



# *Rainbow of Flavors*

## **CURRICULUM: ELEMENTARY SCHOOL**



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## EAT A RAINBOW



WHITE

YELLOW

ORANGE

RED

BLUE-PURPLE

GREEN

White	Yellow	Orange	Red	Blue-Purple	Green
Cauliflower Garlic Ginger Jicama Kohlrabi Mushrooms Onions Parsnips Shallots Turnips White Corn	Gooseberries Cantaloupe Lemon Grapefruit Golden Kiwifruit Lemons Bananas Yellow Peppers Corn Pineapple	Apricots Pumpkin Carrots Grapefruit Oranges Papayas Peaches Persimmon Tangerines	Cherries Cranberries Pomegranate Raspberries Strawberries Watermelon Beets Red Peppers Radishes Radicchio Rhubarb Tomatoes	Blackberries Blueberries Black Currants Dried Plums Elderberries Plums Raisins Black Olives Purple Asparagus Purple Cabbage Purple Carrots Eggplant	Avocados Green Apples Honeydew Kiwifruit Limes Green Peas Artichokes Arugula Asparagus Broccoli Brussels Sprout Green Beans Green Cabbage Celery Cucumbers Leafy Greens

# WORDS TO DESCRIBE FOOD TASTE, SMELL, OR TEXTURE

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- 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 and wine
- 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



Week #	Dates (Mon - Fri)		Recipe 1	Recipe 2	Lesson Plan	Star Ingredient	Star Technique
	First Class		Orange Tarts	N/A	Kitchen Safety and Fundamentals	Oranges	Kitchen Safety
1	9-Jan	13-Jan	Black Bean and Veggie Quesadilla	Greek Yogurt Fruit Salad	Remarkable Rainbow	Black Beans	Dicing
2	16-Jan	20-Jan	Chickpea Salad	Spiced Pumpkin Butter	Overjoyed Orange	Pumpkin	Can Opening
3	23-Jan	27-Jan	Rosemary Oatmeal Crackers	Lemon Hummus	Yummy Yellow	Lemon	Blending
4	30-Jan	3-Feb	Breaded Green Bean Fries	Green Smoothie	Gustatory Green	Kiwi	Breading
5	6-Feb	10-Feb	Shortbread Cookies	Mango Float	Optimistic Orange	Honey	Layering
6	13-Feb	17-Feb	Cranberry Pinwheels	Purple Cabbage Coleslaw	Perky Purple	Cranberry	Customization
7	20-Feb	24-Feb	Chocolate Black Bean Cookies	Chocolate Mousse	Beautiful Brown	Chocolate	Mixing
8	27-Feb	3-Mar	Baked Oatmeal	Pear Parfait	Goofy Green	Pears	Stirring
9	6-Mar	10-Mar	Blueberry Cheesecake	Mixed Berry Smoothie	Brilliant Blue	Blueberry	Folding
10	13-Mar	17-Mar	Strawberry Muffins	Strawberry Salad w/ vinaigrette	Radical Red	Strawberry	Baking
11	20-Mar	24-Mar	Avocado Brownies	Kale Pesto	Gorgeous Green	Avocado	Mixing
12	27-Mar	31-Mar	Black Bean and Corn Salsa	Banana Splits	Youthful Yellow	Banana	Customization
13	3-Apr	7-Apr	Rainbow Veggie Kebobs	Fruit Wraps	Refreshing Rainbow	Tomato	Skewering

Week #	Recipes	Oven	Blender
First Class	Orange Tarts		<input checked="" type="checkbox"/>
1	Black Bean and Veggie Quesadilla and Greek Yogurt Fruit Salad	<input checked="" type="checkbox"/>	
2	Chickpea Salad and Spiced Pumpkin Butter		<input checked="" type="checkbox"/>
3	Rosemary Oatmeal Crackers and Lemon Hummus	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
4	Breaded Green Bean Fries and Green Smoothie	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
5	Shortbread Cookies and Mango Float	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
6	Cranberry Pinwheels and Purple Cabbage Coleslaw		
7	Chocolate Black Bean Cookies and Chocolate Mousse	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
8	Baked Oatmeal and Pear Parfait	<input checked="" type="checkbox"/>	
9	Blueberry Cheesecake and Mixed Berry Smoothie		<input checked="" type="checkbox"/>
10	Strawberry Muffins and Strawberry Salad w/ Vinaigrette	<input checked="" type="checkbox"/>	
11	Avocado Brownies and Kale Pesto	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
12	Black Bean and Corn Salsa and Banana Splits		<input checked="" type="checkbox"/>
13	Rainbow Veggie Kebobs and Fruit Wraps		

