

LESSON 10

BLACK BEAN SALSA AND BANANA SPLITS

BLACK BEAN & CORN SALSA

Makes 12 servings

Ingredients:

- 1 15 oz. can black beans
- 1 15 oz. can sweet corn
- 2 large tomatoes
- 1 bunch cilantro
- ½ tsp. salt
- 1 lime
- Tortilla chips for dipping (NUT-FREE)

PREP BEFORE CLASS:

Open cans of black beans and corn, rinse and drain. Wash tomato and slice into 12 pieces.

Directions:

1. Pass out one tomato slice and a few leaves of cilantro to each student. Demonstrate how to chop the tomato and cilantro and have students follow along.
2. Have a student volunteer pour the black beans, corn, juice of 1 lime, and salt into a large bowl. Mix to combine the salsa. Remember to have different volunteers each time!
3. Distribute the corn and black bean mixture to the students, scooping onto their plates. Instruct students to stir their tomato and cilantro with the bean and corn mixture.
4. Pass out tortilla chips to dip into the salsa, and enjoy!



DID YOU KNOW?

Corn is usually yellow, but it can come in a variety of colors such as red, orange, purple, & white!

DID YOU KNOW?

Bananas are high in potassium!



BANANA SPLITS WITH WHIPPED CREAM

Makes 12 servings

Ingredients:

- 6 bananas
- 24 strawberries
- 1 cup sunbutter
- 1 cup heavy whipping cream
- 2 tbsp. sugar
- 2 tsp. vanilla extract

PREP BEFORE CLASS:

Wash strawberries. Cut bananas into 12 equal pieces (leave in the peel).

Directions:

1. Pass out ½ banana to each student. Demonstrate how to peel a banana.
2. Demonstrate how to slice banana in half length-wise. Then, have students repeat the directions.
3. Pass a spreading knife with sunflower seed butter out to each student, and have students spread onto their banana slices.
4. Pass out 2 strawberries to each student. Have students chop their strawberry and sprinkle on top of the banana.
5. Have students measure heavy whipping cream, sugar, and vanilla extract into a blender. Blend the mixture until the cream thickens.
6. Serve a dollop of whipped cream on top of the bananas, and enjoy!

LESSON 10: YOUTHFUL YELLOW

OBJECTIVES

- Explain what a balanced snack is using today's recipes as an example
- Describe the process of chopping
- List one reason why eating a balanced snack is important

STAR INGREDIENT: CORN

- What does maize mean? In Mexico, corn is called Maize.
- Can you guess how many kernels a corn cob has? About 800 kernels!
- Can you guess what is corn: fruit, berry, or flower? The corn cob is a flower and the kernels are the seeds.
- What food group is corn in? Fresh corn on the cob is considered a vegetable.
- If I told you that corn is produced on every continent except one, can you guess which one? Antarctica!
- There are over 3,500 uses for corn, including food, fuel, and animal feed!



INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today.
- Discuss what a healthy snack is. Key Qs: Can you name some healthy snacks? What makes a snack healthy? Fresh fruit/vegetables, whole grains, low in fat, sugar, and salt. How do we feel when we eat a healthy snack?
- Have students think of times where they eat a healthy snack. Discuss thoughts in pairs. Allow 2-5 students share with the class.

DEVELOPMENT

🕒 5-7 min

- Me-You-Us: 1. Teacher demonstrates how to chop vegetables and how to hold the knife correctly 2. A volunteer demonstrates 3. The whole class chops. Rotate around the room to observe knife holding and chopping.
- As you are completing the Black Bean & Corn Salsa recipe, discuss the Star Ingredient and Star Technique.
- As you are completing the Banana Split recipe discuss the following:
- What does it mean to eat a balanced snack? When you eat a snack that contains protein (to help build muscles!), a carbohydrate (to give you energy!), and fat (to help keep you full!) you are eating a snack that is balanced. Why should we eat balanced snacks? A balanced snack will give us the energy we need to play and run at recess, to be able to focus in school, and to give our body the energy it needs to grow! Identify ingredients in the recipe that are balanced.

LESSON 10: YOUTHFUL YELLOW

STAR TECHNIQUE: CUSTOMIZATION

- Customization: When you have choices to choose various foods or toppings to place onto your entrée!
- Examples: A good example of customization is a buffet, where you can customize what you want on your plate and choose various foods that you would enjoy!
- Desserts like banana splits are another great example! You are able to choose multiple different toppings to make a flavored masterpiece that suits your tastebuds.

5 SENSES 5 TASTES

- | | |
|-----------|----------|
| • Sight | • Salt |
| • Smell | • Sugar |
| • Touch | • Bitter |
| • Taste | • Sour |
| • Hearing | • 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


Why do bananas turn brown? Enzymes are substances in food that speed up chemical processes. Certain enzymes in bananas create a chemical reaction when exposed to air, causing them to turn brown.

TASTE TEST

 2-3 min

- When the class is 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 5 Senses and 5 Tastes graphic)
- How would you describe the dish? Use 5 Tastes to describe or use adjectives from "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 cutting boards and aprons, wiping down surfaces and checking the floor.
- Make sure you leave the classroom the same way you found it – or better!
- Dismiss from classroom in an orderly line and follow school dismissal procedures.
- Any issues? Contact your Program Coordinator.