



Baking and Sweets

CURRICULUM: ELEMENTARY SCHOOL



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UNIT CONVERSION

VOLUME:

CUP, TABLESPOON (tbsp) and TEASPOON (tsp) to MILLILITERS

1	cup	=	16	tablespoons	=	48	teaspoons	=	240	ml
3/4	cup	=	12	tablespoons	=	36	teaspoons	=	180	ml
2/3	cup	=	11	tablespoons	=	32	teaspoons	=	160	ml
1/2	cup	=	8	tablespoons	=	24	teaspoons	=	120	ml
1/3	cup	=	5	tablespoons	=	16	teaspoons	=	80	ml
1/4	cup	=	4	tablespoons	=	12	teaspoons	=	60	ml
1	ml	=	1	cm ³						
1	tablespoon	=	15	ml						
1	teaspoon	=	5	ml						

KITCHEN SAFETY



1. Wash hands with soap before cooking
2. Wash fruits and vegetables
3. Stay away from oven and blender (only adult can use these)
4. Keep your station clean (clean as you go)
5. Do not play with knives
6. "One bite rule": Taste at least one bite of every dish we make
7. Raise a hand if you want to speak up/ask question
8. Ask teacher, if you can go to the restroom

And most important one of all... Have Fun!

SUPPLIES PROVIDED

COOKING SET

1. Blender and Food Processor (handled by adults only)
2. Mixing bowl set of 4
3. Utensils set (whisk, spatula x2, can opener, measuring spoons and cups, grater, mixing spoon, first aid kit)
4. Adult Apron
5. Cutting boards x 15
6. Kids Aprons x 12
7. Lettuce Knives x 15
9. Oven Mitts
10. Clip board

OVEN SET

1. Toaster Oven (handled by adults only)
2. Oven Mitts
3. Foil muffin tins
4. Foil

CLEANING SUPPLIES

- 1.. Kitchen rags
2. Paper towels
3. Disinfecting wipes
4. Dish soap, sponge, dish brush
5. Hand soap for kids

CONDIMENTS

- 1.Salt and pepper
- 2.Honey
- 3.Olive oil
- 4.Vanilla (imitation extract)
- 5.Cinnamon
- 6.Sugar

***Replace supplies and condiments as needed. Take a note of inventory at the end of the class and purchase missing items for the next class.**

WORDS TO DESCRIBE FOOD TASTE, SMELL, OR TEXTURE

Use these to help students describe their creations at the end of the class when doing a taste test.

- Acidic – sour or sharp in taste
- Aromatic – having a distinctive smell
- Astringent – sharp in flavor
- Bitter – a sharp, sometimes unpleasant flavor
- Bittersweet – a pleasing mix of bitterness and sweetness
- Bland – lacking in flavor
- Brackish – a taste of salty water
- Buttery – having the taste of butter
- Creamy – smooth, rich texture, usually used to describe something that includes dairy
- Crumbly – the texture of food that crumbles
- Delicate – a light taste or texture
- Earthy – a flavor that reminds someone of fresh soil, usually applied to root vegetables
- Fiery – a dish that packs a spicy punch
- Flaky – usually used to describe a pastry with many layers
- Gamy – having the wild taste of game meat
- Glazed – a sticky, flavorful coating
- Honeyed – reminiscent of honey
- Luscious – having a pleasant, rich taste
- Mealy – containing meal; soft, dry, and friable
- Mellow – a gentle, smooth flavor
- Nectarous – like nectar, the drink of the gods
- Pickled – a process that gives food a briny taste
- Pungent – unpleasantly strong in taste or smell
- Plummy – having the taste, smell, or flavor of a plum
- Saccharine – overly sweet
- Savory – food that's salty or spicy, not sweet
- Silky – a smooth taste
- Tang – food with a tart taste
- Treacly – excessively sweet
- Zesty – having an invigorating flavor

CURRICULUM SCHEDULE

Week #	Dates (Mon - Fri)		Recipe 1	Recipe 2	Lesson Plan	Star Ingredient	Star Technique
	First Class		Key Lime Pie	N/A	Kitchen Safety and Fundamentals	Lime	Zesting
1	5-Sep	9-Sep	S'mores Bites	Pineapple Dip + Fruit Kebabs	Natural Sweetness	Pineapple	Skewering
2	12-Sep	16-Sep	Peach Cobbler Crumble	Blueberry & Peach Salsa	Savory and Sweet	Brown Sugar	Measuring
3	19-Sep	23-Sep	Fudgy Pumpkin Brownies	Brussel Sprout Salad	Seasonal Eating	Pumpkin	Baking
4	26-Sep	30-Sep	Cookie Dough Dip	Mango Lassi	Sweet Snacks	Mango	Blending
5	3-Oct	7-Oct	Apple Spice Cakes	Buttercream Frosting	Healthy Desserts	Apple	Frosting
6	10-Oct	14-Oct	Blueberry Muffins	Mixed Berry Parfait	Antioxidants	Blueberry	Folding
7	17-Oct	21-Oct	Apple Pie Cups	Kale Chips	Leafy Greens: Kale	Kale	Roasting
8	24-Oct	28-Oct	Chocolate Chip Cookies	Chocolate Hummus	Chocolate	Chocolate	Customization
9	31-Oct	4-Nov	Strawberry Danish	Beet Hummus	Fruits	Strawberry	Chopping
10	7-Nov	11-Nov	Banana Bread Baked Oatmeal	Banana Split Parfait	Healthy Breakfast	Banana	Layering
11	14-Nov	18-Nov	Sweet Potato Mini Pies	Cranberry-Orange Punch	Thanksgiving & Harvest	Sweet Potatoes	Mixing
12	21-Nov	25-Nov	Cinnamon Chips	Dessert Salsa	Spices	Cinnamon	Seasoning
13	28-Nov	2-Dec	Chocolate Berry Mud/Dirt Cups	Very Berry Salad	Leafy Greens: Spinach	Spinach	Zesting
14	5-Dec	9-Dec	Gingerbread Dip	Oat Milk Eggnog	Carbohydrates	Oats	Soaking
15	12-Dec	16-Dec	Carrot Cake Bites	Golden Smoothie	Vitamins	Carrot	Rolling

EQUIPMENT BY WEEK

Week #	Recipes	Oven	Blender
1	First Class: Key Lime Pie		<input checked="" type="checkbox"/>
1	S'mores Bites and Pineapple Dip and Fruit Kabobs	<input checked="" type="checkbox"/>	
2	Peach Cobbler Crumble and Blueberry Peach Salsa	<input checked="" type="checkbox"/>	
3	Fudgy Pumpkin Brownies and Brussel Sprout Salad	<input checked="" type="checkbox"/>	
4	Cookie Dough Dip and Mango Lassi		<input checked="" type="checkbox"/>
5	Apple Spice Cakes and Buttercream Frosting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	Blueberry Muffins and Mixed Berry Parfait	<input checked="" type="checkbox"/>	
7	Apple Pie Cups and Kale Chips	<input checked="" type="checkbox"/>	
8	Chocolate Chip Cookies and Chocolate Hummus	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
9	Strawberry Danish and Beet Hummus	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
10	Banana Bread Baked Oatmeal and Banana Split Parfait	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
11	Sweet Potato Mini Pies and Cranberry Orange Punch	<input checked="" type="checkbox"/>	
12	Cinnamon Chips and Dessert Salsa	<input checked="" type="checkbox"/>	
13	Avocado Mousse Dirt Cups and Very Berry Salad		<input checked="" type="checkbox"/>
14	Gingerbread Dip and Oatmilk Eggnog		<input checked="" type="checkbox"/>
15	Carrot Cake Bites and Golden Smoothie		<input checked="" type="checkbox"/>

Use these to help teach students about knife safety and proper knife techniques



SAFETY HOLDING A KNIFE

Three important rules to teach children:

- **Grip.** Hold the knife properly. Hold the knife with your dominant hand (the hand you write with). Pinch the blade right above the handle and rest the knuckles of your pointer finger on the back of the knife.
- **Do the chef stance.** Stand on a steady surface with feet shoulder width apart. Make sure your hips are at counter height. Wear close toed shoes that are non-slip. Create an X with the tip of the knife and your claw hand. Elbows out.
- **Claw.** The hand that is holding the food should look like a bear claw – fingers curled with thumb in. This protects your fingers in case the knife slips.
- **Eyes.** Keep eyes on the knife at all times. Remind your child that if their eyes wander then they should stop cutting and place the knife carefully on the cutting board.

PRACTICE KNIFE SKILLS

Before practicing knife skills there are a few tips to discuss with your kids. These tips will help them successfully cut a piece of food while remaining safe.

- **The knife is stuck.** Tell kids to pretend the tip of the knife is stuck to the cutting board.
- **Rocking the boat technique (aka rock the blade).** When cutting, the blade should move in a rocking motion to saw through the food.
- **Lay food flat.** Round items like cucumbers and bananas should be cut in half lengthwise to lay on their flat side for safe cutting.
- **Move hand to coarsely chop.** Small pieces like garlic or herbs should be chopped by rocking the knife across the food while your hand lays flat on top of the knife.

Now you are ready to work on your recipes and do some chopping and dicing like a pro.

MEASURING TIPS

Use these to help teach students about measuring different ingredients



MEASURING DRY INGREDIENTS



MEASURING BROWN SUGAR



MEASURING LIQUIDS



MEASURING YOGURT



MEASURING HONEY HACK

MEASURING

- Means using a utensil to portion out a specific amount of an ingredient before adding to a recipe.
- Measuring tools include measuring cups (dry and liquid), measuring spoons, scales.
- Measuring properly ensures that your recipe will taste good and cook correctly!

MEASURING DRY INGREDIENTS (FLOUR, SUGAR ETC)

- Always use a dry measuring cup for these ingredients!
- Spoon into measuring cup from container.
- Level off any excess with the backside of a butter knife.

MEASURING BROWN SUGAR

- Spoon the brown sugar into a measuring cup.
- Pack down the top.
- You know you've done it right when you dump the brown sugar out and it keeps the shape of the measuring cup.

MEASURING BUTTER

- Butter and margarine are solid fats, and need to be measured using a dry measuring cup. Press the fat into the measuring cup and level the top, using a spoon or rubber spatula.
- If you are using stick butter or margarine, explain that one normal size stick equals $\frac{1}{2}$ cup. The sticks also have handy lines that mark each 1 tablespoon.

MEASURING LIQUIDS

- Set the liquid measuring cup on the counter.
- Bend down so your eyes are level with the measuring cup. Pour the liquid into the measuring cup until it hits the line that matches the amount you want to measure.

MEASURING SOUR CREAM, PEANUT BUTTER, YOGURT

- Thick ingredients, such as sour cream, need to be measured in a dry measuring cup.
- Spoon into a dry measuring cup, making sure there aren't any air pockets in the cup.
- Level off with the back of a butter knife.

MEASURING HONEY HACK

- Oil the utensil before measuring—the honey will slide out cleanly



DID YOU KNOW?

A true key lime pie is actually pale yellow in color rather than the bright green color we more commonly see!

DID YOU KNOW?

