

Jr. Chef Club II

Cooking for Heart Health

Lesson 7

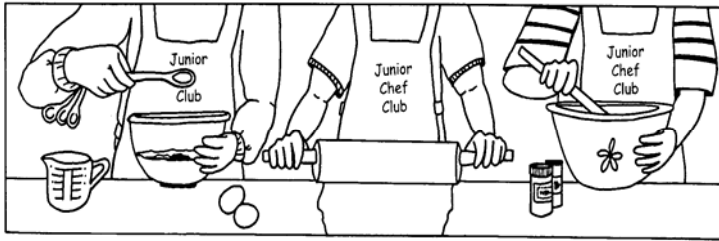


Objectives

After completing the lesson, students will be able to:

1. Explain the difference between healthful oils and unhealthy solid fats.
2. Read food labels or fast food restaurants' Nutrition Facts Brochures to determine foods lowest in saturated and trans-fats.
3. Demonstrate at least one low-fat cooking method.

EALR	Program Integration
<p>Reading 1.3 Build vocabulary through wide reading.</p>	Read nutrition facts brochures and nutrition labels for saturated fat and trans-fats content.
<p>Reading 2.1 Demonstrate evidence of reading comprehension.</p>	Identify foods low in saturated fat and trans-fat.
<p>Reading 3.2 Read to perform a task.</p>	Read instructions to complete worksheet and plan meal low in solid fats.
<p>Communication 1.1 Focus attention.</p>	Students identify a high fat fast food meal.
<p>Communication 1.2 Listen and observe to gain and interpret information.</p>	Participate in fast food discussion.
<p>Science 1.2 Structures: Understand how components, structures, organizations and interconnections describe system.</p>	Discussion of dietary fat and its function in the human body.
<p>Health and Fitness 1.4 Understand the relationship of nutrition and food nutrients to physical performance and body composition.</p>	Discussion of fat's role in the body and the ramifications of excess fat intake.
<p>Health and Fitness 4.1 Analyze health and safety information.</p>	Plan a fast food meal with less than 8 grams (2 teaspoons) of saturated and trans-fat.
<p>Math 1.1 Understand and apply concepts and procedures from number sense.</p>	Students calculate how much solid fat is in a meal.
<p>Math 5.3 Relate mathematical concepts and procedures to real life situations.</p>	Students calculate number of teaspoons of fat in various fast foods and plan a low-fat, fast food meal.



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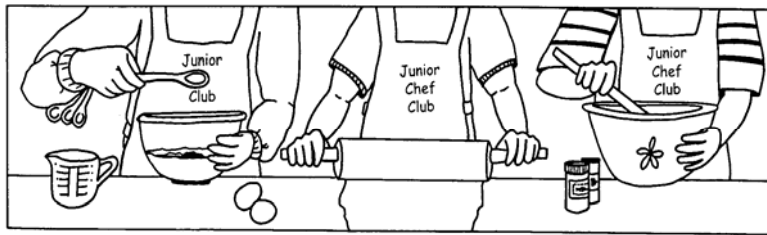
Classroom Supply List

Visual Aides

- Aprons with picture cards of fast foods
- Magnetic clip fast food posters
- MyPyramid** poster with movable parts, “Go,” “Glow,” and “Grow” cards
- Oils Gradient Poster
- Cardboard food models, labels of foods high in saturated or trans-fats (meat, chicken, shortening, whole milk, bakery items, fried foods)
- Cardboard food models, labels of foods with healthy fats (oils)
- Clogged artery model
- Napkin with grease marks
- Nutrition Facts Panel poster
- Total Fat Budget Poster
- Saturated Fat Budget poster
- Fast food restaurant posters
- 12–15 fast food restaurant Nutrition Brochures

Handouts

- Lesson Script
- Objectives and EALRs sheet for teacher
- Level II Cookbook
- Students: Small paper plate for each student
- Parent newsletter
- Optional Activities:
 - Potato chip taste test
 - Writing activity
 - Fast Food Picks worksheet



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Cooking Supply List

Food Supplies

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

Oven Fries

- 6 medium potatoes
- 1 tablespoon oil

Optional: Lite Ranch Dressing

(3x recipe)