# SUPPLIES PROVIDED

## COOKING SET

1. Blender and Food Processor (\*ONLY USED BY ADULTS\*)
2. Mixing bowls (set of 4)
3. Utensils set (whisk, spatula x2, can opener, measuring spoons and cups, grater, mixing spoon)
4. Aprons (Adult x 1, Kids x 12)
5. Cutting boards x 15
6. Lettuce Knives x 15
7. Clip board
8. First Aid Kit

## OVEN SET

1. Toaster Oven (\*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

### Remember!

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

Submit receipts for reimbursement on the portal!



### SAFETY HOLDING A KNIFE

Three important rules to teach students:

- **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 students. 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 chop and dice like a pro!

# MEASURING TIPS

## 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, and 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



# MEASURING 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 <sup>3</sup>				
1 tablespoon	=	15 ml				
1 teaspoon	=	5 ml				



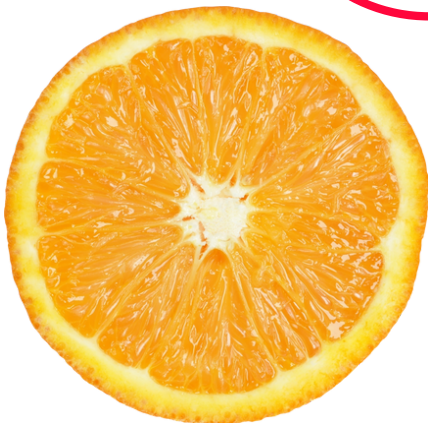


## DID YOU KNOW?

The word "orange" was first used for the color and not the fruit.

## DID YOU KNOW?

An orange tree can grow as tall as 30 feet and live for 100 years!



## NO-BAKE ORANGE TARTS

Makes 12 servings, 1 tart per student

### Ingredients:

Crust:

- 1 sleeve graham crackers (NUT FREE)
- 12 foil mini muffin tins
- Ziplock bags (optional)

Filling:

- 8 oz cream cheese
- 5 oz Greek yogurt
- 1 tsp vanilla extract
- 1/2 cup sugar
- 1 tsp orange zest

Topping:

- 3 oranges

### PREP BEFORE CLASS:

Pass muffin tins to each student. Cut oranges into quarters, leaving peel on.

### Directions:

1. Have each student crumble ½ graham cracker into foil tin and have students use hands or the back of a spoon to pack crust into bottom of tins.
2. Make the filling by having students measure and mix sugar, cream cheese, Greek yogurt, and vanilla extract into the food processor.
3. Instructor only: demonstrate how to zest orange, and add to food processor. Mix until zest is combined.
4. Spoon the mixture onto the top of the crust in the foil tins.
5. Pass each student ¼ orange and instruct them to peel and slice orange into small pieces. Then decorate the tart with orange slices as they wish.
6. Enjoy!

# FIRST CLASS: KITCHEN SAFETY

## OBJECTIVES

- Explain why fruits are important in a balanced diet
- Identify expectations for kitchen safety
- Summarize the health benefits of apples

## STAR TECHNIQUE: RULES FOR KITCHEN SAFETY

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

## INTRODUCTION

🕒 5-7 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today.
- Discuss importance of fruits. Key Qs: Why is fruit important in our diet? Fruits contain very important nutrients our bodies need. These include vitamins, minerals and fiber. Do you know what vitamins & minerals are? Vitamins and minerals are nutrients that the body needs to work properly. They help you to grow, heal when you get hurt, keep your skin, eyes, heart and tummies healthy.
- Safety in the kitchen: 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? Why should we have rules in the kitchen?
- Come up together with rules for the class, by guiding kids to suggest rules outlined to the left. You can help them come up with rules by asking questions like "What was the first thing we did when we came to the class?" Washed hands.

## DEVELOPMENT

🕒 5-7 min

As you are completing the No-Bake Orange Tarts, discuss the Star ingredient: Oranges.

Key Q's: What superpower does an orange have? Oranges are a great way to help support eyesight and the immune system. Yellow and orange fruits have a lot of Vitamin A which promotes eye health, and vitamin C which supports your immune system.