Citrus fruits are a good source of vitamin C



MINI KEY LIME PIE

Serving Size: 12 cups, 1 per student

Ingredients:

Crust

- 1 sleeve graham crackers (NUT FREE)
- 4 tbsp. unsalted butter, melted

Filling:

- 12 oz cream cheese, room temperature
- 1/3 cup and 1 tbsp sugar
- 1 tsp. vanilla extract
- 2 key limes: zest and 3 tbsp juice
- 1 ½ cup whipping cream
- Graham cracker crumbs for garnish
- 10 cups for serving
- 5 small ziplock bags

***Check Supplies Provided page to see what is already in the bin**

PREP BEFORE CLASS:

Set oven to a low temperature; place butter and cream cheese in two separate bowls to soften on top of the oven. If using metal bowls, place inside oven. Wash limes.

Directions:

Crust:

1. Divide graham crackers evenly between ziplock bags and have students crush them. Add crumbs into bowl, and spoon 1 tbsp crumbs into each student's cup. Add tsp melted butter. Have students mix well and set aside.

Filling:

1. Have students zest two limes and then juice the limes into bowl.
2. Add 1 cup whipping cream, vanilla extract and 1 tbsp. of sugar to the food processor and blend until whipped.
3. Have students take turns measuring and mixing together cream cheese, 1/3 cup sugar, 3 tbsp. lime juice, and zest until well combined. If the mixture is too lumpy, blend in the food processor until smooth.
4. Fold in ½ cup of whipping cream into the cream cheese mixture. Save the rest for garnish.

Assembly:

1. Press down graham cracker and butter mixture to form a crust. Spoon cream cheese mixture on top of graham cracker crust.
2. Garnish with extra graham cracker crumbs and whipped cream. Enjoy!

FIRST CLASS: KITCHEN SAFETY

OBJECTIVES

- Understand iCook's core rules of kitchen safety
- Explain the process of zesting as used in this recipe
- Summarize the importance of vitamin C

ICOOK RULES

1. Wash hands with soap before cooking
2. Wash fruits and vegetables
3. Stay away from oven and blender (only adult can use these)
4. Keep your station clean (clean as you go)
5. Do not play with knives
6. "One bite rule": Taste at least one bite of every dish we make
7. Raise a hand if you want to speak up/ask question
8. Ask teacher if you can go to the restroom
9. Have fun!

INTRODUCTION

🕒 5-7 min

- Introduce yourself. Share three of your favorite foods. Have student go around and share their name and their favorite food.
- Have student's raise their hands to answer the following questions:
 - Do you like cooking or baking?
 - Do you help your parents cook at home?
 - What's your favorite thing to make at home?
 - What do you do at home to be safe in the kitchen?
- Come up together with rules for the class, by guiding kids to suggest rules below. You can help them come up with rules by asking leading questions like:
 - "What was the first thing we did when we came to the class?" Washed hands. Let's have it as our number one rule. Invite kids to act up/demonstrate how they would wash hands. Etc
- Establish the nine rules to follow in the class - see sidebar for iCook rules. Make sure students understand not only the rule but why it is important.
- Ask the students to identify the ingredients from the recipe. Have them guess what we might be making today.
- Discuss fruits that are considered citrus and their benefits. Key Qs:
 - What are some examples of citrus fruits? Citrus fruits include lemon, lime, orange, and grapefruit.
 - What are the benefits of eating citrus fruits? These fruits are high in antioxidants, which fight off the "bad guys" that can cause harm to our body.

DEVELOPMENT

🕒 5-7 min

As you are completing the Key Lime Pie recipe discuss the following:

- What is the citrus fruit used in this recipe?
- What is the difference between a key lime and the typical Persian limes we might see at the store? A key lime is smaller and contains more seeds than a Persian lime. The skin of a key lime is thin and more yellow in color.

FIRST CLASS: KITCHEN SAFETY

STAR INGREDIENT: LIME

- Where did limes originate from? Southeast Asia
- Where are most limes grown currently? India is the top producer, followed by Mexico and China.
- What important nutrients are found in limes? Many nutrients are found in limes, including vitamin C, vitamin B6, vitamin A, vitamin E, folate, magnesium, and more!
- Did you know? A lime tree can grow up to 16 feet tall!
- What cuisine(s) is lime greatly used in? Both lime juice and zest are common ingredients in Mexican, Vietnamese, and Thai dishes.

DID YOU KNOW?

- The key lime pie is a staple dessert in the Florida Keys. Although everyone may have their own unique recipe, the traditional key lime pie filling contains key lime juice, sweetened condensed milk, and egg yolks. This dessert is so popular in Florida, especially the Keys, that it was declared the official Florida state pie in 2006.

DEVELOPMENT

- Discuss the Star Ingredient and Star Technique as students are zesting and juicing lime.
- What is the most common vitamin found in citrus fruits? Discuss the Cooking Pro below to describe the benefits of vitamin C.

STAR TECHNIQUE: ZESTING

- What is zesting? To grate small amounts of something, usually citrus peels, and add it to a recipe for flavor and/or color.
- What tools do you use to zest? A citrus zester or grater
- What types of food do you zest? Typically, citrus fruits like lime, lemon, and orange are most commonly used for zest.
- Why do we add fruit zest to recipes? Zesting can add a lot of flavor to a dish in a small way. It is also used as a colorful garnish on top of a dish.
- How do you know to stop zesting a certain part of a fruit? Only grate or zest the very outer skin of a citrus fruit. Do not zest, or use, the inner white portion of the peel.

COOKING PRO

- Benefits of Vitamin C: vitamin C is known as an antioxidant, which is very important for keeping our immune system strong and healthy.
- Antioxidants “fight” against the “bad guys” in our body to keep us from getting sick.
- Vitamin C also helps our body absorb iron from the food we eat. Iron is crucial for long lasting energy to get us through the day!

FIRST CLASS: KITCHEN SAFETY

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

TASTE TEST

🕒 2-3 min

- As you are ready to taste food - complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor.
- Make sure you leave the classroom the same way you found it.
- Dismiss in an orderly line and collect signatures from parents.

LESSON 1

S'MORE BITES & FRUIT KABOB

S'MORES BITES

Serving Size: 12 servings, 1 per student

Ingredients:

- 12 Graham Crackers (NUT FREE)
- 2 oz chocolate bar (NUT FREE)
- 1 cup mini marshmallows
- 12 foil muffin tins

*Check Supplies Provided page to see what is already in the bin

PREP BEFORE CLASS:

Pre-heat oven to 350F

Directions:

1. Pass a foil muffin tin to each student. Pass equal amount of graham crackers, chocolate, and marshmallows to each student.
2. Instruct students to place a few shards of graham cracker in the bottom of their muffin tin.
3. Have students add a triangle of chocolate, and then 3-4 marshmallows.
4. Layer another graham cracker and a second triangle of chocolate.
5. Arrange muffin tins on a baking sheet.
6. Bake for 5-6 minutes, until the marshmallows are toasted and the chocolate has melted.
7. Let cool down for 1-2 minutes. Enjoy!



DID YOU KNOW?

In some parts of the world, people use the fibers inside pineapple leaves to make clothing!

PINEAPPLE DIP WITH FRUIT KABOBS

Serving Size: 12 student servings

Ingredients:

- 3 cups plain yogurt
- 1 cup finely chopped (or crushed) canned pineapple, drained
- 2 tbsp. honey
- ¼ tsp. cinnamon
- 12 large strawberries
- 2 bananas
- 24 grapes
- 12 toothpicks

*Check Supplies Provided page to see what is already in the bin

PREP BEFORE CLASS:

Wash strawberries and grapes. Cut bananas into 12 pieces.

Directions:

1. Have student add yogurt, pineapple, honey, and cinnamon in a bowl.
2. Have students mix the ingredients together.
3. Pass grapes, strawberries, banana slice, and several toothpicks to each student.
4. Instruct students to cut strawberries and bananas into slices.
5. Have students carefully slide the fruit on the stick in the desired order.
6. Dip fruit kabobs in the pineapple dip. Enjoy!



DID YOU KNOW?

Pineapples are actually berries! Every "scale" is a berry that grew together with its neighbors.

LESSON 1: NATURAL SWEETNESS

OBJECTIVES

- Understand the natural sweetness in foods
- Explain the process of skewering used in this recipe
- 1. Summarize the importance of vitamin C

STAR INGREDIENT: PINEAPPLE

- Did you know? Pineapples require a tropical environment to grow. In the U.S., pineapples are grown in Hawaii, Southern California, and Southern Florida.
- Pineapples are great for your immune system! Pineapple contains vitamin C, which helps your immune system fight off germs and heal wounds.
- Pineapples are often eaten raw and cooked, in sweet and savory foods, like on top of ice cream and on pizza!

INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today. Have they previously had all of these ingredients, or is there a new item?
- Discuss that today we are going to be making recipes that use natural sweetness.
- Natural Sweetness is an authentic source for sugar rather than processed forms of it like candy, soda, cookies, etc. Better alternatives for natural sweetness are: honey, dried fruits, fruits, and some vegetables.
- State that too much sugar consumption in general is unhealthy in the end, because it does not provide us with the vitamins and minerals that we need to function in everyday life. In fact, it makes us even more tired if we consume too much of it.
- Eating sugar in moderation is key to maintaining a healthy balance.

DEVELOPMENT

🕒 5-7 min

- As you are completing your first recipe discuss the Star Ingredient. Ask the students: How would you describe pineapple (sweet, sour, tart, juicy, yellow, rough)? How do you think baking the pineapple will affect its taste, texture, and color (have them feel and taste the pineapple before baking)
- Once you transitioned to the second recipe Pineapple Dip with Fruit Kebabs, discuss the Star Technique – Skewering.
- Me-You-Us. The teacher demonstrates how to cut fruit and then makes a kebab by skewing. Go around and make sure students are able to take part after examining the teacher.

COOKING PRO: BROMELIADS

Pineapples contain the bromelain enzyme which can break down proteins, so you can use them to tenderize meat. When you eat too much pineapple, you can feel this take place—your mouth may start to burn! Pineapple is the only edible fruit of its kind, the Bromeliads.



LESSON 1:

NATURAL SWEETNESS

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

STAR TECHNIQUE: SKEWERING

- Skewering – process of cooking and serving pieces of food on a wooden or metal skewer/pin.
- What foods can be used for skewering? A variety of foods can be used. The foods can range from fruit and vegetables, to cheese and olives, to grilled meats and seafood.
- Example: shrimp and cherry tomatoes on skewer.

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- Umami

TASTE TEST

🕒 2-3 min

- As you are ready to taste food – complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.

PEACH COBBLER CRUMBLE

Serving Size: 12 servings, 1 muffin tin per student

Ingredients:

- 4 yellow peaches
- 2 tbsp. lemon juice
- 1 tsp. lemon zest
- 3 tbsp. flour (NUT FREE)
- ¼ cup sugar
- 1 tsp. ground cinnamon

For the crumble topping

- 1 cup flour (NUT FREE)
- 2/3 cup brown sugar
- Pinch of salt
- 8 tbsp butter, diced
- ½ cup oats (NUT FREE)

PREP BEFORE CLASS:

Preheat oven to 400F, wash peaches and quarter, grease muffin tin.

