



LESSON PLAN # 2

A CLASSROOM TOOL TO HELP PROMOTE THE MESSAGE OF HEALTHY EATING





“MAKING A LIST & CHECKING IT TWICE”

FOCUS

(Option 1) In the front of the room there will be three bags with 15 slips of paper in each bag containing the 15 ingredients for option 1, listed on the bottom of the following page. Each slip of paper will have an ingredient listed on it. Three teams of three people will be chosen to go to the front of the room.

Rules:

To be announced:

- 1) There will be 3 minutes allocated for the activity.
- 2) Groups must create three snacks.
- 3) Snacks must contain at least three ingredients.
- 4) Ingredients may be used more than once, but not more than twice.

(Check for questions and understanding before proceeding)

To get the class excited and involved, while the groups are working, do a show of hands, based on whom they think will be the winning team. At the end of the 3 minutes, approach each group and ask what the three “recipes” were. The teams will give a quick description of their snacks. The class will judge the snacks on the following criteria:

- 1) Did the group create three snacks with at least three ingredients?
- 2) Was the snack something that people would want to eat?
- 3) How creative was the snack?

At the end of the activity, the class takes a vote to see whom they would pick as the winning SNACK CREATION TEAM. The groups are then asked to sit down.

(Option 2) Three teams of three people will be chosen to go to the front of the room where there will be three bags with 12 slips of paper in each bag. Each slip of paper will have a healthy recipe listed on it (For example: Scrambled Eggs with Salsa, Yogurt Fruit Smoothie, Chicken Burger, etc). There will be three breakfast items, three lunch items, three dinner items, and three snack items. The teams will be directed to go through the contents of their bag and categorize each of the recipes into four categories: Breakfast, Lunch, Dinner, & Snack. Each recipe must have a place. At the end of the 3 minutes, the groups will have to go over their findings and explain why they chose to put each recipe in a particular category. The teacher can circulate during the three minutes. He/she can also ask the rest of the class what group they believe will best complete the task.

OBJECTIVES

- » To teach students how to find a recipe and make a grocery list
- » To get students engaged and excited about the process of finding recipes and making shopping lists
- » To raise students' awareness of making healthy choices for themselves and their families
- » To further engage students in healthy eating

EXPLANATION, MODELING, & MONITORING KNOWLEDGE

At the start of the lesson, students are placed into groups of 3-6. One group leader is chosen to later share the group's answers.

Tonight, I will be holding a dinner party at my house. There will be about 8 people in attendance, so I am going to need your help. But first, we will need to answer a few questions. Once I ask the question, your group will have one minute to come up with a response.

Students will be encouraged to work together to come up with answers to the following questions. There are no right or wrong answers. This is just a chance for the students to brainstorm as a group. There should be about 1 minute devoted to group sharing/thinking time after each question is given. When the minute is up, the teacher will go around the room to each group and document the responses on the board under each question/category (if there is no board, there can be a large sheet of paper available). Each group spokesperson will have an opportunity to add to the master list. During this time, the teacher will also direct/re-direct students as responses are given. It will also allow the teacher to further explain gathering recipes, preparing for a meal, and making a grocery list.



- 1) Where might you go to look for a recipe? *Answers might include- Cookbook, Newspaper, Magazine, Internet, Family recipe, Recipe cards, etc.*
- 2) In your opinion, what makes a recipe healthy? *Answers might include- Great ingredients, Low Fat, Low Salt, Lots of color, Low in calories, Using lean meats, High in fiber, Full of nutrients, etc.*
- 3) How do you best plan for a meal? What steps are involved? *Answers might include- Modify the recipe, Add to the recipe, Add another dish, Check the pantry or fridge, Make a list, Go to the store or farmer's market, Ask people for help, etc.*

By the end of the discussion, all of the answers will be documented on the board. Ideally, each group will have an opportunity to share all of their responses. The answers can remain posted through the remainder of the lesson.

PRACTICE

While the students are still in their groups, pass out a card with a pre-selected healthy recipe to each group, along with a pen and a piece of paper. Each of the cards will have the same recipe. **(One student will be assigned the role of the list-maker, while the other students help out with the rest of the task).**

After looking through my cookbooks, I found a great recipe for chicken. I think it will be a perfect addition to the dinner party I am having for 8 people. Your job is to read the recipe, see what items you need, and then create a grocery list that you can take with you to the store. Be sure to check how many people the recipe serves. You will need to adjust the ingredient amounts accordingly. For example, if the recipe calls for two cups of flour and it only serves 4, then you will need four cups of flour to feed 8 with this recipe.

The groups will then have 5 minutes to look at the recipe. Circulate during this time to see if each group is on task and on track. At the end of the 5 minutes, have one person from each group come up to the front of the room and share their group's findings. Ask further questions to discover if the students are incorrect or where they may have gone wrong in the process.

ENRICHMENT

Children will work independently to find a recipe that they think is healthy. There will be a variety of resources available for them. Students must find a recipe, write it down, and then create a grocery list to go with the recipe. At the end of the time, students share them with a partner.

CLOSURE

Reiterate where recipes can be found, how a grocery list is made, and why it is important to plan ahead, especially for a large group. Urge students to be more active the next time their parents are cooking. Maybe they can suggest a recipe for their parents to make, as well as make a grocery list.