As you're adding items to the blender, discuss Cooking Pro: Blending. Blending is a great way to incorporate fruit into the diet. Blending fruit not only satisfies hunger it helps retain fiber keeping your tummy healthy. While blending, have students take turns pressing the button, or play the blender game (students can dance when blender is running, but must freeze when blender stops.)

# FIRST CLASS: KITCHEN SAFETY

## STAR INGREDIENT: ORANGE

- Where do oranges come from? Oranges are best grown in sub-tropical areas. In the US, California and Florida are largest producers of oranges.
- Why are oranges good for us?
  - Vitamin C- Helps fight infection.
  - Vitamin A-Helps you see.
  - Fiber- Helps you feeling fuller longer.
- Did you know? There are now over 600 varieties of oranges worldwide.



## COOKING PRO

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 food do you blend at home?


## 5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

## 5 TASTES


- Salt
- Sweet
- Bitter
- Sour
- Umami

## 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.



# LESSON 1

## QUESADILLA AND FRUIT SALAD

### BLACK BEAN AND VEGGIE QUESADILLA

Serving Size: 12 servings

#### Ingredients:

- 1 red bell pepper
- 1 zucchini or yellow squash
- 1 15 oz can black beans
- 6 whole wheat tortillas (NUT FREE)
- 1 cup monterey jack cheese, shredded
- 1 tbsp olive oil
- Salt and pepper to taste

#### PREP BEFORE CLASS:

Wash pepper, zucchini or squash, and garlic. Open, drain and rinse black beans. Cut tortillas in half. Preheat the oven to 350 degrees F. Line baking tray with foil and grease with olive oil.

#### Directions:

1. Cut bell pepper, zucchini or squash into 10 pieces and a give piece to each student.
2. Instruct students to dice their ingredients and collect everything in a large bowl.
3. Have students help you add olive oil, black beans, salt and pepper to the bowl and mix together.
4. Have students assemble their quesadillas by putting veggie mix inside their tortilla, topping with shredded cheese and folding in half.
5. Arrange tortillas on a baking sheet in a single layer and roast for about 8 -12 min. Watch carefully so they don't burn. Cooking time may vary.
6. Let quesadillas cool for 2 minutes and enjoy!

#### DID YOU KNOW?

Black beans are prized for their high protein and fiber content!



#### DID YOU KNOW?

Yogurt provides healthy bacteria for the digestive tract which can affect the entire body!



### GREEK YOGURT FRUIT SALAD

Serving Size: 12 servings

#### Ingredients:

- 1 ½ cup Greek yogurt
- 2 oranges
- 1 green apple or pear
- 2 bananas
- 2 tbsp honey
- 2 tsp vanilla extract
- 10 plastic cups for serving

#### PREP BEFORE CLASS:

Wash all fruits, peel the orange. Divide all fruit into equal pieces.

#### Directions:

1. Pass one plastic cup and one piece of each fruit to each student.
2. Instruct students to cut fruit into smaller pieces. Students can put their individual fruits into their cups.
3. Add together Greek Yogurt, 2 tbsp honey, 2 tsp vanilla extract, and mix it well.
4. Top each student's fruit cup with Greek yogurt mixture. Have them stir together if desired.
5. Enjoy!



# LESSON 1:

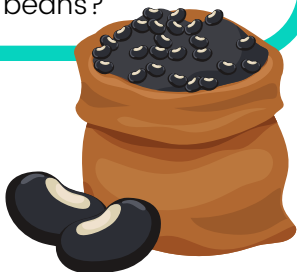
## REMARKABLE RAINBOW

### OBJECTIVES

- ✓ Explain what a legume is and provide two examples of a legume.
- ✓ Identify two healthy nutrients found in black beans.
- ✓ Demonstrate how to dice fruit and vegetables.

### STAR INGREDIENT: BLACK BEANS

- Black beans are a type of legume grown in pods.
- What body system do you think black beans are good for? Digestion! Black beans are high in fiber which helps us move food through the body.
- Black beans are high in a nutrient that we usually get from animal sources. Can you guess what that is? Protein!
- Black beans are a good source of antioxidants which help us fight off disease
- What is your favorite way to eat black beans?



### INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today. Are these ingredient that they are excited to eat? Is there an ingredient that they particularly enjoy?
- Discuss what a legume is. Key Qs: Does anyone know what a legume is? A legume is food crop which grows in a pod. Can anyone name an example of a legume? Beans, peas, lentils, peanuts.
- Why are legumes healthy for us? They are high in plant-based protein and fiber! Protein gives us the energy we need to build muscle and have energy throughout the day, and fiber helps us digest our food. Combining legumes in a meal with vegetables and carbohydrates, like we're doing here today with our quesadillas, is a great way to eat a balanced diet!
- What ingredient are we eating today that is a legume? Today in our recipe we are using black beans. Can anyone name any other types of beans? Pinto beans, soy beans, kidney beans, navy beans, cannellini beans, green beans, etc.

### DEVELOPMENT

🕒 5-7 min

- As you are completing the Black Bean Sliders & Veggie Quesadillas, discuss the Star Ingredient.
- As you are completing the Greek Yogurt Fruit Salad, discuss the Star Technique.
- Discuss: "Claw technique"- (the hand not holding the knife) curve your fingertips in towards your palm so your hand forms a claw and then set that hand on the food cutting, so the food can't move or slide. "Cross Chop" is often used when you need to quickly chop without worrying about presentation (small vegetables or herbs). Holding the handle of the knife with one hand, put the palm of your hand on top of the blade. Keep the tip of the blade down whilst you lift the handle of the blade to chop. As your hands are out of the way, they're safe.
- Me-You-Us. Teacher demonstrates how to dice.

# LESSON 1: REMARKABLE RAINBOW

## STAR TECHNIQUE: DICING

- Dicing means to cut an ingredient into small cubes or squares that are about the size of the tip of your thumb or dice that you use in a board game
- Which tools do you use to dice? Knife, cutting board
- What types of food do you dice? Fruits, veggies, meats
- Why do we dice ingredients? Dicing ingredients makes it easier to mix them into recipes and allows the to cook quicker

## 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

## 5 SENSES

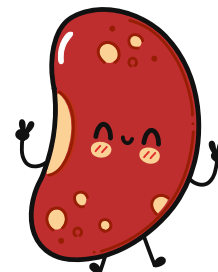
- Sight
- Smell
- Touch
- Taste
- Hearing

## 5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- Umami

## COOKING PRO

A chef is never restricted by the recipe in front of them! What other beans could you substitute in these recipes? Pinto beans, kidney beans, refried beans, etc.



## 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.

# LESSON 2

## CHICKPEA SALAD AND PUMPKIN BUTTER

### CHICKPEA SALAD

Serving Size: 12 servings

#### Ingredients:

- 1 can chickpeas
- 2 large celery stalks
- 1 granny smith apples
- 1/3 cup plain non-fat greek yogurt
- ½ lemon, 2 tsp juice needed
- 2 tbsp mustard
- Salt and pepper to taste

#### PREP BEFORE CLASS:

Wash celery stalks and apples and cut each into 12 individual pieces.

#### Directions:

1. Demonstrate to students how to open the can of chickpeas with a can opener. Allow a student volunteer to help drain and rinse.
2. Pour chickpeas into a bowl. Have a student volunteer roughly smash chickpeas with a mixing spoon or spatula. Sprinkle with a pinch of salt.
3. Distribute a piece of celery and apple to each student. Instruct students to dice celery and apple into small pieces. Add to chickpeas. Toss.
4. In a separate bowl, have students measure yogurt, mustard, and lemon juice. Whisk dressing together. Add salt and pepper to taste.
5. Pour dressing over salad mixture. Lightly toss to coat ingredients evenly.
6. Serve and enjoy!

#### DIDYOU KNOW?

Celery is 95% water!



#### DIDYOU KNOW?

Pumpkins contain fiber, vitamin A and B, potassium, protein, and iron.



### SPICED PUMPKIN BUTTER

Makes 12 servings

#### Ingredients:

- 2 cups medjool dates\*
- 1 can pumpkin puree, 1 cup needed
- 4 tsp cinnamon
- 12 graham crackers (NUT FREE)

\*can substitute figs, raisins, or dried apricots

#### PREP BEFORE CLASS:

To soften dates, soak in water until needed for recipe. Prepare blender.

#### Directions:

1. Drain dates after soaking. Pit dates.
2. Add dates to blender. Make sure they are pitted!
3. Demonstrate to students how to open the pumpkin puree with a can opener. Have a student measure puree and add to blender.
4. Blend dates and pumpkin until smooth. This may take several rounds of blending. Use a spatula to push down mixture from side of blender as needed.
5. Measure cinnamon and add to mixture until well incorporated.
6. Distribute a scoop of pumpkin butter and graham cracker to each student.
7. Have students spread mixture over their graham cracker. Enjoy!