Directions:

1. Have students dice peach quarters into small pieces.
2. Have students assist with tossing peaches with lemon juice and lemon zest.
3. In a small bowl, mix together 1/4 cup sugar, 3 tbsp. flour and 1 tsp ground cinnamon and toss with peaches until coated. Spoon into muffin tins.
4. Create the crumble: Have students assist in measuring out all ingredients (flour, brown sugar, salt, butter, oats) and pulse in food processor to combine.
5. Spoon topping over the fruit in each muffin tin evenly.
6. Bake for 20 minutes at 375 F
7. Cool for a few minutes and serve!



DID YOU KNOW?

People have been eating blueberries for more than 13,000 years.

BLUEBERRY & PEACH SALSA

Serving Size: 1/3 cup per student

Ingredients:

- 1 6 oz. package blueberries
- 1 yellow peach
- 1 red pepper
- 1 green onions
- 1 lime
- 12 plastic cups
- Tortilla chips (NUT FREE)
- 12 toothpicks

PREP BEFORE CLASS:

Wash blueberries, peaches, pepper, and onions. Cut into 12 equal pieces.

Directions:

1. Pass out 1 piece of peach, pepper, and green onion. Instruct the students to dice all three.
2. Divide and pass out blueberries, a small cup, and a spoon.
3. Instruct students to place blueberries, diced peaches, peppers, and green onions into the cup.
4. Cut the lime in half and juice into a bowl.
5. Bring the lime juice around to each chef station. Have students measure about ½ tsp. of lime juice to put over their salsa.
6. Instruct students to mix the salsa and enjoy with chips!

DID YOU KNOW?

In Georgia, the world's largest peach cobbler measuring 11 ft by 5 ft is made every year



LESSON 2: MEASURING

OBJECTIVES

- Define brown sugar
- Understand the process of measuring used in this recipe
- Measure various ingredients

STAR INGREDIENT: BROWN SUGAR

- Did you know? Brown Sugar can offer several health benefits by providing people with energy and acting as a tasty flavor enhancer to encourage healthier eating!
- It is sugar nonetheless so it is imperative that you do eat in moderation because too much sugar can be bad!
- Sucrose, or natural sugar, and molasses are both found naturally in sugar beets and sugar cane. Brown sugar can be made by adding molasses syrup to boiling sugar crystals that result from the sugar-refining process.



INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today. Have they previously had all of these ingredients, or is there a new item?
- Discuss the various foods that have brown sugar in them:
 - What foods have brown sugar?
 - Have you ever used brown sugar in cookies, or sprinkled it on oatmeal? Foods that include brown sugar are sweet, because brown sugar is always used as a sweetener.
- The main difference between table sugar and brown sugar is the presence of molasses, which gives brown sugar its distinct color, flavor and moisture.
- Brown sugar is not as processed as normal white sugar.
- Brown sugar is often used when baking recipes such as cookies, as it contains more moisture than white sugar.
- Brown Sugar can prevent low blood sugar! Low blood sugar is something that happens when your body's blood sugar levels drop below normal. Using Brown Sugar as a substitute is a slightly healthier alternative than regular sugar.

DEVELOPMENT

🕒 5-7 min

- As you are completing your first recipe discuss the Star Ingredient. Ask the students: How many of you all have used Brown Sugar in your day to day lives? What does it taste like? Do you prefer Brown Sugar to normal sugar?
- While preparing the Peach Cobbler Crumble, discuss the Star Technique – measuring. Explain what measuring is, what tools are used for measuring, and what types of foods are typically measured. What recipes have we used measuring for in the past?
- Give the class a demonstration on how to use various measuring cups and spoons to properly measure the ingredients (see next page and measuring techniques page at the beginning of the curriculum for more details on measuring).

LESSON 2: MEASURING

COOKING PRO

- Brown sugars can come in various forms depending on their moisture content. The types of brown sugar that people are probably most familiar with are soft light and dark brown sugar—the kinds that are commonly used in baking.

STAR TECHNIQUE: MEASURING

- Measuring means using a utensil to portion out a specific amount of an ingredient before adding to a recipe.
- What tools do you usually use to measure? Measuring cups (dry and liquid), measuring spoons, scales, and other things!
- What food do you usually measure? All ingredients can be measured!
- Why measure? Measuring properly ensures that your recipe will taste good and cook correctly!
- See Measuring page at the beginning of the guide for proper measuring techniques

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

TASTE TEST

 2-3 min

- As you are ready to taste food – complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.

FUDGY PUMPKIN BROWNIES

Serving Size: 12 servings, 1 muffin tin per student

Ingredients:

- ½ cup canned pumpkin puree
- ½ cup sun butter
- ½ tsp pure vanilla extract
- ¼ cup oat flour (make by blending ½ cup oats)
- ¼ cup mini chocolate chips (NUT FREE)
- ⅓ cup sugar
- ¼ cup cocoa powder (NUT FREE)
- ½ tsp. baking soda
- 1 cup marshmallows

PREP BEFORE CLASS:

Preheat oven to 375 degrees F. Melt the sun butter on top of the convection oven or in a microwave.

Directions:

1. Measure and whisk together pumpkin, vanilla extract, and sun butter.
2. In a separate bowl, measure and stir together all remaining ingredients, except marshmallows!
3. Pour dry ingredients into wet (not the other way around!) and stir until well combined.
4. Evenly distribute mixture between in the muffin liners
5. Bake for 11-13 minutes. Keep an eye on the oven as time may vary. It will look a little underdone, but it firms up as it cools.
6. Take out and top with marshmallows. Put back in the oven for 1-2 minutes so they melt.
7. Take out and let it cool down. Enjoy!



BRUSSELS SPROUTS SALAD

Makes 12 servings, 1/3 cup per student

Ingredients:

For the Dressing:

- ¼ cup olive oil
- ¼ cup apple cider vinegar
- 1 cloves garlic
- 1 Tbsp. honey
- ½ tsp. salt

For the Salad:

- 1 small bunch of kale
- 10 Brussels sprouts
- ¼ cup dried cranberries
- ⅓ cup shredded Parmesan cheese

DID YOU KNOW?

Brussels Sprouts are related to broccoli and cauliflower!

PREP BEFORE CLASS:

Wash Kale and Brussels sprouts.

Directions:

1. Pull the leaves from the stem of the kale.
2. Throw away the stem and thinly slice kale leaves
3. Carefully slice Brussels sprouts.
4. Combine the kale and sprouts in a bowl and add dried cranberries.

For the dressing:

1. Peel and mince the garlic
2. Add the garlic and all other ingredients into a small bowl. Whisk until well combined.
3. Pour the dressing over the salad and top with Parmesan cheese. Toss to combine.
4. Divide into 12 servings and enjoy!



LESSON 3:

SEASONAL EATING

OBJECTIVES

- ✓ Explain the health benefits of pumpkins
- ✓ Understand the process of baking
- ✓ Summarize Seasonal Eating and the various foods

STAR INGREDIENT: PUMPKIN

- What are pumpkins? Pumpkins are technically fruits, and are part of the winter squash family, Cucurbitaceae, which includes cucumbers and melons.
- How many colors of pumpkins are there? There are over 25 different varieties of pumpkin. They come in a range of colors, including red, yellow, orange, and green.
- Why are pumpkins good for us? Pumpkins contain a high amount of fiber, which is a compound that helps keep our digestive system healthy and functioning properly. Pumpkins also are rich in vitamin A, which is important for eye health, and antioxidants, which protect our bodies from cellular damage.



INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today. Have they previously had all of these ingredients, or is there a new item?
- Describe Seasonal Eating to the students:
 - Seasonal Eating is only eating various foods when it is that season. For example, in the summer, fruits and vegetables have a higher amount of Vitamin C, Vitamin A, Fiber, and potassium! These foods in this season are perfect for the hot weather to keep a healthy metabolism, immune system, and hydrated.
 - Seasonal Eating is perfect for those who are looking to take care of themselves in each of those seasons!
- Discuss the various foods that have Pumpkins in them:
 - What foods contain Pumpkins in them?
 - What does it taste like? Do you like it?

DEVELOPMENT

🕒 5-7 min

- As you are completing your first recipe discuss the Star Ingredient. Ask the students: What does it taste like? Do you like it? Why is it the color orange, do you know why?
- While preparing the Fudgy Pumpkin Brownies, discuss the Star Technique – baking. What is baking? What methods are there for baking? How do you like your food when baked, crispy or perfect? What is the perfect temperature for baking?
- Baking is very precise, thus, it is important to use exact amount of ingredients. Give the class a demonstration on how to use various measuring cups and spoons to properly measure the ingredients. See measuring page at the beginning of the guide for help.

LESSON 3: SEASONAL EATING

COOKING PRO

Baking is a method of preparing food that uses dry heat, typically in an oven, but can also be done in hot ashes, or on hot stones. The most common baked item is bread but many other types of foods can be baked.

STAR TECHNIQUE: BAKING

- Today's recipes will focus on the super fun cooking technique – Baking!
- Baking is a method of cooking food that usually uses prolonged dry heat, such as in oven, but can also be done in a microwave.
- What types of foods do you bake? Bread, cookies, cakes, meats, lasagna, vegetables and fruits.
- How do you think baking in microwave will differ than oven? A microwave will bake faster, but the oven can make foods crispy.

5 SENSES

- Sight
- Smell
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- Hearing

5 TASTES

- Salt
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- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

TASTE TEST

🕒 2-3 min

- As you are ready to taste food – complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.



DIDYOU KNOW?

Lassi is a popular Indian drink that can be savory or sweet!

MANGO LASSI

Makes 12 servings

Ingredients:

- 2 fresh mangos or 1 cup frozen mango
- ½ cups milk
- 1 cup plain nonfat yogurt
- 1 tbsp honey
- Mint leaves for garnish (optional)

PREP BEFORE CLASS:

Wash mint.

Directions:

1. If using fresh mango, slice into quarters and have students dice into small chunks
2. Measure and add all the ingredients into the blender.
3. Blend until smooth
4. Can add mint as garnish or into the lassi for a fresh flavor (only need 1-2 leaves)
5. Enjoy!

COOKIE DOUGH DIP

Serving Size: 12 servings

Ingredients:

- ½ cup unsalted butter (room temperature)
- 8 oz cream cheese (room temperature)
- 1/3 cup light brown sugar
- 1 tsp. vanilla extract
- ¾ cup chocolate chips (NUT FREE)
- 1 box graham crackers for serving (NUT FREE)

PREP BEFORE CLASS:

Pass each student a graham cracker.

Directions:

1. Use blender to beat butter and cream cheese until fluffy, about 2 minutes
2. Add in brown sugar and vanilla extract until combined
3. Fold in chocolate chips until evenly dispersed. Do not blend once chocolate chips are added!
4. Serve with graham crackers. Enjoy!



DIDYOU KNOW?

The name cookie comes from a Dutch word, Koekje, which means small or little cake.

LESSON 4: SWEET SNACKS

OBJECTIVES

- Describe different sweet snacks.
- Identify the cooking tools that are used for blending.
- Name one reason mangos are good for us.

STAR INGREDIENT: MANGO

- What are mangos? They are a smooth-skinned, kidney-shaped, tropical fruit produced by the tropical tree *Mangifera indica*.
- Where do mangos come from? Mangos grow in hot, tropical climates. Most of the mangos sold in the U.S come from Mexico, Haiti, Brazil, Ecuador, Peru, and Guatemala.
- What do they taste like? Typically, sweet if ripe, have a sweet-sour taste if unripe.
- Why are mangos good for us?
 - Vitamin A: builds healthy eyes and bones
 - Vitamin C: essential for healthy gums and teeth
 - Folate: important for brain health.
- Did you know? In India, the mango is a symbol of love, and a basket of mangos is considered a gesture of friendship.



INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes.
 - Have them guess what we might be making today.
 - Have they previously had all of these ingredients, or is there a new item?
- Discuss that today we are going to be making recipes that are sweet!
- Sweet snacks can range from fresh, frozen, to dried fruit, dark chocolate, and more! These are healthier choices than rather eating cookies, candy, cake, and others.
- Healthy eating can help our immune system stay strong and not be broken down by sugar. Nothing is wrong with eating sugar, but too much consumption of it can make you sick and tired. If you do eat sweets, try to go for snacks that are naturally sweet and don't have too many added sugars.

DEVELOPMENT

🕒 5-7 min

- Ask the class what their favorite sweet snack is. How often do they have it?
- As you are completing your Mango Lassi recipe discuss the Star Ingredient. Ask the students: Do you all know where mangos come from? What do they taste like? Have you had a mango? How do you peel a mango?
- As you are completing the Cookie Dough Dip, discuss the Star Technique. Blending is a great way to incorporate different ingredients into a healthier diet by combing them together.
- Have students add the various ingredients to the blender.

LESSON 4: SWEET SNACKS

COOKING PRO

· Making smoothies using a blender is a great way to add vegetables into your diet. Try adding vegetables to your smoothies like spinach and kale! Incorporating fruits with them as well can make the flavoring better. It also gives you an extra boost of important vitamins and minerals.

STAR TECHNIQUE: BLENDING

- What is blending? Blending is simply mixing or combining ingredients together!
- What are the benefits of blending? When you blend fruits, vs juicing them you have the fiber intact. Fiber helps keep your tummy healthy.
- What tools do you need to blend? Just a blender!
- What do we usually blend? Sauces, dips, dressings, smoothies, purees frozen desserts and more!

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

TASTE TEST

🕒 2-3 min

- As you are ready to taste food – complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.

LESSON 5

APPLE CAKE AND FROSTING

APPLE SPICE CAKES

Serving Size: 12 servings

Ingredients:

- $\frac{3}{4}$ cup all-purpose flour (NUT FREE)
- 1 tsp. baking powder
- $\frac{1}{8}$ tsp. salt
- $\frac{1}{4}$ cup applesauce
- $\frac{1}{2}$ cup sugar
- 4 tbsp or $\frac{1}{2}$ stick butter, melted
- 1 tsp. cinnamon
- 12 muffin tins

PREP BEFORE CLASS:

Preheat oven to 350 degrees. Melt butter in microwave or on top of convection oven.

Directions:

1. Have students measure the flour, baking powder, cinnamon, and salt into a bowl.
2. Have a student add applesauce and sugar into a separate bowl, whisk until well combined.
3. Have a student measure and add butter into the applesauce and sugar mixture
4. Have a student combine the dry ingredients into the wet ingredients, $\frac{1}{3}$ at a time, and then stir until *just* combined
5. Equally divide batter between muffin tins.
6. Place in the oven and cook for about 15 minutes. Keep an eye on the oven as cooking time may vary. Allow to cool for 2-3 minutes.
7. Enjoy!



BUTTERCREAM FROSTING

Makes 10-12 servings.

Ingredients:

- 4 tbsp room temperature butter
- 1 cup powdered sugar
- $\frac{1}{8}$ tsp Vanilla (optional)
- Plastic bag for piping

PREP BEFORE CLASS:

Allow butter reach room temperature.

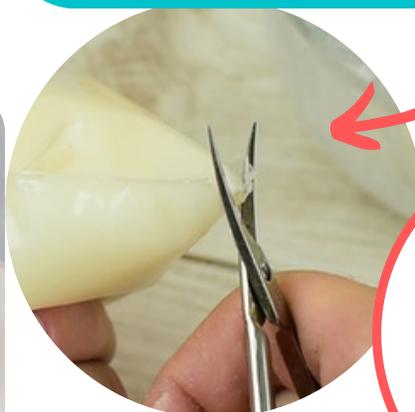
Directions:

1. Blend butter in food processor until it is smooth.
2. SLOWLY add powdered sugar, about $\frac{1}{8}$ cup at a time.
3. Once it is close to a frosting texture, add vanilla.
4. Cut SMALL hole in corner of plastic bag to pipe. Decorate your pumpkin brownies and enjoy!



DID YOU KNOW?

Applesauce makes a great substitute for oil or butter when baking.



DID YOU KNOW?

You can make frosting out of small, boiled potato, mixed with powdered sugar and vanilla.

LESSON 5: HEALTHY DESSERTS

OBJECTIVES

- Explain the importance of healthy dessert options
- Learn how to frost
- Understand the nutritional value of apples

STAR INGREDIENT: APPLES

- Where do apples come from? There are over 7500 different varieties of apples. 2500 are grown locally in the United States
- Why are apples good for us?
- Vitamin C – Helps you feel healthy and fight off illness,
- Antioxidants – substances that can slow/prevent damage to our cells
- Fiber – Digestive system: it helps you feel fuller for longer.



INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes, have them guess what we might be making today.
 - Have they previously tried all of these ingredients, or is there a new item?
- Discuss dessert foods. Key Qs:
 - Raise your hand if you normally have dessert.
 - When was the last time you had dessert and what are your favorite dessert foods?
 - Should we eat dessert every day? Balance between healthy moderation of eating dessert sometimes vs. always having unhealthy treats.
 - What might not be a good dessert? Key nutrients included to look out for: added sugars, saturated fats, excess sodium.
 - Give an example of common desserts vs. what we are making today and why it may be “better” for you.
- Key Questions for the students:
 - Who likes apples?
 - Where do apples come from? What do they taste like?
 - What dishes/foods contain apples?

DEVELOPMENT

🕒 5-7 min

- As you are completing the Apple Spice Cakes, discuss the Star Technique. Frosting means to use a frosting or cream to cover and decorate a dessert item. Frosting techniques varies for different types of desserts: think cakes vs. cupcakes vs. brownies.
- Discuss the health benefits of Apples, in the Star Ingredient. The benefits of eating apples are plentiful! They contain many important nutrients which can help with digestive health, aid in healthy weight maintenance, support heart health, they are powerful antioxidants, and they help make you feel fuller when paired with a protein (i.e Greek yogurt) or healthy fat (nut butter**)!

** In class we do not use nut butters due to allergies, so be sure to enforce this as usual. This is just an example how to create a more balanced snack using apples.

LESSON 5:

HEALTHY DESSERTS

COOKING PRO

· Making smoothies using a blender is a great way to add vegetables into your diet. Try adding vegetables to your smoothies like spinach and kale! Incorporating fruits with them as well can make the flavoring better. It also gives you an extra boost of important vitamins and minerals.

STAR TECHNIQUE: FROSTING

- Which tools do you use to frost? A butter knife, back of spoon or frosting kits
- What types of foods do you frost? Dessert foods
- Why do we want to frost ingredients in a recipe? To add to the flavor, texture and overall appearance of a dessert!
- What are we frosting in today's recipe? We are creating a buttercream frosting from scratch!

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

TASTE TEST

🕒 2-3 min

- As you are ready to taste food – complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
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- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
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CLEAN UP & DIMISSAL

🕒 5 min

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LESSON 6

MUFFINS AND PARFAIT

BLUEBERRY MUFFINS

Serving Size: 12 servings, 1 per student

Ingredients:

- 1 cup blueberries
- 1/8 cup sugar
- 1.5 cups flour, all-purpose (NUT FREE)
- 1/2 tablespoon baking powder
- 1/2 teaspoon salt
- 3/4 teaspoon cinnamon
- 1/4 cup honey
- 1/4 cup applesauce
- 3/4 cup milk
- 1/3 cup butter, melted

PREP BEFORE CLASS:

Preheat oven to 375 degrees. Have coconut oil melted.

Directions:

1. Have students combine blueberries and sugar in a small bowl. Mash gently and set aside.
2. In a large bowl add all other ingredients and stir just until combined.
3. Have a student add sugared blueberries and gently fold in. Guide them in this process.
4. Fill foil liners and then bake for 15-20 minutes or until an inserted toothpick comes out clean.
5. Serve warm! Enjoy!



DID YOU KNOW?

Parfait means 'perfect' in French

MIXED BERRY PARFAIT

Makes 12 servings, 1/3 cup per student

Ingredients:

- 4 cups vanilla Greek yogurt
- Frozen mixed berries
- 2 tbsp. honey
- 1/2 cup rolled oats (NUT FREE)
- 2 tbsp. cinnamon

Directions:

1. Measure 2 tbsp. yogurt into each individual cup.
2. Students can then add 2 tbsp mixed berries, and measure 1/2 tsp honey and a sprinkle of cinnamon on top.
3. Have students sprinkle a thin layer of oats onto the parfait.
4. Add another 2 tbsp. yogurt to each cup, and then add more oats. Encourage students to leave the parfait in layers instead of mixing.
5. Enjoy!



DID YOU KNOW?

The blueberry is one of the only fruits that is native to North America.

LESSON 6:

ANTIOXIDANTS

OBJECTIVES

- ✓ Explain antioxidants to students.
- ✓ Understand what folding is and how to
- ✓ Examine how blueberries are healthy for you

STAR TECHNIQUE – FOLDING

- Folding is a gentler mixing technique than "stirring" and "mixing." It is meant to combine two mixtures of different thickness and weight into one mixture while retaining as much of the air as possible.
- What tools are used in folding? A bowl, rubber spatula
- How to fold:
 - Add light ingredients to the heavy ingredients
 - Gently scoop the bottom of mixture over the top. That's the fold we're talking about!
 - Rotate the bowl and repeat.
 - Add more of the lighter mixture until everything is combined.

INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes.
 - Have them guess what we might be making today.
 - Have they previously had all of these ingredients, or is there a new item?
- Define what an antioxidant is:
 - There are these dangerous molecules in our bodies called free radicals. They are the bad guys of the body and they want to destroy your tissues. Antioxidants are the superheroes that fight off the free radicals to save your body!
 - They are found in many foods, including fruits and vegetables. They are healthy alternatives for food because they provide vitamin C and E.
 - Antioxidants in food can help lower risks of certain diseases.

DEVELOPMENT

🕒 5-7 min

- As you are completing the Blueberry Muffins, discuss the Star Technique.
 - Folding doesn't mean folding your clothes! Folding in cooking and baking is a gentle mixing technique used to retain as much air as possible. This technique is the key to light and fluffy desserts! Folding is done slowly and using a certain technique where you scrape the bottom of the bowl to combine the two mixtures—no aggressive stirring.
- Discuss the health benefits of blueberries, listed in the Star Ingredient.
 - Blueberries are one of the healthiest fruits around. Their dark color is because they are rich in polyphenols, which are a class of antioxidants. In fact, blueberries contain more antioxidants than any other fruit or vegetable! Do you remember what those are? Antioxidants are compounds that protect our cells from damage! Eating an antioxidant rich diet helps keep you feeling healthy.
 - Blueberries are also rich in fiber, a compound that helps keep our digestive system running smoothly. Lastly, blueberries are rich in a variety of vitamins and minerals, including vitamins A and K and manganese.