- 6 tablespoons reduced-fat mayonnaise
- 3 teaspoon cider vinegar
- 3/8 teaspoon salt
- 1½ teaspoon onion powder
- 3/4 teaspoon garlic powder
- 18 tablespoons buttermilk

Serving Supplies

- Paper plates
- Napkins
- Plastic gloves

Cooking Supplies

- Convection Oven
- Cutting board
- Knife
- 3 shallow pans/dishes
- Baking Sheets
- Mixing spoons/whisks
- Baking sheets
- Spatula/pancake turner
- Large mixing bowl
- Small mixing bowl
- Hot pads

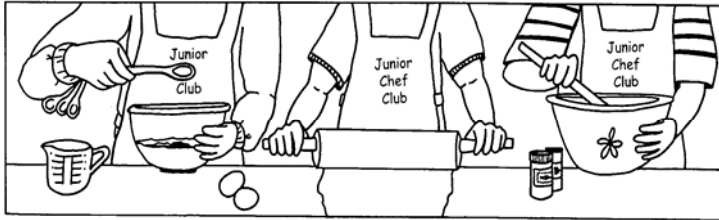
- Recipe for Cooking Table
- Teacher tips for cooking table
- Chicken Recipe for Kitchen Staff

OPTIONAL

It is recommended to NOT work with raw chicken in the classroom. Suggest that students try the recipe at home; OR see if your food service personnel could make the Chicken Toes ahead of time and bring it to the classroom. If so, here are the amounts needed to provide a sample to 25–30 students.

Crunchy Oven Baked Chicken Toes

- 2½–3 pounds chicken breast tenders
- 6 cups cornflakes cereal
- 6 cups whole-wheat bread crumbs
- 12 tablespoons brown sugar
- 6 teaspoons salt
- 3 teaspoons black pepper
- 3 teaspoons allspice
- 18 tablespoons vegetable oil
- 2 cups all-purpose flour
- 12 eggs



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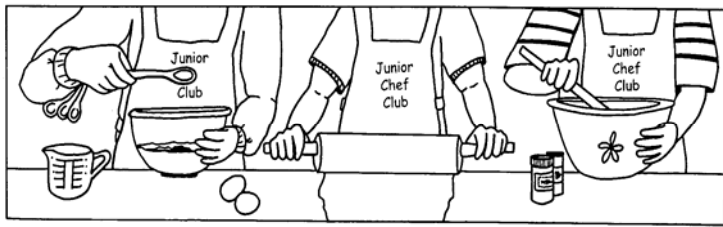


Preparation Outline

<p>Notes for Preparing Visual Aides</p>	<p>Gradient poster of Oils. Large triangle of appropriate color (yellow) for oils along with pictures of foods with healthy oils. (See Level 1, Lesson 8 for details, if needed.)</p> <p>Total Fat Budget Poster. Put 65 grams (about 16 teaspoons) of shortening in a small baggie and attach to a small poster titled Total Fat Budget.</p> <p>Solid Fat Budget Poster. Put 20 grams (5 teaspoons) of shortening in a small baggie and attach to a small poster titled Saturated Fat Budget.</p> <p>Fast Food Restaurant Posters. Three posters are included electronically. Print poster size on a plotter or print and enlarge on a copier (may need to do one section at a time). Make large enough that students can see it from the back of the room.</p> <p>Fast Food Restaurant Brochures: Before the lesson, collect several Nutrition Facts brochures from several fast food restaurants in your area. Try to have one for every two students to work on in teams.</p> <p>Potato Chip Taste Test: If doing this activity, purchase one bag of regular potato chips and one bag of baked potato chips. You will also need two napkins per student. Instructions are included in the Lesson Plan.</p>
<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>

Notes to Educator: This is the next to the last lesson, so several additional things require your attention:

- 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

Set up **MyPyramid** large poster.

Greet students.

Ask two or three review questions related to last week's lesson on fruits and vitamins such as: Who completed the Daily Fruit Log this week? Who ate more fruits than usual? How did you accomplish that? What are some of the fruits you ate? Did anyone try any new fruits?