# LESSON 2: OVERJOYED ORANGE

## OBJECTIVES


- Explain what a pumpkin is and when it is harvested
- Explain why fiber is healthy.
- Describe how and why foods are canned

## 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?
- Today's Star Ingredient is Pumpkin. Ask students if they have ever had pumpkin before! If they have had pumpkin pie, have they tried other recipes with pumpkin? Although we often eat pumpkin as a dessert, it can also be turned into savory dishes, such as soups. We can also eat pumpkin seeds as a crunchy snack!
- Pumpkin, celery, and chickpeas are all excellent sources of fiber, which means today's recipes are fiber rich! Fiber helps make us full and keeps things moving in the digestive tract so that we don't have a hard time going to the bathroom! Fiber also helps our heart stay healthy, especially as our bodies get older. Without fiber, our body has a hard time getting all the nutrients from the food we eat.
- Fiber can be found in lots of different foods, including vegetables, fruits, and legumes. Which food group does celery belong to? How about pumpkin and chickpeas? Celery is a vegetable, pumpkin is a fruit, and chickpeas are a legume.

## DEVELOPMENT

 5-7 min

- As you are completing the Celery Apple Chickpea Salad recipe, demonstrate the Star Technique when opening the can of chickpeas.
- In this recipe, we are using celery and apples for a little extra flavor and crunch! Are there any other fruits or vegetables that would taste good in this salad? Some examples are cranberries and green grapes.
- As you are completing the Spiced Pumpkin Butter recipe discuss the Star Ingredient.
- What is the most popular way pumpkin is eaten? Pumpkin pie! When do we typically eat pumpkin? The pumpkin is a symbol of harvest time, marking the end of the growing season for many fall crops. Pumpkins are a popular crop of the fall season.
- Re-demonstrate the Star Technique when opening the can of pumpkin puree. Discuss the Cooking Pro fact described on the next page.

# LESSON 2: OVERJOYED ORANGE

## COOKING PRO

How and why are foods canned? Canning allows food to be stored for a longer period of time. During this process, food is boiled in the can to kill all bacteria. The can is then sealed extremely tight to prevent any new bacteria from getting in. Because the food in the can is completely sterile, it does not spoil.

What kind of foods are found in cans? Fruits such as peaches, oranges, pineapples, etc. Vegetables such as corn, tomatoes, carrots, etc. Legumes such as chickpeas, black beans, green peas, etc. Soups such as chicken noodle and vegetable. Meat such as chicken, and seafood such as tuna.

## 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: CAN OPENING


- How do we open cans? Using a can opener! Both handheld and electric ones can be found in a kitchen.
- How do you use a handheld can opener? Separate the handles of the can opener and place the cutting blade on the top edge of the can. Squeeze the handles together and turn the attached crank until the lid is open. Being extremely careful, pull the lid off of the can. Always ask an adult for help when using a can opener. Practice safety to prevent cutting your fingers!

## 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.



# LESSON 3

## ROSEMARY CRACKERS AND HUMMUS

### ROSEMARY OATMEAL CRACKERS

Makes 12 servings

#### Ingredients:

- 1 cup oats
- 3 tbsp all-purpose flour
- 1 tsp salt
- ½ tsp pepper
- 1 tsp rosemary leaves - can also use dried
- 3/8 tsp baking powder
- ¼ stick cold unsalted butter, cubed
- 4 tbsp milk

#### PREP BEFORE CLASS:

Preheat the oven to 375 degrees. Foil and grease baking pan.

#### Directions:

1. Make oat flour by placing oats in a food processor and pulse until finely chopped.
2. Measure and add, salt, pepper, rosemary, baking powder, and butter to the food processor. Pulse.
3. Add milk slowly. Pulse until a dough forms.
4. Divide dough between students. Have them roll into ½ inch balls and flatten between palms. The thinner the crackers are, the crispier they will be!
5. Arrange crackers on a baking sheet and bake for 15 minutes.
6. Allow crackers to cool before enjoying!

#### DID YOU KNOW?

Chickpeas are high in plant protein and can be used instead of meat in vegetarian and vegan dishes.



