

Students learn healthy eating and participate in weekly cook-off challenges.

WOW!: Students tell how they made their recipes and why they are healthy.

People

1 Citizen Teachers

1 Citizen Schools team leader

Materials provided

10-Week Plan

- 1 Hand washing, food safety and Kitchen Roles
- 2 Reading a Recipe, Measuring technique
- 3 MyPlate, Portion Sizes, and Knife safety
- 4 Breakfast and whole grains, Portion Sizes
- 5 Food Labels , F/V, protein
- 6 Calcium, Snacks and dairy
- 7 Putting it all together
- 8 In Class WOW! Rehearsal
- 9 In Class WOW!
- 10 Plan, Practice, and Prep for campus WOW!

Junior Iron Chef/Food and Health

WEEK 1

Introductions and Recipe Reading Apprenticeship: Power of Eating Right

21st Century Skills

1. Teamwork
2. Leadership

Learning Objectives

Apprentices will be able to:

- a. Demonstrate the 6 steps to proper hand washing.
- b. Identify and follow proper food safety procedures.
- c. Explain the role of each job in the kitchen
- d. Describe how to cook and the nutritional value of a power smoothie.

Key Connections

Students will work together to practice proper hand washing, food safety practices, and reading a recipe and following directions.

Materials Needed

- Name tags and markers
- Kitchen Role Tags
- Wipe board markers
- Rules/ Expectations Poster
- Hand washing poster
- Kitchen Lingo poster
- Recipe poster
- Tape
- Handout (Following Directions)
- Pens or pencils
- Recipes
- Recipe ingredients
- Blender
- Measuring cups and spoons
- Spatula
- Knife
- Bowl
- Small cups
- Napkins
- Hand/dish soap
- Dish cloths and Clorox wipes
- Handout: (1) handwashing?, kitchen hygiene and (2) recipe

- Educational reinforcements:

Agenda

- (10 minutes) Introduction
- (10 minutes) Pre-screen
- (10 minutes) Ritual: Jeopardy
- (5 minutes) Activity 1: Hand washing
- (5 minutes) Activity 2: Food Safety
- (10 minutes) Activity 3: Kitchen Roles
- (5 minutes) Hand washing and Kitchen Cleaning Review
- (10 minutes) Introduce Kitchen Job Descriptions
- (20 minutes) Activity 4: Following A Recipe: Prepare power smoothies
- (5 minutes) Teach Back activity

Lesson

1. Introduction

- a. As youth come in, have them fill out a name tag.
- b. Introduce Citizen School teachers, incorporating college and career path information for a Registered Dietitian and Chef.
- c. Introduce apprenticeship and discuss the basic course outline:

The apprenticeship lasts for 10 weeks. In the first 2 weeks, you will learn basic cooking skills that you will need to prepare more complicated recipes as the apprenticeship continues. Ask students to raise their hand if they like to cook. (*Good, so the first 2 weeks should be a breeze for you!*). In weeks 4-8, we will use a curriculum called "The Power of Eating Right." Each week you will do a short activity related to nutrition and then you will cook recipes in groups and eat! Also, during this time you will be sent home with the recipes we made in class. This is a great way to practice for the WOW event. In the 9th week we will have an in-class WOW event – who here watches Food Network? Has anyone seen Iron Chef? It is a cooking competition. In the WOW event, you will compete against each other in groups to cook a healthy, tasty meal. The 10th week will be our WOW presentation to the community.

- d. So we have a lot to learn for you to be expert chefs in just 10 weeks. Because we have so much to cover, it's important that we have a list of group expectations so that the class runs smoothly and we can accomplish our goals. As a group, let's come up with class expectations. Make sure that the following items are mentioned:
 - i. No outside food or drink
 - ii. No talking while others are talking
 - iii. Respect each other

- iv. Listen and follow all directions
- v. Don't touch cooking equipment without asking or getting permission
- vi. Don't play with any of the cooking equipment, especially the knives.
- vii. No cell phones
- viii. Raise your hand
- ix. No running
- x. Ask permission to leave the room

e. Go over agenda for today.

2. **Ritual: Jeopardy**

Every week we will start with a jeopardy game that goes over what we learned the week before. Since this is our first meeting, we're going to go over basic topics to find out what you already know.

Jeopardy Game Directions:

There are 2 categories ("Cooking" and "Eating") with 3 questions per category, each worth 100, 200, or 300 points. The winning team from last week will be allowed to pick the first category and point value.

Jeopardy Questions

Week 1

EATING

- 100: There are this many food groups on MyPlate (MyPyramid).
What is five?
- 200: This food group provides calcium for strong bones.
What is the milk group?
- 300: Whole wheat bread, oatmeal, and pasta are found in this food group.
What is the grains group?

COOKING

- 100: This is how many seconds you should wash your hands to get rid of germs.
What is twenty?
- 200: A set of directions you should follow in order to prepare a certain food.
What is a recipe?
- 300: This piece of equipment is used to measure liquid ingredients.
What is a measuring cup?