Today we're going to review what we learned last year about fats and oils to make sure you remember all about them. Then we're going to take a look at fast foods because many of them are high in fat, especially the unhealthy type of fat. We'll also get a chance to make and taste a healthier version of a favorite 'fast food' and learn how to make healthier fast food choices.

Fats and Oils

MyPyramid contains a very thin yellow triangle to represent healthy oils that we need to eat a little bit of each day. Oils are a type of fat, but not all fats are good for our health, so it's important to know the difference.

Healthy Oils

Let's start with oils. Oils are a type of fat that we need—in small amounts—for good health. We learned a little bit about healthy fats last year. Raise your hand if you remember some of the foods that have healthy oils in them. Show pictures, food models or examples of healthy oils:

- bottle of vegetable oil such as canola oil and foods that have vegetable oil in them, such as salad dressing. Light salad-dressings help ensure you don't get too much oil
- fish such as salmon or tuna (not albacore due to high mercury content)
- nuts such as walnuts
- avocados and olives

These foods give us the fat soluble vitamin E and essential fatty acids that our body cannot make—both of these help the heart to be healthier. Show artery model and explain that healthy oils help to keep arteries from becoming clogged and vitamin E helps protect the lining of the arteries.

We just need a little of these oil-rich foods each day. For instance, eating a tuna fish sandwich and a small handful of nuts and a little bit of salad dressing will give us the healthful oils we need.

Unhealthy Solid Fats

There are other types of fat called solid fats. Solid fats are the ones that can settle in arteries and clog them up. Show artery model again. Raise your hand if you remember why it's important to avoid clogged arteries. Blood carries oxygen that muscles need in order to work (including the heart muscle), and oxygen to the brain. Without oxygen, body cells cannot work.

Raise your hand if you remember the names of the solid fats we need to avoid. (Saturated fat and trans-fat) And where do we get those fats? The solid fats are found in foods such as the following (show pictures, food models or examples of):

- Meat, especially marbled meat or with fat along the edge. The white part, marbling, in the meat is solid fat.
- Chicken skin—there's a lot of solid fat right under the skin.
- Whole milk and foods made from whole milk, such as cheese and whole milk yogurt—solid fat hides in these.
- Shortening—vegetable shortening (such as Crisco).
- Foods made with shortening, such as bakery pastries (muffins, Danish, cookies, cakes, frosting, etc.), many snack foods such as chips and crackers, and many other processed or packaged foods.
- Fried foods from places like fast food restaurants, because of the ingredients they use and the type of fat they use to fry foods.

To eat less saturated fat and trans-fats, there are three things you need to know:

- How to choose foods with less of these—we'll look more at labels next week.
- How to choose foods at fast food restaurants that have less of this type of fat. We'll learn about this today.
- How to cook similar foods at home using less fat and no trans-fats. We'll find out about this one today too.

Introduce Recipe of the Day

Today we'll be cooking a food that you might find at a fast food restaurant—but with a heart healthy twist. We are going to prepare our food to be lower in fat (especially saturated and trans-fats) than what you would get at a restaurant.

Jr. Chefs Cook

Distribute Jr. Chef Cookbooks.

Read through today's recipe as a group and discuss necessary cooking skills and safety techniques. Have Jr. Chefs come up, wash their hands, put on gloves and prepare the recipe.

Explain that baking the potato wedges rather than frying them will greatly reduce the amount of fat in the food. Other methods chefs use to reduce the fat in foods include broiling, grilling, steaming, sautéing and poaching because these use little or no fat.

NOTE: In the Jr. Chef's cookbook is a recipe for "Chicken Toes." Encourage students to make this healthier version of "chicken nuggets" at home. Explain how it is much healthier because they are baked, not fried. D O NOT work with raw chicken

in class. If possible, ask the school food service personnel to prepare three recipes for students to sample.

Jr. Chefs make the Oven Fries and Lite Ranch Dressing.