### LEMON HUMMUS

Makes 12 student servings

#### Ingredients:

- 1 can chickpeas
- 1 large lemon
- 2 tbsp olive oil
- 1 garlic clove
- ½ tsp salt
- 2 tbsp water

#### PREP BEFORE CLASS:

Open cans of chickpeas, drain.

#### Directions:

1. Have kids take turns measuring ingredients and adding them to the blender in this order: chickpeas, olive oil, lemon juice, water, and seasonings. Pulse, scraping sides down periodically, until chickpeas are pureed.
2. Scoop about ¼ cup of hummus on each student's plate.
3. Eat with rosemary oatmeal crackers.
4. Enjoy!

#### DID YOU KNOW?

Oats are a naturally gluten-free food!



# LESSON 3: YUMMY YELLOW

## OBJECTIVES

- Describe why we use blending in cooking.
- Discuss the health benefits of lemons.
- Name one other superfood used in today's recipes.

## STAR INGREDIENT: LEMON

- What is a lemon? A yellow, oval citrus fruit with thick skin and fragrant, acidic juice
- Where are lemons from? Lemons are native to South Asia, primarily in Northeast India.
- Why are lemons good for us? Like other citrus fruits like lime and orange, they are very high in Vitamin C and fiber, which means they help us build a strong immune system and digestive system.
- What can we do with lemons? Add to drinks, use zest in baking, add juice to salad dressings, deserts, sauces, etc.



## 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 ever cooked or eaten any of these ingredients before?
- Alongside our Star Ingredient, today we are going to be discussing several superfoods! Key Q: What is a superfood? A superfood contains lots of vitamins, minerals, and other nutrients to help us stay healthy and strong! There are two superfoods in these recipes that we will focus on: oats and chickpeas.
- Why would we consider oats to be a superfood? Oats contain lots of vitamins including Vitamin B, biotin, and fiber that help our body stay in super shape! Fiber is great for our digestive system, biotin helps keeps skin and nerves healthy, and Vitamin B is good for lots of parts of our body, including our blood. What are some ways that you have eaten oats? What has been your favorite way to eat oats?
- Why would we consider chickpeas to be a superfood? Chickpeas are also full of superpower vitamins, and are high in protein to help keep us full during our adventures. Protein is necessary to build strong muscles, and helps gives us energy through the day. Can you think of other foods or flavors that can be used in hummus for flavor? Olives, peppers, garlic, avocado, pumpkin, chocolate!

## DEVELOPMENT

🕒 5-7 min

- As you are making Rosemary Oatmeal Crackers, ask students what other food can be used to eat dips such as hummus! Chips, carrots, celery sticks, etc. are all great examples.
- As you are making the Lemon Hummus, discuss the following Star Technique and the Star Ingredient.
- Me-You-Us. Teacher demonstrates how to flatten dough to make crackers. 2. A volunteer demonstrates. 3. Class prepares their crackers.

# LESSON 3: YUMMY YELLOW

## COOKING PRO

The wrapper on sticks of butter come with markings for tablespoons,  $\frac{1}{4}$  cup and  $\frac{1}{3}$  cup, and  $\frac{1}{2}$  cup. Use knife to cut the desired amount!


## 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: BLENDING

- What is blending? Blending is simply the process of mixing or combining ingredients together! When you use a blender, this process is very easy, but imagine having to do this by hand!
- What are the benefits of blending? Blending is an excellent way to change the consistency of an ingredient. In the case of hummus, we can eat a creamy dip instead of eating whole chickpeas. 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!

## 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.

**5 SENSES**

- Sight
- Smell
- Touch
- Taste
- Hearing

**5 TASTES**

- Salt
- Sugar
- Bitter
- Sour
- Umami

# LESSON 4

## GREEN BEAN FRIES AND GREEN SMOOTHIE

### GREEN BEAN FRIES

Serving Size: 12 servings

#### Ingredients:

- 1 lb green beans
- 1/3 cup mayonnaise
- 1/3 cup grated parmesan cheese
- Salt and pepper to taste
- 1/2 cup panko breadcrumbs (NUT FREE)
- 1/3 cup ketchup (for dipping)

#### PREP BEFORE CLASS:

Preheat oven to 425 F. Line baking sheet with foil, grease it with oil. Wash green beans and pat dry.