3. **Activity 1: Hand washing/Kitchen Cleaning Review**

What is the best way to stop the spread of germs? *Wash your hands.*

Ask class - Were there any steps left out? Did you know there are 6 steps to make sure your hands are nice and clean? *Show the 6 Steps of Hand washing poster.*

Make sure to wash your hands: When you first come into the kitchen
Anytime they get dirty or contaminated (like
after touching raw meats)
After coughing or sneezing
After touching your hair, face, or clothing

Since we are on the topic of cleaning, let's talk about how important it is to clean the kitchen. Who can think of some tips to a clean kitchen? Make sure these are mentioned:

- a. Fill sink with hot soapy water to wash dishes. Scrape excess food off dishes or pans into trash can before putting them in the hot soapy water.
- b. Use dishcloth (not paper towel) to wash dishes.
- c. It is easier to clean as you go.
- d. Once dishes are washed, thoroughly dry dishes.
- e. Clean countertops, stove, and sink.

4. **Activity 2: Food Safety**

Food safety is very important because every year 1 in 6 Americans will suffer from food borne illness. What is food borne illness? It can be lots of things, something as simple as a stomachache or headache to more serious conditions like vomiting, diarrhea, and dehydration. In JICD we will follow these 4 steps to ensure the food we prepare is safe for us and our friends to eat. Wash, separate, cook, refrigerate.

- a. **WASH** – your hands, some ingredients (like produce), and cooking surfaces, including sinks, equipment, stove top, etc. Hands **MUST** be washed when they become visibly soiled; after touching raw meat, fish and eggs; using the bathroom; coughing or sneezing; touching your hair/ face/ body/ clothes/ shoes/ backpacks; or after leaving the kitchen and returning.
- b. **SEPARATE** – keep raw food and ready-to-eat food separate from one another. Raw foods could contaminate ready-to-eat foods with harmful bacteria, this is called **cross-contamination**. Use different cutting boards for raw foods and ready to eat foods, this includes using a different container for raw meat and the same meat that is now cooked
- c. **COOK**- cook all food to the proper temperature. Use a food thermometer inserted into the thickest part of food to determine if food has been cooked to the appropriate temperature. Poultry should be cooked to 165 F and hamburgers to 160 F.
- d. **REFRIGERATE** – Do not allow leftovers to sit out on counters too long. Leftovers should be placed in shallow storage containers and put into the

fridge within 2 hours of cooking. To ensure leftovers are safe to eat, keep your refrigerator set between 35 and 40 F.

5. Activity 3: Review of Kitchen Job Descriptions

6. Activity 4: Making a recipe- Power Smoothie

Introduce Recipe: Today we are going to make power smoothies, has anyone ever made a smoothie before? Have students take turns reading recipe parts, if time.

Introduce cooking equipment and cooking terms:

- a. Can anyone tell me what this is called?

A blender, this is used to puree (which means to process the food into a liquid). Blenders can also make soups smooth and creamy in addition to making drinks. The lid should be on the top AT ALL TIMES when the blender is on! The blades at the bottom of the blender are very sharp so be careful! Blenders or food processors can also be used to mash food i.e. beans to hummus dip.

Ask students if they like the recipe and if they would make it at home. Ask students to brainstorm on how they would modify the recipe (different fruits, etc)

Have students throw away dishes and clean up area.

7. Teach Back

At the end of each class, we are going to have teach back. This is a way for you to step up and teach the group what you learned today. So, what we do is one of the instructors will say teach, the class says back, let's try it – teach, back.

- a. What are the 6 steps to washing your hands? *Warm water, apply soap, scrub hands and wrists for 20 seconds, rinse in warm water, dry hands, turn off water with paper towel.*
- b. Should you use the same cutting board for raw meat and fresh fruit, why? *No! cross contamination can make you sick.*
- c. What food groups are in power smoothies? *Protein, dairy, fruit*

WEEK 2
Reading a Recipe and Measuring Technique
Apprenticeship: Power of Eating Right

21st Century Skills

1. Teamwork
2. Leadership

Learning Objectives

Apprentices will be able to:

- a. Identify the parts of a recipe.
- b. Read and follow a recipe.
- c. Choose the correct piece of cooking equipment for a task.
- d. Cook and explain the nutritional value of banana muffins.

Key Connections

Students will continue to work together to read recipes and measure ingredients.

Materials Needed

- Name tags and markers
- Kitchen role tags
- Wipe board markers or chalk
- Rules and expectations poster
- Tape
- Photo and Video Camera
- Recipe poster
- Measuring spoons
- Measuring cups (liquid and dry)
- Mini muffin tins
- Mixing bowls
- Nonstick spray
- Recipe ingredients
- Wooden spoons
- Recipes
- Plates and napkins
- Dish soap
- Soap
- Dish cloths/ towels and Clorox wipes
- Handouts: (1) basic cooking terms and definitions (2) recipes
- Educational reinforcement

Agenda

- (5 minutes) Introduction
- (7 minutes) Ritual: Jeopardy
- (15 minutes) Activity 1: Reading a Recipe
- (10 minutes) Activity 2: Recipe demo: Measuring Dry and Liquid Ingredients
- (5 minutes) Review Kitchen Roles
- (40 minutes) Activity 3: Make banana muffins
- (7 minutes) Teach back

Lesson

1. Introduction

As youth come in, have them fill out a name tag. Have each student go around the room, state their name and what college they want to attend.