Non-Cooking Student's Activities—Fast Foods Picks

So let's talk about how you can tell if a food has a lot of fat in it. Raise your hand to tell us—what does it feel like? How does it feel on your fingers, or on your lips? That's right, it feels slick on your fingers and lips. What happens to a napkin if you set a fatty or greasy food on a napkin? Yes, it leaves grease marks (show an example). Last year we also looked at the amount of fat on food labels and how amounts compared to our fat budgets. Show posters of Total Fat Budget (65 grams) and Saturated Fat Budget (20 grams).

Fat in Fast Foods

Let's look at an example of fat in fast food—here's a typical double burger with cheese and large fries:

- This is the amount of total fat in this meal—55 grams. How does that compare to your Total Fat Budget? That meal uses up about 84 percent of your Total Fat Budget for the day. Show compare to Total Fat Budget Poster.
- This is the amount of solid fat (both saturated and trans-fats combined) in this meal—28 grams of saturated and trans-fat. Is it more or less than your Saturated/Solid Fat Allowance for the entire day? Show Saturated Fat Allowance mini-poster again. A lot more, isn't it? It's about 140 percent of your Solid Fat Budget for the day. What might that do to your arteries? Leave fatty deposits in them, clogging them up

Let's take a look at the amount of fat in fast food meals. Do you think it's healthy to eat fast food every day? (No) Why not? (Too much fat, especially the saturated fat and trans-fats—and especially if you eat meals like we just saw several times a week or more) How about once in a while? (Yes, that would be alright, especially if you make heart healthy choices most of the time) Today you'll find out about fast foods that are better choices.

Visit a Fast Food Restaurant

Put Fast Food posters (included electronically) up where all students can see them (use magnetic clips to put them up on white board). Fast Food Fat posters have the following foods listed and the amount of total fat in the food. Each X equals one teaspoon (4 grams) of fat. Amounts have been rounded to be evenly divisible by 4.

<u>Burger Place</u>	<u>Grams of Fat (Rounded)</u>	<u>Teaspoons of Fat</u>
Hamburger	8	2X
Cheeseburger	12	3X
Chicken "Nuggets"(6 pieces)	16	4X
Fish Sandwich	20	5X
Large Fries	32	8X
Small Fries	12	3X
Apple Pie	12	3X

Cookies & Cream Milkshake (12 ounce)	12	4X
<u>Mexi-Fast Food</u>		
Hard or Soft Beef Taco	8	2X
Taco Salad w/ Shell	48	12X
Bean Burrito	12	3X
Mexican Pizza	32	8X
Tostado	20	5X
Cheese Quesadilla	28	7X
Pinto Beans & Cheese Side Dish	8	2X
Mexican Rice	8	2X
Cinnamon Twists	4	1X
<u>Sub Shop—6 inch sandwiches</u>		
Cold Cut Trio (6 inch)	16	4X
Tuna Salad Sandwich (6inch)	32	8X
Turkey Sandwich (6 inch)	4	1X
Ham Sandwich (6 inch)	4	1X
Potato Chips (baked)	4	1X
Bag of Chips (1 ounce)	12	3X
Cookie	16	4X

To do the activity, give each student a small paper plate. Instruct students to pretend to go to ONE of the restaurants. Instruct students to choose a meal from the restaurant of their choice by picking things from the list on the poster. Assure students that you realize that not all menu choices are on the posters, so just choose from what is on the poster. Write on their paper plate how many X's are in each food (not just "3 X's" but rather "XXX"—do an example on the board). Then write how many X's are in the total meal.

When most students are done, ask everyone who went to _____ restaurant to come up to the front of the room. Have them line up from low to high according to the total number of X's they have. Have the first student with the least amount of X's read what they chose for a meal and the total amount of X's. Then ask the class to raise their hand if they think they know what the X's stand for. Each X stands for one teaspoon of total fat. As soon as you have a student whose meal is about half of the daily total fat allowance, ask, "How does that compare to the total fat allowance for the day?" and hold up the Total Fat Budget poster again. It's about half of it, isn't it? That means you'd have to be really careful not to eat other foods high in fat the rest of the day, like chips, crackers, cookies and so on, otherwise you'll end up going over your fat budget for the day.

As you get to students at the high end, ask, "Did the meal you chose use up a little or a lot of your fat allowance?"