LESSON 6: ANTIOXIDANTS



STAR INGREDIENT: BLUEBERRIES

- What are blueberries? Blueberries are a type of fruit that grow on bushes and are full of antioxidants, vitamins, and minerals.
- When are blueberries usually eaten? The North American blueberry season and harvest runs from April to late September, so that is a great time to add them to your recipes!
- Why are blueberries good for us? Blueberries are rich in antioxidants, which help protect our cells from damage. They are also full of fiber, and vitamins and minerals, including vitamin C and vitamin K!

COOKING PRO

When folding be careful not to overmix! If you fold too much, you will deflate the batter, causing it to not rise properly in the oven. Fold just until combined, then call it quits.

5 SENSES

- Sight
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- Taste
- Hearing

5 TASTES

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ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
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TASTE TEST

🕒 2-3 min

- As you are ready to taste food - complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

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PARMESAN KALE CHIPS

Serving Size: 12 servings

Ingredients:

- 1 large bunch of kale (10-12 large leaves)
- Olive oil
- Salt
- 1/3 cup grated Parmesan cheese

PREP BEFORE CLASS:

Wash kale leaves. Preheat the oven to 350 degrees F. Grease a line of foil with olive oil.

Directions:

1. Pass a large leaf of kale to each student.
2. Instruct students to carefully remove and discard the hard rib from the center of each leaf cutting it out with a large knife, leaving the leaves as intact as possible.
3. Pass around olive oil and instruct students to drizzle olive oil on kale leaves and coat lightly.
4. Instruct students to sprinkle generously with salt.
5. Arrange on a baking sheet in a single layer (otherwise, they will steam).
6. Bake for 10 minutes, until crispy.
7. Take out of the oven and sprinkle lightly with Parmesan cheese and bake for another 5 minutes.
8. Cool and serve. Enjoy!



DIDYOU KNOW?

Kale has more than twice the Vitamin C of an orange!



DIDYOU KNOW?

Cinnamon comes from the bark of the cinnamon tree. It is full of antioxidants and contains minerals such as iron magnesium.

APPLE PIE CUPS

Makes 12 servings, 1/3 cup per student

Ingredients:

- 12 graham crackers (NUT FREE)
- 3 medium apples
- 1 cup applesauce
- 1/2 teaspoon of cinnamon
- 1 cup of heavy whipping cream
- 2 tbsp. sugar or honey
- 12 plastic cups for serving

PREP BEFORE CLASS:

Wash and cut apples into 12 pieces.

Directions:

1. Pass one plastic cup, one graham cracker and one piece of apple to each student.
2. Instruct students to break the graham cracker into the bottom of the cup.
3. Have students dice their apple.
4. Layer the apples on top of graham crackers.
5. Have students measure cinnamon and applesauce in a small bowl.
6. Have students help measure and add heavy whipping cream, sugar, and vanilla to the blender.
7. Whip until it has reached the consistency of whipped cream.
8. Have students top their cups with one tablespoon of applesauce and a dollop of whipped cream. Enjoy!

LESSON 7:

LEAFY GREENS: KALE

OBJECTIVES

- See the effects of roasting
- Identify different ways to roast food
- Understand the health benefits of Kale

STAR INGREDIENT: KALE

- Kale is a leafy green vegetable that we call a superfood! A superfood is a food that contains a lot of vitamins, fiber and antioxidants; all the things our bodies need to be healthy!
- Kale is a nutritional powerhouse packed with iron and antioxidants such as vitamin C, beta-carotene
- What are some ways we can add kale to our diet?
 - Smoothies
 - Salad
 - Juice
 - Sauté as a side
 - Bake as chips



INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today. Have they previously had all of these ingredients, or is there a new item?
- Have students think of other foods they have had before that contain kale. Discuss thoughts in pairs. Allow 2-5 students share with the class.
- Can you name other leafy greens? Spinach, collard greens, cabbage, beet green, bok choy, swiss chard. Leafy green vegetables are packed with important and powerful nutrients that are critical for good health, and many are available all year long.

DEVELOPMENT

🕒 5-7 min

- As you are completing the Kale Chips, discuss the Star Technique. Roasting goes hand in hand with seasoning! That's what roasting is primarily used for, making the flavors in various food taste a lot better by enhancing their flavor.
- Discuss the importance of seasoning. Why do we season our foods? To enhance the taste of food! We always think of salt as our go-to when a meal tastes too bland. What would happen if we don't season our foods? We all enjoy flavors! If you don't season your food your meal might taste bland.
- Discuss the health benefits of Kale, in the Star Ingredient. Why are the 3 nutrients in kale (vitamin C, fiber, and antioxidants) good for us?
 - Vitamin C helps you fight off illness by boosting your immune system.
 - Fiber helps you feel full for longer and keeps your digestive system healthy.
 - Antioxidants remove bad toxins from our body. Oxidants are the villains and antioxidants are the superheroes!

LESSON 7:

LEAFY GREENS: KALE

COOKING PRO

- Roasting uses the same technique as Baking! However, roasting uses higher temperatures for thicker, tougher foods.
- The higher heat means you can easily get a flavorful brown, crispy look on food like fatty meats and potatoes!

STAR TECHNIQUE: ROASTING

- Roasting is mainly used to cook foods like meat, potatoes, chicken, and vegetables.
- What tools are needed to roast? Oven and a roasting pan (which holds any liquid created during roasting)
- When roasting, your food has to be evenly cooked on all sides with temperatures of at least 300 F.
- With this technique you are able to enhance the flavor exponentially, because the flavor then rises to the surface.

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

TASTE TEST

🕒 2-3 min

- As you are ready to taste food - complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.

WHITE CHOCOLATE COOKIES

Serving Size: 12 servings

Ingredients:

- 1 cup flour (NUT FREE)
- 1 tsp. baking powder
- ½ tsp. baking soda
- ¼ cup sugar
- ½ tsp. salt
- 1/3 cup honey
- 1 tsp. vanilla
- ¼ cup olive or canola oil
- 1/3 cup dried sweetened cranberries
- ½ cup white chocolate chips (NUT FREE)

PREP BEFORE CLASS:

Preheat oven to 350. Line baking sheet with parchment paper.

Directions:

1. Have a few students measure out flour, baking powder, baking soda, sugar, and salt, into a bowl. Use a fork to mix.
2. In a separate bowl, have another student combine honey, vanilla, and oil until combined.
3. Have another student add the wet mixture to the dry mixture and stir only once or twice.
4. Have a few students measure the white chocolate chips and cranberries and stir into the mixture until combined.
5. Let students assist in scooping out 12 uniform cookies and place on baking sheet.
6. Use hands to flatten cookies down before baking.
7. Bake for 11 minutes until golden.
8. Let cool and enjoy!



DID YOU KNOW?

Chickpeas were first cultivated in the Middle East 9000 years ago! Chickpeas are also called Garbanzo beans.

CHOCOLATE HUMMUS

Makes 12 servings, 1/3 cup per student

Ingredients:

- 1 16 oz can cooked chickpeas
- 1/4 cup cocoa powder (NUT FREE)
- ½ cup semi-sweet chocolate chips (NUT FREE)
- 1/3 cup maple syrup
- ½ tsp salt
- 1 tbsp vanilla extract
- ¼ cup water
- 2 apples

PREP BEFORE CLASS:

Open the chickpeas, drain. Wash apples, cut into wedges.

Directions:

1. Have students take turns measuring the ingredients.
2. Add ingredients except for the water to the blender.
3. Process until completely smooth.
4. Add the water slowly and process until blended.
5. Scoop about ¼ cup of hummus on each student's plate
6. Pass around apple wedges to all students.
7. Instruct students to taste the hummus with apple. Enjoy!

DID YOU KNOW?

Cranberries were used by Native Americans as a medicine and dye for clothing!



LESSON 8: CHOCOLATE

OBJECTIVES

- ✓ Customize their own desserts
- ✓ Identify different ways we can customize food
- ✓ Understand the health benefits of chocolate

STAR INGREDIENT: CHOCOLATE

- Where does chocolate come from?
 - Chocolate comes from cocoa beans, which grew on trees in Central and South America
- Why is chocolate good for us?
 - The raw cocoa beans are really good for you, full of vitamin C and magnesium, but they're bitter. The beans also have a fair amount of caffeine in them, like coffee or tea.
- What can we do with chocolate?
 - Chocolate is bitter on its own, so when we use it in desserts, which we often do, we need to add a sweetener like sugar.
- Dark chocolate is more bitter, while milk chocolate has more sugar and milk, so it is sweeter.

INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today. Have they previously had all of these ingredients, or is there a new item?
- Key Questions for the students: How many of you guys like chocolate? Almost everyone loves it! What are some desserts that you know that have chocolate in them? Do you guys know the health benefits in chocolate? Why is it good for us? What's your favorite type of chocolate?

DEVELOPMENT

🕒 5-7 min

- As you are completing the Chocolate Chip Cookies, discuss the Star Technique. Customization opens up a lot of opportunities for students to express their creativity on their own using either topping, flavor bases, and more!
- Discuss the health benefits of Chocolate, in the Star Ingredient. The three benefits from eating chocolate are lowering cholesterol levels, preventing cognitive decline, and reducing the risk of cardiovascular problems.
- The next time you eat a piece of chocolate you shouldn't feel guilty about it! Even though it is seen as something that can create weight gain it does have really healthy benefits in the end!

STAR TECHNIQUE: CUSTOMIZATION

- Customization: It's when you have choices to choose various foods or toppings to place onto your entrée!
- Examples: A good example of one is a buffet, you can customize what you want on your plate and choose various foods that you would enjoy through the wide variety of foods!
- Yogurt is a perfect example of customization in the food industry. You are able to choose multiple different toppings to make a flavored masterpiece!

LESSON 8: CHOCOLATE

COOKING PRO

- Roasting uses the same technique as Baking! However roasting uses higher temperatures for thicker, tougher foods.
- The higher heat means you can easily get a flavorful brown, crispy look on food like fatty meats and potatoes!

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

TASTE TEST

🕒 2-3 min

- As you are ready to taste food – complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.

LESSON 9

DANISH AND BEET HUMMUS

STRAWBERRY DANISH

Serving Size: 12 servings,

Ingredients:

- 1 Pint strawberries
- 2 tbsp lemon juice
- 3 tbsp sugar
- 8 oz cream cheese
- 2 tsp vanilla
- ¼ cup sugar
- 1 can Pillsbury Crescent Rolls (NUT FREE)

PREP BEFORE CLASS:

Wash Strawberries. Open Crescent rolls. Preheat oven to 375 F. Grease foil lined baking tray with olive oil.

Directions:

1. Pass strawberries to students and have them chop finely.
2. Collect strawberries and have students help measure and add lemon juice and sugar into a bowl and mix together.
3. Pass 1 triangle of dough per student.
4. Have students form the dough into a circle.
5. Have students help measure and add cream cheese, sugar, and vanilla to the blender. Blend until smooth. Pour mixture into a medium bowl.
6. Pass a bowl with cream cheese mixture first and instruct the students to scoop 1-2 tbsp of the filling to each student's dough round.
7. Pass around the bowl with the strawberry mixture and have students spoon a dollop onto the cream cheese mixture.
8. Collect and bake for 8-12 minutes. Keep an eye on the Danish to make sure it doesn't burn.
9. Let cool for 2-3 minutes. Enjoy!