MATERIALS

Three Bags
 15 slips of paper in each bag (45 total)
 12 slips of paper in each bag (36 total)
 Marker Board or Large Pieces of Paper
 Marker
 Recipe Cards (enough for small groups)
 Pens
 Paper
 Webisode on www.trueblueschools.com

IS THIS LESSON TOO COMPLICATED? Keep the basic activity the same. Instead of breaking into groups, read through a recipe together (Handouts can be given to the students ahead of time). Make a big list at the front of the room detailing what ingredients are needed to make the recipe. Discuss ways to also check at home for ingredients that may already be in the pantry.

IS THIS LESSON TOO EASY? Keep the basic activity the same. Ask students to look for recipes (independently or in small groups). After choosing a dish, students can come up with a grocery list to accommodate a set number of people. Different challenges/questions could be presented: What if the group is smaller than the normal recipe serves? What if it is bigger? What if an ingredient cannot be found? Is there a substitute? Students could also be challenged to convert some of the measurements in the recipe.

Are your students fired up for more healthy cooking lessons? Here are some additional ways to EXTEND THE LESSON:

- Create fun and interesting math lessons about measurement using cups, teaspoons, tablespoons, ounces, etc.
- Dissect a recipe. Discover ways to improve it.
- Read *Room for Ripley* by Stuart J. Murphy and illustrated by Sylvie Wickstrom or *Me and the Measure of Things* by Joan Sweeney and illustrated by Annette Cable.
- Create and decorate a recipe card with your favorite recipe.
- Help to clean out cabinets and pantries at home. Take stock of essential items.
- Find a recipe that uses cups. Convert the cups entirely into tablespoons. Now convert the tablespoons to teaspoons.
- Go on a field trip to the local grocery store.
- Help plan an entire healthy meal.

15 Ingredients for Option 1 • Wheat Bread • Honey • Peanut Butter • Carrots • Yogurt • Raisins • Almonds • Milk • Cheese • Turkey Breast • Apples • Blueberries • Crackers • Hummus

12 Meals for Option 2 • Oatmeal with Honey and Raisins • Yogurt Smoothie • Eggs with Turkey Bacon • Tuna Wrap on Whole Wheat Tortilla • Turkey Sandwich on Whole Wheat Bread • Chicken Tacos • Chicken Breast with Steamed Vegetables • Spaghetti with Tomato Sauce • Grilled Steak and Corn on the Cob • Carrots with Hummus • Apple with Peanut Butter • Crackers with Cheese

COORDINATING RECIPE FOR LESSON PLAN #2

CAJUN MEATLOAF PATTIES

Ingredients

- » ¼ cup unsalted butter
- » 2 cups finely chopped white onion (about 1 large)
- » 1 cup finely chopped green bell pepper (about 1/2 large)
- » 1 teaspoons salt
- » 1 teaspoon freshly ground pepper
- » ½ teaspoon ground cumin
- » 1-½ teaspoons cayenne pepper (ground red pepper)
- » 1 teaspoon dried thyme, crumbled (rub it between the palms of your hands)
- » 2 pounds 95% lean ground beef
- » 2 large eggs, lightly beaten in a small bowl, just until blended
- » 1 cup fine dry unseasoned breadcrumbs—Panko is fine
- » ½ cup ketchup
- » 2 teaspoons Worcestershire sauce

Makes 6 to 8 servings

Directions

Preheat the oven to 375°F.

Melt the butter in a heavy medium skillet over medium-low heat. Add the onion and pepper and stir to combine. Season with salt, peppers, thyme, and cumin. Cook until the vegetables are transparent and tender, stirring frequently – about 10 minutes.

In a large bowl, combine ground beef, beaten egg, breadcrumbs, 1/2 cup of the ketchup, and the Worcestershire sauce. Stir in sautéed onions and peppers and mix well.

Shape the meatloaf mixture into 8 large hamburger-like patties – or pack into the cups of a large 6-cup muffin tin. Arrange the shaped patties in a foil-lined baking dish. Bake 15 to 20 minutes. Drain well and serve very hot. The patties may also be cooked on top of the stove in a pre-heated, ridged grill pan, over medium-high heat, for 5 minutes per side, turning only once.

If you decide to use a muffin tin, bake the filled tin for 20 to 25 minutes. Drain well, remove mini-loaves from the tin and serve hot.

Serving Suggestion

If some of your family likes any kind of ground beef as long as it is served on a bun, don't hesitate to present these little meatloaves on hamburger buns, topped with a lovely dollop of ketchup.

Sample Recipes (from Jennifer Bushman, Kitchen Coach)

| Recipe Nutrient Analysis: | |
|---------------------------|----------------|
| Nutrient | Single Serving |
| Calories | 325.5 |
| Protein (g) | 28.3 |
| Carbohydrates (g) | 21.9 |
| Sugars (g) | 7.6 |
| Dietary Fiber (g) | 1.7 |
| Fat (g) | 13.3 |
| Saturated Fat (g)* | 7.1 |
| Trans Fat (g)* | 0.4 |
| Cholesterol (mg) | 138.2 |
| Vit-A | 12% |
| Vit-C | 34% |
| Calcium | 6% |
| Sodium (mg) | 713.1 |
| Iron (mg)* | 22% |

* indicate data totals with some values not available. This may result in an under reporting of values.

