eat often

- Have pictures or examples of several starchy veggies accompanied by information cards:

Card 1a. Starchy vegetables include white potatoes, corn, green peas, sweet potatoes and winter squash.

Card 1b. Most starchy vegetables have only small amounts of nutrients. The orange-colored ones are an exception—they are rich in vitamin A.

Have examples or pictures of several different "other" vegetables, such as tomato, green bell pepper, cabbage, cucumber, eggplant, onion, garlic, leafy lettuce, iceberg lettuce, cauliflower.

Card 2. Tomatoes get their red color from a special substance called lycopene. Lycopene helps people stay extra healthy.

Card 3. Bell peppers are rich in vitamin C.

Card 4. Onions and garlic can help keep your heart healthy.

Card 5. Leafy lettuce has more nutrients than iceberg lettuce. Choose romaine or other leafy lettuces to make your salads. That way, you'll get more vitamins and minerals.

Card 6. Cabbage and cauliflower belong to the cruciferous family of vegetables. "Cruciferous vegetables" are also called "cabbage family" vegetables. These vegetables help stop certain cancers.

Make a card that says:
Legumes Station—Eat 2–3 cups per week

- Set up a station choosing 4 or 5 of the legumes below
- Food model or picture of 3-ounce portion of red meat
- Dry kidney beans and label from a can of kidney beans or picture of cooked kidney beans
- Dry garbanzo beans and label from a can of garbanzo beans or picture of cooked garbanzo beans
- Dry pinto beans and label from a can of pinto beans or picture of cooked pinto beans
- Dry black beans and label from a can of black beans or picture of cooked black beans
- Dry lentils and a package of lentils and a picture of cooked lentils
- Dry split peas and a package of split peas and a picture of split pea soup
- Dry soy beans (or picture), picture of tofu and empty tofu container
- Optional: Have roasted soy beans available for students to taste

Note: Put all sample legumes in small baggies.

Have three laminated index cards saying the following:
Card 1: Iron carries oxygen to your brain and muscles. Students aged 9-13 years old need 8 milligrams of iron every day.
Card 2: One-half cup of dry beans has about 2 milligrams of iron.
Card 3: A 3-ounce portion of beef has about 2 to 3 milligrams of iron.

Additional optional cards for legumes station:
"Where Did I Come From and How Old Am I?"
Lentils first grew in Southwest Asia, about 9,000 years ago. Lentils can be used to make soup, salad or patties.

Peas, such as split peas, started growing in the Middle East about 8,000 years ago. Use these to make split pea soup.

Chick peas (garbanzos) come from the Middle East about 7,000 years ago. Garbanzo beans are used to make hummus, a Middle Eastern bean spread/dip.

Soybeans were first grown in Asia about 3,000 years ago. When most beans grow, they store protein and starch for you to eat. Soybeans store protein and fat instead. Soybeans are high in a healthy type of oil. Some soybeans are grown for their oil. The oil is pressed out of soybeans to make soybean oil for cooking.

Common bean. The common bean started in Central and South America about 8,000 years ago. It was bred into many different varieties such as kidney beans, black beans, and pinto beans. These beans can be used in chili, burritos and many bean and rice dishes.