BEET HUMMUS

Makes 12 servings, ¼ cup per student

Ingredients:

- 1 15oz can chickpeas
- 8 oz or ½ 15oz can beets
- zest of 1 large lemon
- juice of ½ lemon
- 2 tbsp tahini
- 2 tbsp olive oil
- 1 garlic clove
- ½ tbsp salt
- 2 tbsp water
- ½ bag pita chips for dipping (NUT FREE)

DID YOU KNOW?

Beets are great for a healthy heart!

PREP BEFORE CLASS:

Open cans of chickpeas and beets.

Directions:

1. Have kids measure ingredients and adding them to the blender in this order: chickpeas, olive oil, lemon juice, water, tahini, garlic, and salt. Pulse, scraping sides down periodically, until chickpeas are pureed.
2. If the mixture is too thick, add water.
3. If beets are whole, have students help chop the beets into smaller chunks.
4. Add beets to the blender and continue to pulse until hummus is creamy and pink.
5. Scoop about ¼ cup of hummus on each student's plate and handful of pita chips. Enjoy!

OBJECTIVES

- Identify three nutrients found in strawberries
- Explain the importance of chopping ingredients
- Identify the tools used for chopping

STAR INGREDIENT: STRAWBERRIES



- What food group are strawberries in? Fruits!
- Where do strawberries come from?
 - Strawberries are native to North America
- What important nutrients are found in strawberries?
 - Strawberries are a great source of Vitamin c, folate, manganese, and potassium.
- What does Vitamin C do?
 - Vitamin C is important to our immune health and preventing other diseases
- Did you know?
 - California produces 80% of the strawberries in the US.

INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today.
- Discuss where strawberries come from. Strawberries are native to North America and were important to many Native people.
- Have students think of various recipes strawberries are used in (e.g. desserts, jams, smoothies, salads, etc.)
- Is strawberry a fruit or a vegetable? Fruit.
- What makes a fruit fruit and not a vegetable? Botanically, fruits contain seeds and come from the flower of a plant, while the rest of the plant is considered a vegetable.
- What are some of your favorite fruits?
- Why it is important to eat fruits? They contain lots of vitamins, minerals and antioxidant (do you remember what those are from prior lessons?)
 - Antioxidants are the superheroes that fight off the free radicals (bad guys) to save your body!
- Did you know that fruits of different colors contain different vitamins, that is why it is important to eat a variety of fruits and veggies.

DEVELOPMENT

🕒 5-7 min

- As you are completing the Strawberry Danish, discuss Star ingredient. Key Q's:
 - What are important nutrients are found in strawberries? What does Vitamin C do? Strawberries are rich in vitamin c, manganese, and folate. Vitamin C is essential to immune health and is important to grown and development of children.
- Talk about the different foods that contain Vitamin C. Most fruits and vegetables contain some Vitamin C as well as other trace vitamins and minerals. Eating a well a colorful plate can lead to a well-balanced diet.
- As you are getting your ingredients ready, discuss the Star Technique. Ask students to identify one food in either recipe that requires chopping. Ask them why it is important to chop some ingredients before we cook them. We chop ingredients to cook things more evenly and to have more consistency while cooking.

LESSON 9:

FRUITS

COOKING PRO

- Oat is a general term to describe various different types of oats. There are 4 different types of oats: Old Fashioned, Quick Cook, Steel Cut and Instant.
- For crunchy & chewy texture cookies use rolled or old-fashioned oats!

STAR TECHNIQUE: CHOPPING

- Chopping means to cut something into small pieces.
- What tools do you usually use to chop? A knife and cutting board.
- What food do you usually chop? All sorts: fruits, veggies, garlic, onion, etc.
- What do you think we will be chopping or dicing today? Strawberries and Beets

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

TASTE TEST

🕒 2-3 min

- As you are ready to taste food – complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.

BAKED BANANA BREAD OATMEAL

Serving Size: 12 servings

Ingredients:

- 2 cups old fashion oats (NUT FREE)
- 1/3 cup brown sugar
- 1 tsp baking powder
- 2 tsp cinnamon
- ½ tsp salt
- 2 cups milk
- 1 cup banana mashed
- 1 tsp vanilla
- 3 tbsp unsalted butter, melted
- 12 cupcake foils

PREP BEFORE CLASS:

Preheat the oven to 350 degrees F. Melt butter prior to class beginning.

Directions:

1. Have students measure out and add the oats, brown sugar, baking powder, cinnamon, and salt into a large bowl.
2. In another large bowl have students mash the banana. Then measure and whisk together milk, vanilla, and the banana.
3. Slowly have a student pour in melted butter into the (milk, banana, and vanilla mixture) whisking constantly.
4. Instruct student to add oats mixture into the wet ingredients and stir to combine.
5. Spread among baking sheet and bake for 10-12 minutes.



STRAWBERRY BANANA GREEK YOGURT PARFAIT

Serving Size: 1/3 cup per student

Ingredients:

- 2 cups of Greek yogurt
- ½ pint of strawberries
- 2 bananas
- ¼ cup honey (more for drizzling on top)
- 2 cups crisp rice cereal (NUT FREE)
- ¼ cup brown sugar
- ½ teaspoon vanilla
- 12 plastic cups and spoons for serving

PREP BEFORE CLASS:

Rinse strawberries and cut bananas into 12 pieces.

Directions:

1. Measure all the ingredients for granola: rice cereal, brown sugar, and vanilla. Mix together.
2. Pass 1-2 strawberries and 1 piece of banana to each student and instruct them to slice it.
3. Pass each student a plastic cup.
4. Collect strawberries from all the students.
5. Have students help measure and blend together honey, strawberries and Greek yogurt.
6. Pass bowl with Greek yogurt and instruct students to layer 1 tbsp in the cup.
7. Pass granola and have students layer a teaspoon of granola on top.
8. Have students layer bananas.
9. Repeat all layers 3 times and enjoy!



**DID YOU
KNOW?**

Banana plants are not trees, they are a type of herb!

LESSON 10:

HEALTHY BREAKFAST

OBJECTIVES

- ✓ Explain the importance of breakfast foods
- ✓ Examine how to layer.
- ✓ Understand why bananas are healthy

STAR INGREDIENT: BANANAS

- Where do bananas come from? Bananas are mostly grown in Africa, Latin America, the Caribbean, and the Pacific. Since they are a tropical fruit they need to be grown in tropical climates.
- Why are bananas good for us?
- Vitamin C – Helps you feel healthy and fight off illness.
- Potassium – Helps balance water in our body, and helps are our nerves in our body send signals
- Fiber – Digestive system: it helps you feel fuller for longer



COOKING PRO

- Layering ingredients are a great way to incorporate all food groups. Think about adding different ingredients into your recipes when cooking for the next time!

INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today.
 - Have they previously had all of these ingredients, or is there a new item?
- Discuss breakfast foods. Key Qs:
 - Raise your hand if you had breakfast.
 - What did you have for breakfast and your favorite breakfast foods?
 - Why eating breakfast is important? Gives you energy for the day, supplies your brain work during the day and helps with memory and concentration etc.
 - What is a good breakfast vs a bad one? Good breakfast has all three nutrients: protein, carbohydrates and fiber. Give example of each.
 - Protein: yogurt, egg, beans. Carbs: bread, cereal, fruits and veggies,
 - Fiber: fruits and veggies, whole wheat toast.
 - Bad breakfast: high in sugar and low in other nutrients: pop tarts, toaster strudels, cereal bars.
- Discuss healthy breakfast options that include all three nutrients.
- Key Questions for the students:
 - Who here likes bananas?
 - Where do bananas come from?
 - What do they taste like?
 - Why are they the color yellow, but sometimes green?
 - What foods contain bananas?

DEVELOPMENT

🕒 5-7 min

- As you are completing the Banana Split Parfait, discuss the Star Technique. Layering means adding different but complementary tastes beyond just the basic ingredients when making a dish. Food layering has become very popular with professional chefs. They go out of their way to turn a basic traditional flavor into a new complex flavor!

LESSON 10: HEALTHY BREAKFAST

STAR TECHNIQUE: LAYERING

- What is layering? It means to place ingredients on top of each other
- Which tools do you use to layer? Hands, spoon, or spatula
- What types of foods do you layer? Sandwiches, cakes, pizza, tacos, lasagna, and other desserts such as s'mores!
- Why do we want to layer ingredients in a recipe? We layer ingredients to build flavors of the dish
- What are we layering in today's recipe? We are layering ingredients in our parfait

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Partner-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

DEVELOPMENT

- Discuss the health benefits of Bananas, in the Star Ingredient. The benefits of eating Bananas plentiful! They contain many important nutrients which can moderate blood sugar levels, they help with digestive health, aid in weight loss, support heart health, they are powerful antioxidants, and they help make you feel fuller!

TASTE TEST

🕒 2-3 min

- As you are ready to taste food - complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.

LESSON 11

MINI PIES AND PUNCH

SWEET POTATO MINI PIES

Serving Size: 12 servings,

Ingredients:

Crust

- 1 sleeve graham crackers (NUT FREE)
- 4 Tbsp butter, melted
- 12 foil muffin tins

Filling

- 15 oz can sweet potato
- ¼ cup sugar
- ¾ cup milk
- 3 tbsp cornstarch
- 2 tbsp melted butter
- 1 tsp vanilla
- ½ tsp cinnamon
- 1 cup mini marshmallows

PREP BEFORE CLASS:

Preheat oven to 375F. Melt butter. Open canned sweet potatoes, drain and rinse.

Directions:

1. Distribute graham crackers and have students crush them. Put crumbs into bowl.
2. Add melted butter and mix until combined.
3. Pass out foil muffin tins to students. Have them add 1-2 tbsp. graham cracker mixture to bottom of cup. Press down lightly.
4. Have students help measure and add all filling ingredients, except marshmallows, into a blender. Blend until well combined.
5. Pass a bowl with pie filling and have students spoon about ¼ cup sweet potato mixture into each baking cup.
6. Place pies in oven and bake for 9-12 minutes.
7. Take them out and sprinkle marshmallows, put back into oven for 2-3 minutes or until golden brown. Take out and let pies cool.

DID YOU KNOW?

Adding marshmallows to sweet potatoes is an American tradition that dates back to the early 1900s, but was not done at the first Thanksgiving!



CRANBERRY-ORANGE PUNCH

Makes 12 servings, ½ cup per student

Ingredients:

- 1 5.5 oz can chilled cranberry juice
- 2 cups (16 fluid oz) chilled club soda
- 2 cups (16 fluid oz) chilled orange juice
- 1 orange
- 12 small plastic cups for serving

Directions:

1. Combine cranberry juice, soda and orange juice in a large punch bowl.
2. Have students help slicing oranges into rounds. Float in large bowl with optional cranberries.
3. Serve by ladling punch into cups using measuring cup.
4. Enjoy!



LESSON 11:

THANKSGIVING & HARVEST

OBJECTIVES

- ☑ Identify three nutrients found in sweet potatoes
- ☑ Explain the importance of sweet potatoes in a healthy, balanced diet
- ☑ Identify the tools used for mixing

STAR TECHNIQUE : MIXING

- Mixing means using a utensil to combine two or more ingredients until they become one product.
- What tools do you usually use to mix? Spoon, spatula, stand mixer, hand mixer
- What food do you usually mix? All ingredients can be mixed!
- Why mix? Incorporating different ingredients to make one product can give you a variety of different flavors and textures!

