

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)

Topping

- Whipped cream

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 topped with whipped cream.

IMPORTANT

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



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

DID YOU KNOW?

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

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!



LESSON 1:

COMPLIMENTARY FLAVORS

OBJECTIVES

- Understand kitchen safety rules
- Practice basic knife skills
- Give examples of how different flavors compliment each other

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

INTRODUCTION

🕒 3-5 min

- 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 eight rules to follow in the class - see sidebar for iCook rules. Make sure students understand not only the rule but why it is important.

DEVELOPMENT

🕒 5-7 min

- Ask the students to identify the ingredients from the recipe. Have them guess what we might be making today.
- Discuss the recipes you will be making today. Both recipes require a lot of chopping, cutting, dicing and knife work.
- Explain the importance of knife skills in the kitchen.
- When working with knives, safety is the number one priority. Tell children that we will be using "safe knives", called Lettuce Knives. However, it is important that they learn proper knife technique right away, so when they work with real, metal knives, they know how to handle them properly.
 - Why are these knives called Lettuce Knives? A lettuce knife is a knife which is designed to cut lettuce without causing the lettuce to brown, yellow, or wilt. These special knives have serrated blades and they are made from plastic, which will not react with the lettuce to stimulate browning.
- As you will be using the knife make sure to guide kids through proper safety techniques and practice knife skills - see the Knife Skills pages at the beginning of the curriculum for a guide.

LESSON 1:

COMPLIMENTARY FLAVORS

ICONIC FLAVORS

Name the combo and ask kids to describe the flavors of each item:

- BLT - Smoky/sweet/tangy
- macaroni and cheese - neutral bready/sharp
- peanut butter and jelly - salty, nutty/sweet
- pancakes and maple syrup - light/sweet
- peaches and cream - fruity/creamy

Ask students to think of their favorite flavor combinations.

COOKING

🕒 35-40 min

- As you prepare the ingredients for class, discuss with kids complementary flavors.
- Ask:
 - How do you know what flavors will go together?
 - Why do some flavors go so well together while others don't?
- Here's what we'll be examining:
 - the relationship between taste and flavor
 - how to pair flavors
 - the science of flavor pairing

DIFFERENCE BETWEEN TASTE AND FLAVOR

- Let's start with the difference between taste and flavor.
 - There is a common exercise in many science classes where a teacher will direct the class to hold their noses and bite into both an apple and an potato. The idea is that you're not supposed to be able to tell the difference between the two when blindfolded and while pinching your nose shut. Now, you may be able to perceive a difference in taste, but you cannot experience the aroma of either food with your nose held shut, so you can't experience the full flavor of the food.
- Put simply: flavor = taste + aroma (plus how the brain processes these stimuli to come up with "how something tastes").

FLAVOR = TASTE + AROMA

THE IMPORTANCE OF AROMA IN EXPERIENCING FLAVOR

- Our sense of smell, more so than any of our other senses, has the uncanny ability to transport us in time and place.
- In the simplest of terms, the brain processes smells in the olfactory bulb which is closely connected to the areas of the brain that process/store emotions (amygdala) and memories (hippocampus)
- Other factors that contribute to our experience of food: how the food looks, its mouthfeel, temperature, texture

HOW TO FIND FLAVOR PARINGS THAT WORK

- Try new foods! Make observations about what you like and don't like, and why.
- Pay attention to flavor to classic pairings in cultures different from your own
 - Which cuisines have you tried? Can you think of classic flavor combinations in other cuisines? Such as:
 - Tomato & basil
 - Apples & cinnamon
 - Lamb & mint

LESSON 1:

COMPLIMENTARY FLAVORS

HOW TO FIND FLAVOR PARINGS THAT WORK

- Pair by balancing tastes for example:
 - Sweet and bitter: Orange and chocolate, cinnamon and coffee, cream and coffee, cabbage and onion.
 - Sweet and sour: Honey and lemon, sweetened sour cream, sour cherries and cream, buttermilk pie.
 - Umami and sweet: Teriyaki beef jerky, barbecued ribs with St. Louis-style sauce, sweet&sour pork, those little smokies in grape jelly and mustard that you get at holiday parties.
 - Salty and sweet: Kettle corn, candied bacon (add umami to that one as well), ice cream with salted caramel sauce, milk chocolate covered pretzels or potato chips, bacon-wrapped dates (ditto, umami).

GET CREATIVE:

- Let's play a game: teacher can name a food and students can call a complementary flavor. Remember - there is no right or wrong answer, it is just a matter of preference:
 - Apples, peaches, chocolate, orange, bacon, tomatoes, strawberries, raspberries etc
- Here is a list of some top flavor combinations: apple & cinnamon, pumpkin/squash & spice/spicy, strawberry & banana, tomato & basil, chocolate & peanut butter, sour cream & onion, mint & chocolate, maple & pecan, peanut butter & chocolate, strawberry & cream, caramel & sea salt, raspberries & dark chocolate, pineapple and coconut, the list goes on
- What are some of the flavors we combined today in our recipe? Peach and cream, blueberry, onion and lime

5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

5 TASTES

- Salt
- Sweet
- 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.