Read agenda for the day.

Review the class expectations that were drafted last week. (Have each student read an expectation). Ask students if they prepared power smoothies at home.

2. Ritual: Jeopardy

Jeopardy Questions Week 2

EATING

- 100: Tofu is in this healthy food group.
What is the Protein group?
- 200: This food group includes milk, cheese, and yogurt.
What is the dairy group?
- 300: Tofu provides our bodies with this.
What is protein/ calcium?

COOKING

- 100: This is how long you should wash your hands with warm soapy water.
What is 20 seconds?
- 200: This cooking tool is used to measure small amounts of ingredients, like spices.
What is measuring spoons?
- 300: This kitchen job prepares ingredients for the recipe by chopping, grating, mixing, beating, measuring.
Who is the line cook?

3. Activity 1: Cooking terms

- a. Each of your subjects in school has a different set of vocabulary. For example, in science we have words like hypothesis, test tube, etc. In math, we have vocabulary like multiplication, fraction, and division. Cooking is no different, there are a lot of terms and abbreviations that we need to learn in order to properly read and cook a recipe. We are going to do a short activity to learn the basic cooking terms.
- b. Distribute slips of paper to everyone. Explain to students that they may have an abbreviation, a word, or a picture on their slip. Each piece of paper has a match – a word that goes with an abbreviation, a picture that goes with a word, etc. Your mission is to find a person who has the matching card. Examples of cooking terms include:
 - i. Pot, simmer
 - ii. Sautee, pan
 - iii. Beat, whisk
 - iv. Grate, grater
 - v. Peel, peeler

4. Activity 1: Reading a recipe

Point out banana muffin recipe poster. Who has followed a recipe before? Recipes have different parts. Who can point to the title in this recipe? Who knows what an ingredient is? Where are the ingredients listed? Where are the directions listed? Where does it say how many servings the recipe makes? What does this mean? (mention serving vs portion if time allows)

Next, we will do an activity to see how well you read a recipe. Each group will receive a pack of cards (See Appendix, A-1). These cards are the steps involved in reading a recipe, but the steps are not in order. It is your job to put the steps in order. There are a couple steps that can be interchanged. Put the steps in the order you think makes the best sense. We will then compare your results with the other groups. Does everyone understand? Allow teams to work on putting cards in order. Have one group read the order and ask if others agree or have different ideas.

5. Activity 2: Recipe Demo – Measuring Dry and Liquid Ingredients

Today, you will prepare your first recipe in your cooking groups. First, let's review the recipe so that we will know what to do. You are going to prepare banana muffins.

Who remembers the 4 parts of a recipe?

- i. Recipe Title – do we want to make this dish?
- ii. Ingredients – do we have what we need to make this dish?
- iii. Directions – what do we do with the ingredients?
- iv. Serving size and Time – are we making enough food and do we have the time? Have the student volunteer read aloud the different parts of the recipe.

Before you get started, we need to make sure you know how to measure dry and liquid ingredients correctly. When you are baking, using too much or too little of an ingredient

can drastically change how a food tastes. First, let's talk about measuring dry ingredients, like flour. Dry measuring cups and measuring spoons are tools used to measure dry ingredients. Can someone tell me how to line up the measuring cups from smallest to largest? $\frac{1}{4}$ cup, $\frac{1}{3}$ cup, $\frac{1}{2}$ cup, and 1 cup.

OK, now I need a volunteer. Instruct student to spoon flour in the 1 cup measuring cup until it is slightly overflowing. Level off the cup using the flat edge of a knife to scrape off excess flour. *Demonstrate concept.*

Measuring spoons are used to measure small amounts of dry ingredients (like spices). Spices and herbs can be very strong, so a little goes a long way.

Now, let's talk about measuring liquid ingredients, like milk. Liquid measuring cups are tools used to measure liquid ingredients. You can see there are fractions of a cup marked on the side. I need another volunteer. Instruct student to measure one cup of water by slowly pouring water from a pitcher into the measuring cup and stop when the water reaches the 1 cup line. Remind students that their eyes need to be level with the cup when measuring liquids. Ask students if they notice that the surface of the water looks to be curved. This curved surface is called a meniscus and you want to match the bottom of the curve (or meniscus) to the correct line on the measuring cup.