COOKING PRO

- Sweet potatoes were first grown in Central and South America but are now cultivated all over the world. North Carolina is the largest producer of sweet potatoes.
- Sweet potatoes are a starchy vegetable, but soaking them in water overnight can help remove some of the starch

INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from the recipe. Have them guess what we might be making today.
- Discuss where sweet potatoes come from. Sweet potatoes were first grown in Central and South America.
- Have students think of various ways to serve sweet potatoes (e.g fried, baked, boiled, mashed, roasted ect..).

DEVELOPMENT

🕒 5-7 min

- As you are completing the Sweet Potato Mini Pies, discuss Star ingredient. Key Q's:
 - What are important nutrients are found in sweet potatoes? Sweet potatoes are rich in Vitamin C, Manganese and B vitamins, such as B6, and Potassium. Fiber is also found in the sweet potato skin and helps maintain a healthy digestion
- Talk about the difference between sweet potatoes and yams.
 - Yams are drier and have more starch than sweet potatoes. Sometimes the grocery store calls copper skinned sweet potatoes yams, but true yams are not common in the US.
- Discuss the Star Technique, mixing. Ask students to identify one ingredient we can substitute. Give hint, allergic to milk? We can substitute the $\frac{3}{4}$ cup of milk with oat or soy milk. Mention how substitution is a great technique but can alter the taste, color, moisture of the final product.
- Then discuss what tools are usually used for mixing. Mixing the food incorporates different ingredients to make one product while giving you a variety of tastes and textures

LESSON 11: THANKSGIVING & HARVEST

STAR INGREDIENT : SWEET POTATOES

- What food group are sweet potatoes in? Vegetables!
- What part of the plant is a sweet potato? Root
- What important nutrients are found in sweet potatoes? Vitamin C, Manganese, Vitamin B6, and Potassium
- What does Potassium do? It is an essential nutrient for out heart to pump and for internal fluid balance.
- Is it better for you to eat sweet potatoes with or without the skin? Eat the skin! The skin contains many of a sweet potato's nutrients, including fiber.
- Did you know? No potatoes, white or sweet, were at the first Thanksgiving dinner

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

TASTE TEST

🕒 2-3 min

- As you are ready to taste food - complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
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- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

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THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
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CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.

LESSON 12

CHIPS AND DESSERT SALSA

CINNAMON CHIPS

Serving Size: 12 servings

Ingredients:

- 6 flour tortillas (NUT-FREE)
- 2 tbsp butter, melted
- 2 tsp sugar
- 1 tsp cinnamon

PREP BEFORE CLASS:

Melt butter. Preheat oven to 350 degrees F.

Directions:

1. Cut tortillas into 6 triangles each.
2. Drizzle with melted butter.
3. Measure cinnamon and sugar in a small bowl and then mix. Remind students to have a level measuring spoon and not heaped.
4. Sprinkle the cinnamon sugar mix all over the tortillas.
5. Bake cinnamon chips for 8-10 minutes or until crispy.
6. Keep an eye on the oven—the sugar will burn quickly!
7. Remove from oven and allow to cool.



DID YOU KNOW?

Cinnamon comes from the bark of a tree!



DESSERT SALSA

Makes 12 servings, 1/3 cup per student

Ingredients:

- 3 large strawberries
- 1 kiwi
- 3 oz canned pineapple
- 1 golden apple
- 1 lemon for juice and zest
- ½ tsp honey

DID YOU KNOW?

Kiwis are high in vitamin C, which helps fight germs!

PREP BEFORE CLASS:

Wash fruit. Peel kiwi (use a spoon to scoop out kiwi from peel). Drain canned pineapple.

Directions:

1. Divide fruit equally between students. Students will make dessert salsa on individual plates.
2. Have each student dice each fruit finely concentrating on safe knife handling and the bear claw technique. Make sure the fruit pieces are small enough to scoop!
3. Juice and zest the lemon. In a separate bowl, combine ½ tsp juice, ½ tsp zest, and the honey and whisk to make a dressing.
4. Drizzle the dressing over the fruit and toss to combine.
5. Enjoy with cinnamon chips!

OBJECTIVES

- ☑ Identify the use of seasonings
- ☑ Explain the importance of flavor balance
- ☑ Identify the different used of seasonings

STAR INGREDIENT: CINNAMON

- What is cinnamon? A seasoning from tree bark!
- What important seasonings? Having a balance of different seasonings can enhance a meal and the flavors
- What a flavor star? The flavor star is a 5 point system to find the perfect balance of sweet, savory, bitter, sour and spice
- Did you know? Most spices come from India and have come from there throughout all of history!

COOKING PRO

- Cinnamon comes from the bark of the 'true cinnamon tree'.
- Cinnamon is not initially sweet, but it does amplify sweetness. This is why we often see it paired with sweeteners like sugar in desserts!

INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today.
- Notice that one recipe used cinnamon as a spice but the other uses lemon juice and zest and honey as a flavor enhancer
- Have students think of different kind of spices that are used (e.g. pepper, oregano, rosemary, garlic powder, etc.) Discuss thoughts in pairs. Allow 2-5 students share with the class.

DEVELOPMENT

🕒 5-7 min

Continue talking about spices.

- What is a spice?
 - A spice is a seed, root, or bark, that has been dried (and usually ground up). Spices are used for flavoring, coloring and preserving different foods. People have been using spices for thousands of years
- What do you think the difference is between a spice and an herb?
 - An herb is the leave, flowers or stem of the plant, and many people prefer to use it fresh rather than dried
- Why do you think we use spices?
 - Flavor: We add spices to different recipes to add aroma and flavor to the dish. Spices can enhance the flavor of one or more ingredients and help build a "flavor profile" which is how the entire dish will taste.
 - Color: Spices can be used to add color to a dish. Turmeric is often used to add a yellow color and chili powders are used for the red color. Like herbs and flowers, people used to use different spices to color fabrics and skin.
 - Preservation: Before refrigerators, people used spices to preserve their food. Many spices have antibacterial properties, which means they can kill the bacteria that can make us sick.
 - Medicine: Some spices are used as a form of medicine. For example, ginger can help when your tummy is upset (has anyone drank ginger ale when they didn't feel good?)

STAR TECHNIQUE: SEASONING

- Today we will learn a fun cooking technique -Seasoning
- Why is seasoning important? Seasoning with different spices and flavor enhancers that can change a meal from boring or exciting!
- What types of spices are used in seasonings? Salt, pepper, oregano, basil, cumin, paprika, jalapeno, etc..
- How do you know what is the right amount of spice? Each person has a different tolerance and preference for spices. But when learning about seasonings, its best to refer to the Flavor star to find the best balance between savory, sweet, bitter, sour, and spicy.

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

DEVELOPMENT

- As you are completing the Cinnamon Chips, discuss Star ingredient. Key Q's: Where does cinnamon come from, what part of the tree is cinnamon? Cinnamon comes from Sri Lanka and south America. Cinnamon comes from the bark the bark of the 'true cinnamon tree'
- As you are doing the recipe, talk about the Star Technique, seasoning. Talk about how seasoning is important to every meal. Seasoning is important for balance of flavors and to enhance what is already in the dish. Talk about the different kinds of seasonings there are and how they can make a dish salty, sweet, spicy, or savory.

TASTE TEST

🕒 2-3 min

- As you are ready to taste food - complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.

AVOCADO CHOCOLATE MOUSSE CUPS

Makes 12 student servings, about ½ cup per student

Ingredients:

- 3 ripe avocados
- ½ cup unsweetened cocoa powder (NUT FREE)
- ¼ cup honey
- ¼ cup milk
- 2 tsp vanilla
- ½ package of Oreos (NUT FREE)
- 12 gummy worms (NUT FREE)

PREP BEFORE CLASS:

Open cookies. Pass plastic cups to each student.

Directions:

1. Have students take turn helping you measure and add avocados, cocoa powder, honey, vanilla and milk to the blender. Blend until smooth.
2. Add ¼ cup of the avocado mousse to each student's cup.
3. Pass 1-2 cookies to each student and instruct them to crumble them over the top
4. Add gummy worms sticking out of the "dirt"
5. Enjoy!



VERY BERRY SALAD

Makes 12 servings, 1/2 cup per student

Ingredients:

- 4 cups spinach
- 12 strawberries
- 1 cup blueberries
- 1 lemon
- Salt and pepper to taste
- 4 tbsp balsamic vinegar

DID YOU KNOW?

Avocado is technically a fruit!

PREP BEFORE CLASS:

Wash fresh ingredients. Divide ingredients into equal parts for all students—they will each make their own salad on their own plates.

Directions:

1. Have students place spinach leaves on their own plates.
2. Each student can then slice strawberries and add to each individual plate.
3. Distribute blueberries evenly between students, have them add to plate alongside other ingredients.
4. Have a student sprinkle salt and pepper to taste onto salad.
5. Instructor only: zest lemon over each student's salad.
6. Have students drizzle 1 tsp balsamic vinegar onto salad.
7. Each student can mix their salads on individual plates with a fork.
8. Enjoy!



LESSON 13:

LEAFY GREENS: SPINACH

OBJECTIVES

- Identify the nutrients found in spinach
- Explain the importance of zesting
- Identify the tools used for zesting

STAR INGREDIENT: SPINACH

- What food group is spinach in? Leafy vegetable!
- Where does spinach come from? Spinach originally comes from Asia but is now grown all over.
- What important nutrients are found in spinach? Spinach is a great source of iron, vitamin k, vitamin A, and folate
- What does iron do? Iron is essential to the health of our blood and transporting oxygen to all the muscles in the body.
- Did you know Spinach is mostly made of up water. When you cook down spinach, one serving will go from 2 cups raw, to 1 cup cooked.



INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today.
- Note that both recipes include oats. Discuss where does spinach grows. Spinach is native to southwest Asia and is now grown all over Asian, Europe, Africa, and North America
- Have students think of various recipes spinach is used in (e.g salads, soups, pastas, , ect..). Discuss thoughts in pairs. Allow 2-5 students share with the class.

DEVELOPMENT

🕒 5-7 min

- As you are working on Dirt Cups, discuss ways in which healthy ingredients can be hidden in desserts!
- As you are transitioning to the Very Berry Salad discuss the Star ingredient. Key Q's:
 - What are some nutrients in spinach?
 - What are some ways to cook spinach?
- Spinach is a great source of non-protein iron. Cooking it is the best way for the body to absorb and use this iron.
- Mention that a serving of spinach is different than other vegetables. One serving of raw spinach is 2 cup (1 cup cooked) compared to a normal vegetable serving being ½ cup. Ask the students how this could affect a person's fullness in a meal.
- Discuss Star technique. Key Q's:
 - What is zesting?
 - What tools do you use to zest?
 - Zesting the peel of citrus foods adds lots of flavor in a small way, without adding the liquid found in the juice. Zesting is done using a grater or a zester.
- Talk about the different used of the peel, zesting, decoration, the peel can be turned into candy. Any citrus peel can be used to zest and add extra flavor to dishes. Only zest the outer part of the peel, the white portion will taste bitter.