After everyone has shown their meal, ask if they would advise someone that it is okay to eat like this every day? (No) Very often? (No, it's better to eat these foods

just once in a while so that you'll stay healthy and strong and keep your arteries and heart in good shape—maybe once a week or less)

Note: When someone picks a milk shake (or you mention it yourself), use this as the teaching moment for drinks. These types of drinks have a lot of solid fat and a lot of sugar too. Soft drinks are high in sugar, so the best drink to have at a fast food place is either water or non/low-fat milk.

Should we eat all of our fat allowance at one meal? (Not usually) It's better to divide it up, so that you get a little bit of fat in each meal. If you do eat a high fat meal, then aim for lower fat foods the rest of the day.

Healthier Fast Food Choices

Now let's find healthier choices at these same fast food restaurants. Here's how to figure it out. Each fast food restaurant has Nutrition Facts Brochures. You usually have to ask for them, but they all should have them. This is what they look like (show examples). Or you can go to the restaurant's web site and look up nutrition information or the like, and they have their brochures posted there.

Distribute sample brochures, approximately one to every other student and let them work in pairs. Explain how to look up the total fat, saturated and trans-fat amounts. These are listed in grams. Remember from our Budget Posters that Total Fat for the day should be below 65 grams and Solid Fat for the day should be less than 20 grams. Remind students there are 4 grams of fat per teaspoon.

Especially if you or your family goes to fast food restaurants a lot, it's a good idea to choose foods that are relatively low in total and solid fat to keep your heart strong. Using the Nutrition Facts Brochure you have, I want you to come up with a meal that has less than one-third of your fat budgets. Write it on scrap paper. Make a meal that you would like to eat that has:

- 20 grams or less of total fat
- 5 grams or less solid fat (saturated and trans fat combined)

Have a few students share the meals they chose. If some choose salads with salad dressing, make sure they include the fat in the salad dressing, and check to see whether the values listed in the brochure are for the entire packet of dressing or just a portion of it.

So you see—you can still eat at fast food places with your family or friends and also keep your heart healthy. Remember:

- Eat fast food just once in a while, like once a week or less.
- Check Nutrition Facts Brochures or restaurant websites to determine lower fat foods that you like.
- Choose lower fat foods, ones that don't feel slick and greasy.
- Choose restaurants that have healthier choices, like a deli or sandwich shop that has foods that are low in fat and not fried.

Optional Activities

Potato Chip Taste Test—you'll need a bag of regular potato chips and a bag of baked potato chips. For best results, get ones without flavoring. Give each student a regular potato chip on a napkin and a baked potato chip on a separate napkin. Ask them to gently press the napkin around the potato chip (demonstrate) and hold it for a minute to see the grease mark. That shows its high in fat. Then do the same with the baked potato chip to see if you get a grease mark. Allow students to try both types of chips.

Compare and Contrast Writing Activity—have students write an essay showing how the two chips are alike and how they are different. Did they prefer one over the other? See if you can let the reader know your preference without actually saying so. Let the reader figure out your preference from the language you use.

Fast Food Worksheet—distribute worksheet and have students complete it during class if time, or during the next week.

Sampling the Food

Remind all students to wash their hands before sampling the food. Distribute food samples and let students verbally evaluate the recipe and color in the appropriate section of MyPyramid in their cookbooks.

Make the point that baking foods rather than frying them drastically reduces the amount of fat in them and makes them healthier. Baked foods will still taste good and be crunchy even though very little fat is used.

Review

Ask the students to raise their hand to respond—ask question to assure that objectives were achieved.

- Is it a good idea to eat fast food every day? (No) Why not? (Because it's high in fat, especially solid fat)
- Why is it important to not eat too much fat? (Clogs blood vessels and makes our heart sick not strong)
- What are three healthier foods you can choose when you go to a fast food restaurant? (Small burger, small fries, salad with low-fat dressing, etc.)
- How can you prepare a food so that it has less fat than frying it? (Bake, broil, grill)

Closing

- Distribute parent newsletter.
- (Optional) Send home a Parent Newsletter Evaluation Form to be returned next week.
- Collect Cookbooks.
- Remember to get a list of students' names for completion certificates.