6. Introduce Recipe and Prepare banana muffins

7. Teach back

- a. Allow students to taste muffins. Ask students if they like the muffins, what they could add to the muffins... Remind students they will start making presentations about their food and cooking techniques next class.
- b. Then Teach Back!
 - i. Who can describe how to measure dry ingredients? *Spoon ingredient in the measuring cup until it is slightly overflowing. Level off the cup using the flat edge of a knife to scrape off excess.*
 - ii. Who can describe how to measure liquid ingredients? *Slowly pour liquid into the liquid measuring cup and stop when the bottom of the meniscus of the liquid reaches the desired mark. Make sure to measure at eye level.*
 - iii. Who can name the 4 parts of a recipe? *Title, ingredients, directions, and serving size/ time*

WEEK 3

Fixin' a Healthy Plate and Knife Safety

Apprenticeship: Power of Eating Right

21st Century Skills

1. Leadership
2. Teamwork

Learning Objectives

Apprentices will be able to:

- a. Describe the components of a healthy plate.
- b. Demonstrate using 'the claw'
- c. Identify the food groups on their fajitas or tacos

Key Connections

Students will continue to work together to read recipes, use fractions and measure ingredients.

Materials Needed

- Name tags and markers
- Wipe board markers
- Masking tape
- Camera/ flip video
- Rules/ Expectations Poster
- MyPlate Poster
- Kitchen lingo/ equipment poster
- Skillets with lids
- Cutting boards
- Knives
- Spatulas
- Plates, napkins, forks
- 4 large bowls
- Measuring cups (wet and dry)
- Measuring spoons
- Dish soap
- Dish rags
- Paper towels
- Hand soap
- Clorox wipes
- Recipe
- Recipe Ingredients
- Veggie Color cards
- Handouts: (1) MyPlate, portion sizes (2) recipes
- Educational Reinforcement

Agenda

- (5 minutes) Introduction
- (8 minutes) Ritual: Jeopardy
- (20 minutes) Nutrition Lesson: MyPlate , portion sizes
- (7 minutes) Instruction: knife skills
- (40 minutes) Activity 1: Making fajitas or tacos
- (10 minutes) Teach back: (and eating)

Lesson

1. Introduction

- a. Ask them if they tried any new recipes or made any changes since last week.
- b. Read agenda
- c. Go over classroom expectations; talk briefly about **3 strikes**, you're out.

2. Ritual: Jeopardy

- a. Make sure students sit in their groups and put on name tags.
- b. Let winning team from last week pick sound maker first. Let them pick the first category/amount. Play jeopardy. Make sure to mark down which team wins.

Jeopardy Questions Week 3

EATING

- 100: This is a set of directions that should be used to prepare a food.
What is a recipe?
- 200: MyPlate has this many healthy food groups.
What is 5?
- 300: Using the same cutting board for raw meats and fresh produce could lead to this.
What is cross-contamination?

COOKING

- 100: The abbreviation "tsp" is short for this measure.
What is teaspoon?
- 200: This piece of equipment measures liquid ingredients.
What is a liquid measuring cup?
- 300: This part of a recipe tells you how much the recipe will make.
What is number of servings?

3. Nutrition Lesson

- a. Ask class to draw (or write out) what they would typically eat for lunch or dinner on their plates. It's not a quiz – no one else will see it if you don't want them to so be honest. I'm going to give you 2 minutes. Does anyone want to share what they drew?
- b. Who has seen this before (hold up MyPlate)? What is it? Why is this important (protect from disease, keep feeling good, top of game – possible plate for career connections – importance of healthy eating and school. My experience – eating unhealthy when got to college – became anemic because didn't eat balanced meals – didn't have energy to do well or have fun). Who thought about the food pyramid when they drew their plates?
- c. I don't know about you, but for me, it's hard to think about something that looks like a pyramid when I'm hungry – I think about my plate. So, what I'm passing out now is the new 'pyramid', its called MyPlate! Of course the foods might not be so separate – you might have a chicken stir fry with the chicken, vegetables and rice all mixed in together. But the proportions would be like this – $\frac{1}{4}$ grains (rice), $\frac{1}{4}$ meat and $\frac{1}{2}$ fruits and veggies. What do you think? Is it different than what you drew? How so? Did anyone's plate look similar to this?
- d. Briefly go through different food groups and talk about importance of each. Discuss the importance of balance and variety, and portion sizes.
- e. Sometimes it's really hard to eat exactly like this. Why?
- f. So, if you can eat like this picture – great! But for times when we might not have all these different foods available to us or if we are in a rush and just need to grab something quickly, it's good enough to just try and eat at least 4 food groups in a meal. This may sound hard but it's really easy. Eating like this is the best, but if you can't just try to get in at least 4 of the 5 food groups. For example, if I was making mac and cheese, how many food groups am I eating? How can I make this meal into 4 food groups? How about spaghetti? Pizza?
- g. (if time) Think about how you can change your plate to make it look like this. Anyone want to say how they'd change their plate?
- h. Any questions?