#### Directions:

1. Distribute green beans to students and have them cut off the ends.
2. Have student helpers measure mayonnaise, parmesan cheese, salt and pepper into a small bowl. Give each student a chance to help stir until well combined.
3. Pass plastic spreading knives to each student with some of mayo and cheese mixture and have students spread it over their green beans.
4. Scoop slightly less than 1 tbsp of breadcrumbs into each student's plate and have them roll beans covered in mayo in crumbs.
5. Place beans onto the baking sheet and bake 10-12 minutes or until lightly browned.
6. Serve green beans with remaining mayonnaise mixture or ketchup. Enjoy!



#### DID YOU KNOW?

Kiwifruit was named after the fuzzy brown kiwi bird that is native to New Zealand.

### GREEN SMOOTHIE

Makes 12 servings

#### Ingredients:

- 2 ½ cups cold water
- 2 cups baby spinach
- 1 kiwi
- 1 green apple
- 2 bananas
- 3 tbsp honey

#### PREP BEFORE CLASS:

Cut apple into quarters and remove core. Peel kiwi and divide bananas equally.

#### Directions:

1. Pass out a piece of apple, kiwi, or banana to each student. Have students cut whatever fruit they have into smaller chunks.
2. Measure water and spinach into blender along with chopped fruit and honey.
3. Puree until smooth.
4. Pour smoothie from blender, dividing evenly among plastic cups.
5. Enjoy!



#### DID YOU KNOW?

Green beans can grow on a bush or a vine.



# LESSON 4:

## GUSTATORY GREEN

### OBJECTIVES

- Describe why green fruits and veggies are important to include in our diets
- Demonstrate how to bread green beans
- Discuss kiwi fruit and why we might consider it a superfood

### STAR INGREDIENT: KIWI

- Kiwis are a superfood! They have more nutrients than many common fruits. Kiwis are high in fiber, Vitamin C, E, and K, and potassium.
- Which do you think has more Vitamin C, an orange or a kiwi? A kiwi has twice the amount of Vitamin C of an orange!
- The kiwi has a fuzzy peel. Many people don't eat it but it can be eaten
- Kiwis were first grown in New Zealand. They are named after Kiwi Birds, because both are brown and fuzzy
- Kiwis are known to help you sleep better, so eat a kiwi as your midnight snack!



### INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today! Can they notice anything in particular about the color of today's ingredients? Do the fruits and veggies have a color that ties them together?
- What are vitamins & minerals and why are they important? Vitamins & minerals are both substances that are found in foods. 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!
- How do we know how much of each vitamin we need? Many scientists put their heads together and came up with what is called the Recommended Dietary Allowance, or RDA. The RDA is an amount given to each vitamin & mineral that tells us how much we should have every day to make sure we are getting enough of each to keep us healthy and help us grow.
- Why do you think it is important to eat foods of every color? Because foods are not all the same! Just like people are different, different foods have different vitamins & minerals, all of which are important for our bodies. The more colors we have on our plate, the more we can be certain that we are getting all the vitamins & minerals that we need.

### DEVELOPMENT

🕒 5-7 min

- As you are completing the Green Bean Fries, discuss the Star Technique: Breading.
- Me-You-Us. Teacher demonstrates how to bread green beans.
- As you are completing the Greek Yogurt Fruit Salad, discuss the Star Ingredient. Why is it important to eat green fruits and vegetables? Green veggies or fruits like spinach, broccoli, avocado contain folates, iron, vitamin K, vitamin E. Green fruits and veggies generally help the nervous system, helps us grow, keeps heart healthy, and keeps our blood healthy.



# LESSON 4: GUSTATORY GREEN

## STAR TECHNIQUE: BREADING

- Breading means to coat something with a batter, dough, or breadcrumbs, by using water, egg, milk, or a condiment to help the coating stick.
- What tools do you use to bread? Hands, spatula, bowls
- What types of food do you bread? Fries, fish, chicken, veggies, various appetizers (mozzarella sticks, mushrooms etc.)
- Do you fry or bake things that are breaded? Typically, you fry the things that have been breaded but it is much healthier to bake them! They can get just as crispy and delicious in the oven, with less fat or oil.

## COOKING PRO

What other ingredients could we add to our smoothie? A smoothie can be very different colors depending on the ingredients. What fruits could you use to make a yellow smoothie? What about a purple smoothie? How about a red smoothie?

## 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

- 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.