LESSON 13:

LEAFY GREENS: SPINACH

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

COOKING PRO

- Spinach has many varieties, Savoy, Semi-Savoy, and Flat or Smooth Leaf being the most common.
- Spinach can be enjoyed cooked or raw!

STAR TECHNIQUE : ZESTING

- What is zesting? To grate small amounts of something, usually citrus peels, and add it to a recipe for flavor.
- What tools do you use to zest? A citrus zester or grater
- What types of food do you zest? Typically, citrus fruits like lime, lemon, and orange are most used for zest.
- Why do we add fruit zest to recipes? Zesting can add a lot of flavor to a dish in a small way. It is also used as a colorful garnish on top of a dish.
- How do you know to stop zesting a certain part of a fruit? Only grate or zest the very outer skin of a citrus fruit. Do not zest, or use, the inner white portion of the peel.

TASTE TEST

🕒 2-3 min

- As you are ready to taste food – complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.

GINGERBREAD DIP

Makes 12 servings ¼ cup per student

Ingredients:

- 1 8oz package of cream cheese (softened)
- 5 oz vanilla Greek yogurt
- 1/3 cup brown sugar
- 1 tsp cinnamon
- ½ tsp ginger
- 1 cup heavy whipping cream
- 1 tbsp sugar
- 12 graham crackers (NUT FREE)

PREP BEFORE CLASS:

Pass paper plate to each student.

Directions:

1. Have students measure heavy whipping cream and sugar into the blender. Blend until thick. Be careful not to over blend or the mixture will become butter. Scoop whipped cream into a medium bowl.
2. Have students measure and add cream cheese, Greek yogurt and brown sugar into a mixing bowl.
3. Measure and add cinnamon and ginger. Pulse until well combined.
4. Scoop the cream cheese mixture in a bowl and fold in with whipped cream.
5. Place ¼ cup of gingerbread dip on student's plate and have them taste it with graham crackers.

DID YOU KNOW?

Greek Yogurt is high in calcium which helps us have strong bones!



DID YOU KNOW?

People have been eating oats for almost 9,000 years!

OAT MILK EGGNOG

Makes 12 servings, 1/3 cup per student

Ingredients:

- 1 cup of oats (NUT FREE)
- 1/2 cup sweetened condensed milk
- 3 cups of cold water
- 2 tsp cinnamon
- 1 tsp nutmeg (optional)
- 2 tsp vanilla extract
- 10 cups for serving

PREP BEFORE CLASS:

Open canned milk.

Directions:

1. Have students measure oats, water, and cinnamon into a blender. Let soak and then blend until mixed.
2. Let mixture sit until large chunks have settled to the bottom. SLOWLY pour liquid into large bowl, allowing the solids to stay on the bottom.
3. Measure and add nutmeg, vanilla, and sweetened condensed milk to the bowl and whisk until well combined.
4. Pour into small plastic cups and top with a sprinkle of cinnamon, if desired.
5. Enjoy!

LESSON 14:

CARBOHYDRATES

OBJECTIVES

- ☑ Identify three nutrients found in oats
- ☑ Explain the importance of soaking oats
- ☑ Identify the tools used for soaking

STAR INGREDIENT: OATS

- Where do oats come from? Oats are seeds that come from the Avena Sativa plant.
- What important nutrients are found in oats? Oats are high in iron, fiber and B vitamins such as Biotin.
- What does Biotin do? Is important for healthy hair, nails and skin. Many people make masks, lotions and creams out of oats.
- Why is fiber important? It is great for our tummies and digestive system.

INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today.
- Note that both recipes include oats. Discuss where oats come from. Oats come from Avena Sativa plant in the form of seeds.
- Have students think of recipes oats are used (e.g. oatmeal, cereal, granola, cookies, etc.) Allow 2-5 students share with the class.

DEVELOPMENT

🕒 5-7 min

- Explain to kids that there are three different macronutrients that all foods contain: carbohydrates, protein and fat
- Most foods contain a mixture of more than one macronutrient but are generally classified as the one they contain most of.
- Carbohydrates are our bodies' preferred source of energy, so this macronutrient should make up a lot of our diet.
- When you hear carbohydrates or carbs, many people immediately think of bread, pasta, rice and potatoes when someone says carbohydrate, and they're not wrong, but many other foods contain carbs too:
 - Bread, rice, pasta, oats, quinoa, couscous
 - Starchy vegetables (potatoes, corn and pumpkin)
 - Beans and pulses (chickpeas, baked beans, lentils)
 - Some dairy foods such as milk and yoghurt
 - Fruit
 - Sugar and honey
- Our star ingredient - Oats contains lots of carbohydrates.
- As you are starting the Oat Milk Egnog, discuss Star Ingredient.
- As you are transitioning to the Oat Milk Egnog discuss the Star Technique. Ask students to identify one ingredient we can substitute. Give hint, allergic to milk? We can substitute sweetened condensed milk with Cream of coconut. Mention how substitution is a great technique but can alter the taste, color, moisture of the final product.
- Then discuss the importance of soaking oats, it helps reduce cooking time and helps us absorb & digest the nutrients found naturally in oats.

LESSON 14: CARBOHYDRATES

COOKING PRO

- Oat is a general term to describe various different types of oats. There are 4 different types of oats: Old Fashioned, Quick Cook, Steel Cut and Instant.
- For crunchy & chewy texture cookies use rolled or old-fashioned oats!

STAR TECHNIQUE : SOAKING

- Today we will learn a fun cooking technique –Soaking!
- What is soaking? Soaking is a technique used to moisten and soften seeds.
- Why is it important? Oats (and other grains) are actually really hard to digest. Soaking helps our tummies digest and absorb the nutrients better!
- What tools are used to soak? Water, jar or mixing bowl!
- How long should you soak oats for? Ideally you want to soak oats for minimum of 12 hrs. Occasionally, you may soak for as long as possible.

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

TASTE TEST

🕒 2-3 min

- As you are ready to taste food – complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.

CARROT CAKE BITES

Serving Size: 12 servings

Ingredients:

- ¾ cup shredded carrots (not cooked) Tip: pulse baby carrots in the blender
- ½ cup raisins
- 7 dates, pitted
- ¼ cup of water
- 1 tsp vanilla extract
- 1 tsp cinnamon

Directions:

1. Blend oats in food processor until you get a fine consistency.
2. Add in raisins, pulse a few times to break them up then add carrots, vanilla and cinnamon.
3. Slowly add in dates and water.
4. Pass dough out to students, and have them roll dough into individual balls.
5. Enjoy!



DID YOU KNOW?

Dried Fruits are a great source of various vitamins and fiber. They are a great sweet alternative due to their naturally occurring sugars.



DID YOU KNOW?

Carrots are naturally sweet which makes them very appealing!

GOLD SMOOTHIE

Makes 12 servings, 1/3 cup per student

Ingredients:

- 2 cups baby carrots
- 2 cups pineapple juice
- 1 cup orange juice
- 2 tbsp. honey
- 1 cup plain Greek yogurt

Directions:

1. Blend carrots with pineapple juice until smooth.
2. Add the rest of the ingredients to your blender and blend until frothy and smooth.
3. Serve cold. Enjoy!

DID YOU KNOW?

Carrots are an excellent source of beta-carotene, and contain high amount of fiber. Beta carotene is important for eyesight and skin health.

OBJECTIVES

- Identify the nutrients found in carrots
- Explain the technique to rolling
- Identify the tools used for rolling

STAR INGREDIENT: CARROTS

- What food group are carrots in? Vegetables!
- What part of the plant is a carrot? The root.
- What important nutrients are found in carrots? Carrots are high in vitamin A (beta-carotene), biotin, and potassium.
- What does Vitamin A do? Vitamin A is essential for eye health and is essential for our "night-vision". It is also a great antioxidant
- Why is Vitamin A important? Vitamin A helps us see in the dark and prevents eye diseases
- Did you know? Carrots are made up of 88% water!.

INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today.
- Note that both recipes include carrots. Discuss where carrots come from. Carrots came from modern-day Iran and Afghanistan.
- Have students think of various recipes carrots are used in (e.g. cakes, cereal, salads, soups, etc.) Allow 2-5 students share with the class.

DEVELOPMENT

🕒 5-7 min

- Have your parents told you "eat this, it has a lot of vitamins". But what are vitamins?
 - Vitamins and minerals are both substances that are found in food. Vitamins and minerals help to support our immune systems and help us not get sick, help us grow big and strong, and help our cells and our organs do their jobs!
 - Every vitamin and mineral has a specific 'job' that help different parts of our bodies work.
- As you are completing the Gold Smoothie Recipe, discuss Star ingredient. Key Q's:
 - What are important nutrients are found in carrots? What does Vitamin A do? Carrots are a great source of biotin, potassium, and vitamin A, which comes from beta-carotene.
- Carrots come in all sorts of colors: orange, which is hit in carotenoids which gives the color; purple, which is high in anthocyanins and makes it purple; and white, which lacks both micronutrients.
- As you are transitioning to the Carrot Cake Bites discuss the Star Technique. Mention how changing the types of carrot could alter the taste, color, texture of the final product. Large pieces of carrots will make the final product crunchier, for example.
- Then discuss how to roll the cake bites. Talk about the best way to roll the bites, the best tools to use, and other types of food you can roll.

LESSON 15: VITAMINS

COOKING PRO

- Carrots come in all sorts of colors. From orange, purple, red, white, and yellow, each variety offer different micronutrients.
- Carrots can be incorporated into meals in a variety of ways: roasting, boiling, steaming, grilling, or adding to stews

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- umami

ASSESSMENT

- Use questioning and observation throughout
- Think-Pair-Share: Teacher listens to responses
- Observe children as they complete each task and skill
- Thumbs up and down to confirm understanding

STAR TECHNIQUE : ROLLING

- What is rolling? It means creating smooth ball-shaped pieces out of batter or other semi-sticky mixture like nuts, seeds, and dry fruit.
- Do you need any tools to roll ingredients? Clean hands are the best tool for the job.
- What types of foods do you roll? Batter that is solid instead of liquid, cottage cheese, nut and dry fruit mixture, energy balls, ground turkey, meatballs, etc.

TASTE TEST

🕒 2-3 min

- As you are ready to taste food - complete The 30 Second Silent Taste Test: Students will engage in mindful eating by silently tasting the first recipe for 30 seconds.
- Remind the class while they are tasting to focus on their 5 senses (see sidebar for details)
- How would you describe the dish? Use 5 tastes to describe it and or adjectives (see Words to Describe Food Taste, Smell, or Texture page at the beginning of the instructor guide)
- Repeat this for the second recipe.

THUMBS UP TEST

🕒 2 min

- Carry out the Thumb Test: Thumbs up/thumbs to the side/thumbs down.
- If time permits students can share comments.
- Key Qs: How might you change the recipes, why do/don't you like it, were there any strong flavors or textures?

CLEAN UP & DIMISSAL

🕒 5 min

- Clean up the classroom. Allocate roles such as putting scraps and left overs in the trash, creating a pile of all chopping boards and aprons, wiping down surfaces and checking the floor. Make sure you leave the classroom the same way you found it. Dismiss in an orderly line and collect signatures from parents.



*Thank you & Happy
Cooking!*