4. Instruction: Knife Skills

Today we are going to make our first recipe that requires you to use knives. You are going to chop peppers and onions for your fajitas or toppings for your tacos. Before we pass out the knives, we need to go over some knife safety rules. Has anyone ever cut themselves with a knife before?

So, what kinds of rules should we have when we are using knives?

- i. Hold the knife by the handle, never the blade.
- ii. Walk with knife pointed down at side.
- iii. If you drop a knife, jump away - do not try to catch.
- iv. Don't play with knives. If we see anyone playing around when they are using a knife, you will lose knife privileges for that week.
- v. No running with knife!

- vi. Be careful when washing knives – don't drop knife down in the dish water, always carefully hand wash and towel dry.
- vii. Use a cutting board to protect countertops.
- viii. Always cut away from your body.

Demo how to grip a chef's knife. Take whatever you are cutting into the opposite hand and curve in your fingers. This is called the "claw." The claw protects your hands from being cut because the knife only will touch your knuckles. Pass out tennis balls and allow students to practice the claw.

Demo different types of cuts with a pepper. You can cut your foods in different shapes – but you want to make them similar in size (so they will cook at the same time) and you also want to make them look pretty. Another tip, when you are cutting try to get a flat surface of the food so you can hold it with the claw.

- Demo slice: a slice is a thin piece (with 1/2 of onion)
- Demo dice: dices are small cube shapes (with the other onion half)
- Demo mince: the smallest of all cuts; take the dice and use a rocking motion with the knife to get very small pieces

5. Activity 1: Practicing Knife Skills: making fajitas v. tacos

- a. Assign rolls
- b. Wash hands
- c. Hand out toppings for group to practice cutting
 - i. Peppers
 - ii. Onions
- d. Put each topping in own bowl.
- e. Make pizza sauce.
- f. Allow each student to assemble own pizza. Encourage them to try to include as many food groups as possible.
- g. Clean areas before eating.

6. Teach back and eating

- a. Allow group to eat for first couple minutes. Talk to them about taste. How many food groups do they have? What would they do differently? How are the whole wheat tortillas? The reduced fat cheese?
- b. Teach Back!
 - i. Who can come up and show the group what fraction of your plate the different food groups should take up.
 - ii. Who can tell me the difference between chopped, diced and minced vegetables?
 - iii. Who can demonstrate the claw?

WEEK 4
Whole Grains and Breakfast
Apprenticeship: Power of Eating Right

21st Century Skills

1. Leadership
2. Teamwork

Learning Objectives

Apprentices will be able to:

- a. Describe the difference between a whole and refined grain and explain why whole grains are more nutritious.
- b. State 2 reasons why breakfast is important and identify the components of a healthy breakfast.
- c. Make French toast, whole wheat pancakes and fruit sauce.

Key Connections

Students will continue to work together to read recipes and accurately measure ingredients.

Materials Needed

- Name tags and markers
- Wipe board markers
- Rules/ expectations poster
- Kitchen equipment identification poster
- Induction burners/ griddle
- 4 pans
- 4 turning spatulas
- 4 spoons and whisks
- Mixing spoons
- 4 bowls
- Measuring cups/spoons
- Pam
- Dish cloths
- Dish soap
- Hand soap
- Paper towels
- Clorox wipes
- Plates, forks, knives, napkins
- Recipes
- Tape
- Recipe Ingredients
- Grains poster
- Handouts: (1) breakfast plate, breakfast ideas, whole grains (2) recipes

- Educational reinforcement

Agenda

- (10 minutes) Ritual: Jeopardy
- (2 minutes) Introduction and Expectations
- (10 minutes) Nutrition Lesson: Whole grains
- (5 Minutes) Activity 1: Exploring whole grains
- (8 minutes) Nutrition Lesson: Breakfast
- (45 minutes) Activity 2: Making French Toast or pancakes
- (10 minutes) Teach back and eating

Lesson

1. Introduction

- a. Ask them if they tried any new recipes or made any changes since last week.
- b. Read agenda and go over classroom expectations.

2. Ritual: Jeopardy

- a. As youth come in, have them fill out a name tag.
- b. Remember, the winning team from last week picks the first category/amount.

Jeopardy Questions

Week 4

EATING

- 100: This fraction of your plate should be vegetables in a healthy dinner.
What is 1/4?
- 200: This mineral, found in milk, helps build strong bones and teeth.
What is calcium?
- 300: Name the food groups in a pepperoni pizza.
What are grains, dairy, vegetables, and protein?

COOKING

- 100: You use this utensil to level off ingredients in a dry measuring cup.
What is a knife (or flat edged surface)?
- 200: This term is used to describe the way we should hold our hand when using a knife to avoid cutting our fingers.
What is the claw?
- 300: The term used in a recipe when it calls for vegetables cut into very, very small pieces.

What is mince?

3. Nutrition Lesson: Whole grains

Show a piece of bread. Ask what food group it belongs to. (grain). Who remembers what the grain group gives our bodies. (energy) Who remembers how much of our plate should be grains at lunch and dinner? (1/4)

What are some other foods in the grain group?

What do all these foods have in common? What part of the plant are they from?

All foods in the grains group are made from seeds. Go over grain poster.

What is a whole grain? Show poster. Why important? (bran has all the vitamins and fiber). Do white bread/brown bread activity. (Talk about how it acts like a sponge, keeps full longer, etc.)

4. Activity 1: Exploring whole grains

Let's look at the difference between white bread and wheat bread by doing an experiment. Ask for 2 student volunteers. Give one person a slice of white bread and the other a slice of wheat bread. We're going to see what happens when we soak the bread in water (this is a lot like when we eat bread and it's in our stomach.) Instruct students to place either the white or wheat bread in the water for 2 minutes (have a student be a time keeper). Then, you are going to pull your bread out with this spoon and put it on the plate and we're going to see if there is any difference between the breads. Let each student touch the two different types of bread. Talk about how wheat bread will keep full longer (doesn't break down as fast). Which bread will act like a sponge? The fiber in the wheat bread acts like a sponge to pull out the bad fats.

So, I have a question for you all. If grains give you energy, what meal do you think it's really important to make sure you eat your grains? (Breakfast).

5. Introduce Recipe/Breakfast Lesson

Ask for a show of hands which students ate breakfast this AM. Tell students that today we are going to make French toast and pancakes, but first we are going to talk a little about the importance of eating breakfast.

Last week, we discussed MyPlate. Can anyone remember how much of our plate should be made up of grains at lunch and dinner? ($\frac{1}{4}$). Now, we will talk about the different parts of a healthy breakfast plate. Can anyone guess how much of your breakfast plate should contain grains? ($\frac{1}{2}$). Why is there a difference? (*Breakfast literally means to break a fast, so our bodies need the extra energy from grains to get us going in the morning.*)

Ask students to name the other components of a healthy breakfast plate. Notice that $\frac{1}{4}$ of our plate should be fruit or 100% fruit juice. Remember fruits and vegetables give your body important vitamins and minerals, like vitamin C. We should have a serving from the milk group to give our bodies calcium for strong bones. If you decide to have extra protein, you could have $\frac{1}{4}$ of your plate filled with meat or meat alternatives, like beans, eggs, or peanut butter.

How many food groups are in French toast? *3 food groups: bread (grains), eggs (protein), and milk (dairy).* Ask students – what’s missing? *Vegetables and Fruit!* *We could add a piece of fruit (banana, apple, fruit cup) and sweet potato or pumpkin to our pancakes.*

To prepare you for the Iron Chef event at the end, let’s talk about presentation. While it is important that your food tasted good and is healthy, you also want your food to look good too! We use all of our senses when we eat: sight, smell, taste, feel of food. So, think about making an attractive plate by using a garnish (which is a fancy term for a plate decoration). The key here is creativity!

6. Preparing for 1st JICD Battle!

- a. Who has watched Iron Chef on the Food Network before? In case you don’t watch the show, two chefs each prepare a meal using similar ingredients and then judges taste their food and decide which chef prepared the best meal. Whichever chef they choose, wins the ‘battle’. We are going to be doing something similar to that, each team will prepare a separate recipe, taste both recipes and then the class will vote on a winner. Explain winning points from Jeopardy and daily battle will have an advantage for the final In-class WOW! in November.
- b. **Activity 2:** Prepare pancakes and French toast

7. Teach back (and eating)

- a. Allow group to eat. Talk to them about taste. How many food groups do they have? What would they do differently? Would make it at home?
- b. Teach Back!
 - i. Who can name two different nutrients that are in grain group foods?
Fiber, vitamins
 - ii. Who can come up and show the group what fraction of your plate the different food groups should take up for breakfast? *$\frac{1}{2}$ grains, $\frac{1}{4}$ fruit, 1 milk, and $\frac{1}{4}$ meat & beans (optional)*
 - iii. Who can name at least 3 types of grains? *Corn, oats, wheat, rye, rice*
 - iv. Who can name what food groups were in the French toast? *grains, dairy, protein, and fruit (fruit sauce)*

WEEK 5
Food Labels, Fruits/ Vegetables, and Protein
Apprenticeship: Power of Eating Right

21st Century Skills

1. Leadership
2. Teamwork

Learning Objectives

Apprentices will be able to:

- a. Use various component of a nutrition label to identify a healthy snack
- b. Explain how many fruits and vegetables we should strive to consume in a day.
- c. Identify lean protein choices
- d. Prepare black beans with plantains and chili

Key Connections

Students will continue to work together to read and prepare recipes.

Materials Needed

- Name tags and markers
- Wipe board markers
- Masking tape
- Camera/ flip video
- Rules/ Expectations Poster
- Skillets with lids
- Cutting boards
- Knives
- Spatulas
- Food
- Plates
- Napkins
- Forks
- 4 large bowls
- Measuring cups (wet and dry)
- Measuring spoons
- Dish soap
- Dish rags
- Paper towels
- Hand soap
- Clorox wipes
- Recipe
- Recipe Ingredients

- Veggie Color cards
- Protein Posters
- Handouts: (1) nutrition facts label, lean cooking methods (protein) and (2) recipes
- Educational Reinforcement

Agenda

- (8 minutes) Ritual: Jeopardy
- (3 minutes) Expectations and Kitchen Roles Review
- (7 minutes) Nutrition Lesson: Nutrient Labels
- (12 minutes) Nutrition Lesson: Fruits and Veggies/ Protein
- (7 minutes) Directions for Mock Iron Chef/going over recipe
- (45 minutes) Activity: veggies
- (10 minutes) Teach back (and eating)

Lesson

8. Introduction

- Ask them if they tried any of the recipes at home or made any changes since last week.
- Read agenda and go over classroom expectations.

9. Ritual: Jeopardy

- As youth come in, have them fill out a name tag.
- Remember, the winning team from last week picks the first category/amount.

Jeopardy Questions Week 5

EATING

- 100: The Grains group gives our bodies these two things.
What are energy, vitamins, and/or fiber?
- 200: The minimum number of food groups you should include in a healthy breakfast.
What is three?
- 300: The majority of your breakfast should come from this food group.
What is grains?

COOKING

- 100: This is the proper length of time to wash your hands.
What is 20 seconds?
- 200: Leftovers should be put in the refrigerator to cool within this amount of time.
What is 2 hours?
- 300: This is the term used to describe the way the tomatoes were prepared for tacos.
What is chopped?

3. Nutrition Lesson 1: Food Labels

- a. Who can tell me what a food label or a nutrition label is? That's right! The nutrition facts label is on food packages and it is where we look to find out how healthy or unhealthy the food we are about to eat is. The nutrition facts label tells us the foods serving size, servings per bag, calories, fat, sugars, etc. Let's talk a little more about each of these. (Hand out nutrition facts labels).
- b. Serving Size –is located at the top of the label. This tells you the amount of food used to measure all the other numbers on the label.
- c. Servings per container – This tells you how many servings are in the bag. If there is more than one serving in the bag/ container, you multiply the numbers below by this number, example: if there is 100 calories per serving and 3 servings per bag –eating the entire bag will provide you with 300 calories.
- d. Calories – are listed per serving, not per container. A calorie is a unit of energy, and different foods contain different amounts of calories. Extra calories are stored as body fat.
- e. Calories from Fat – this tells you how many of the food's calories come from fat.
- f. Total fat, cholesterol, sodium, carbohydrates, sugar, fiber, protein – these list the amount of each found in this food compared to how much of these things you need in one day. When looking at this section, pay closer attention to percentages (%) than grams (g). If a food has: 5% or less it is considered a poor source of that nutrient; 10-20% of a nutrient, it's a good source of that nutrient; and more than 20% it's high in that nutrient.

4. Nutrition Lesson 2: Fruits & Vegetables

<http://www.fruitsandveggiesmorematters.org/what-are-phytochemicals>

- a. Why do we need fruits and vegetables? We need fruits and vegetables for lots of reasons! They help keep our bodies, minds, and teeth healthy! Fruits and vegetables are full of vitamin and minerals, that all play important roles in our bodies. They are also full of fiber, who remembers from last week why we need fiber? Yes! Our bodies need fiber to help move waste through our digestive tract and to keep us full.
- b. Different colors, different jobs. Go through color cards:
 - Red –for our heart
 - Blue/Purple –memory
 - Orange/Yellow – hair, skin, nails, eyes
 - Green – Fight disease
 - White – (most high in vit c) immune system
- c. Eat a rainbow

5. Nutrition Lesson 3: Protein

This week one kitchen will be using ground beef as an ingredient in chili. Show ground beef poster – notice the white part of the ground beef? This is fat – in fact, this type of fat is called saturated fat, which is the type of fat that sticks to and can clog your arteries.

When the ground beef is heated, this fat melts and turns into “grease”. Notice the beef tenderloin – see how there is very little fat? This cut of meat is called “lean” because there is little fat and is healthier for our hearts.

Ground beef in the store usually has the word lean and a percentage – notice the ground beef in the picture is 80% lean (meaning 20% of the meat is fat). The higher the percentage lean, the better the meat is for your heart because there is less fat. One problem though – leaner meats are more expensive, but don’t worry because today we are going to make our ground beef leaner by draining the fat. Once the meat is thoroughly cooked, place the meat in a colander and catch the grease in a bowl (that is underneath the colander). The **grease cannot go down the drain!** Then you can return the leaner meat to the pan and continue following the recipe’s directions.

Remember, it is very important to cook your meats thoroughly so that you will not get sick. Ground meats are thoroughly cooked when there is no longer any pink in the meat

6. Introduce Recipes

7. Activity 2: Prepare black beans with Plantains and Chili

8. Teach back

- a. Give kids a couple minutes to eat.
- b. Teach back:
 - i. Who can name the food groups that are in the chili?
Vegetables, protein
 - ii. In the black beans with plantains?
Protein, vegetables, fruit
 - iii. Who can teach the group why eating fruits and veggies are important?
They help you be healthy – by helping your eyes, skin, protect against cancer and other diseases, help with memory

WEEK 6

Calcium and Snacks

Apprenticeship: Power of Eating Right

21st Century Skills

1. Leadership
2. Teamwork

Learning Objectives

Apprentices will be able to:

- a. Describe the role of calcium in the body.
- b. Explain the importance of consuming 3-4 servings of calcium rich foods per day for strong bones and teeth.
- c. Prepare banana pudding and no bake cookies

Key Connections

Students will continue to work together to read and prepare recipes.

Materials Needed

- Name tags and markers
- Wipe board markers or chalk
- Jeopardy board
- Agenda
- Name tags, markers
- Osteoporosis Model
- Plates (2 per person)
- Baking pans
- Baking sheets
- Pots
- 2 large bowls
- Colanders for draining
- Spatulas, wooden spoons
- Wax paper
- Recipe ingredients
- Measuring cups and spoons
- Serving spoons
- Recipes to tape
- Educational Reinforcement

Agenda

- (3 minutes) Introduction and Expectations
- (5 minutes) Ritual: Jeopardy
- (13 minutes) Nutrition Lesson: Calcium and Snacks
- (7 minutes) Activity 1: Snacking Sleuth
- (45 minutes) Activity 2: Prepare Banana Pudding and no-bake cookies
- (12 minutes) WOW Event Planning
- (5 minutes) Teach back and eating

Lesson

1. **Introduction and Expectations**
 - a. Ask them if they tried any new recipes or made any changes since last week.
 - b. Read agenda and go over classroom expectations.
2. **Ritual: Jeopardy**
 - a. As youth come in, have them fill out a name tag.
 - b. Remember, the winning team from last week picks the first category/amount.

Jeopardy Questions

Week 6

EATING

- 100: Red fruits and vegetables are beneficial to this.
What is the heart?
- 200: Eating too much of this type of fat could lead to clogged arteries.
What is saturated or trans fat?
- 300: If a package of ground beef says 80/20 on it, what does this mean.
80% lean protein; 20% fat?

COOKING

- 100: You can do this to reduce the fat with meat once it is cooked.
What is drain the fat?
- 200: Name two heart healthy ways to prepare meats.
What is bake, broil, or grill?
- 300: Serving per container on a nutrition facts label tells us this.
What is how many servings in a bag.

3. **Nutrition Lesson: Calcium**
 - a. Whole milk v. skim milk (reduced fat cheese, etc.) –Teach back from last week's lesson re: saturated fat and heart disease. Who remembers why we should choose low-fat meat and dairy products? Right! Saturated or Trans fat can build up in our arteries which is not good for us, too much build up can lead to serious problems. Choosing lean meats and cooking those meats using lean methods can help reduce our saturated and trans fat intake. We want to choose low-fat

dairy products for the same reason. Low-fat milk, yogurt and cheese contain just as much calcium, vitamins and minerals as full fat options.

- b. Calcium and vitamin D work together to make strong bones. We get calcium from dairy, broccoli, tofu, etc. We get vitamin D from dairy and the sun. We must get both nutrients to form strong bones. Ask for two volunteers, demonstrate hardening and strengthening of bone using pencils.
4. **Activity 1: Snacking Sleuth**
 - a. What makes a snack healthy? Snacks can be healthy if we eat the right foods and use them the right way. When do we eat snacks? (*Not too close to next meal*). What is a healthy snack to eat? (*Snacks that include 2 food groups*). What is an example of a snack like this (can include more than 2 – ½ turkey and cheese sandwich)
 - b. In their groups, students will come up with as many snacks that include foods from 2 of the healthy food groups, such as apple with peanut butter. Have 6 minutes to do so. CT teachers will oversee the groups. At end we will check out team's answers and count up the number of correct snacks (explaining to them why any are incorrect). Display the sheets on the wall in case groups want to look at other's ideas.
 5. **Activity 2: Prepare banana pudding and no-bake cookies**
 6. **WOW Event Planning**
 - a. Review what will happen for In-Class WOW! Event next week. Have students vote on recipe they would like to prepare for In-Class WOW! Event, majority wins. Post sheets with possible food items on wall and instruct students to vote for their favorite food by placing stickers on the sheet of paper.
 - b. With assistance of CT team leader, assign student roles for WOW presentation event. Work with apprentices to develop poster board and presentation ideas.
 7. **Teach back**
 - a. Give kids a couple minutes to eat.
 - b. Teach back
 - i. How many food groups should be in a healthy snack? *Two*
 - ii. When is a good time to eat a snack? *Not too close to the next meal*
 - iii. What 2 nutrients are needed for strong bones? *Calcium and vitamin D*
 - iv. What is the healthiest type of milk for your body? *Skim milk*