# LESSON 5

## SHORTBREAD COOKIES AND MANGO FLOAT

### SHORTBREAD COOKIES

Serving Size: 12 servings

#### Ingredients:

- 2 sticks of butter at room temperature
- 2 tablespoons honey or 3 tbsps sugar
- ¼ cup applesauce
- 1 teaspoon vanilla extract
- 2 cups all-purpose flour
- ½ cup powdered sugar, for dusting

#### PREP BEFORE CLASS:

Preheat oven to 350°F. Grease foil lined tray.

#### Directions:

1. Have student volunteer help cream butter in blender until light and fluffy.
2. Add sugar, applesauce, honey, and vanilla. Mix until completely smooth.
3. Slowly add flour. Dough should be tacky to the touch
4. Pass out two 2 tbsp servings of dough and instruct students to roll dough into balls.
5. Place dough on lined oven tray.
6. Bake cookies in oven for 15-20 minutes, or until golden brown.
7. Let cookies cool. Give each student 1 tsp of powdered sugar on their plate, and have them roll cookie in the sugar to dust.
8. Enjoy!

#### DID YOU KNOW?

Mangoes are native to South Asia, and is the national fruit of India, Pakistan, and the Philippines.



### HONEY MANGO FLOAT

Makes 10 servings.

#### Ingredients:

- 1 sleeve of graham crackers (NUT FREE)
- 1 pint (2 cups) heavy whipping cream
- 3 tbsp. honey
- 2 mangoes

#### PREP BEFORE CLASS:

Wash mangos. Cut mangos into 10 pieces, making sure to remove skin.

#### Directions:

1. Pass piece of mango to each student and instruct them to dice.
2. Distribute graham crackers evenly and have students crush them onto individual plates.
3. Have students help you measure the heavy whipping cream into the blender. Blend until thick. Be careful not to over blend or the mixture will become butter.
4. Once blended, add 2tbsp honey and gently fold using a rubber spatula.
5. Add 3 tbsp of whipped cream to each student's cup. Instruct the students to add the mango and graham cracker crumbs on top in whatever design they desire.
6. Add any remaining whipped cream on top, and lightly drizzle with honey.
7. Enjoy!

#### DID YOU KNOW?

Powdered sugar can be made by blending white sugar into a fine powder.



# LESSON 5:

## OPTIMISTIC ORANGE

### OBJECTIVES

- ✓ Explain where honey comes from
- ✓ Discuss what we mean by the term “natural sweetness”
- ✓ Describe the process of layering as described in our star technique

### STAR INGREDIENT: HONEY

- Where does honey come from? Bees! Beekeeping (apiculture) is the practice of raising domesticated bees in manmade beehives to produce honey.
- How is honey made? It is made from nectar and a bee enzyme that has gone through fermentation and stored in honey combs.
- Honey can be used as a sweetener—it is actually sweeter than sugar!
- Honey is made out of 80% sugar and 20% water
- Honey never goes bad! Honey was discovered in Egyptian tombs, believed to be over 5,000 years old and it was still edible! Would you try it?



### INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today.
- 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. However, using sweeteners like honey, applesauce, and mango, like we are today, is an excellent way to enjoy delicious sweet food while still filling our body with the nutrients it needs.

### DEVELOPMENT

🕒 5-7 min

- As you are completing the Shortbread Cookies discuss the Star Ingredient.
- Discuss the Star Technique as you layer the Mango Float. Layering the different ingredients allows us to taste the different flavors and feel the different textures of the distinct ingredients. If we blended everything together, eating the mango float would be a much different experience!
- When making the mango float, discuss mangos. Ask students if they enjoy the flavor of mangos, and ask if they think mangos are a healthy fruit. Mangos contain many nutrients but the vitamin content in the fruit changes as it ripens. The vitamin content depends on the variety and maturity of the fruit. When a mango is green and still growing, there is a high vitamin C content. As the fruit ripens and matures, the amount of beta carotene (vitamin A) increases. Mangos are also good for your bones—they are high in vitamin D, which helps keep bones strong.
- Me-You-Us. 1. Teacher demonstrates how to layer ingredients. 2. A volunteer demonstrates 3. Class layers their Mango Floats.

# LESSON 5:

## OPTIMISTIC ORANGE

### COOKING PRO

The best way to cut a mango is to leave the peel on, slice down the side of the pit, and then cut a crosshatch into the peel. Push outwards, then scrape off the mango.

### STAR TECHNIQUE: LAYERING

- Layering means to place ingredients on top of each other, sometimes following a pattern (ex: layering a lasagna, noodles → cheese → sauce)
- Which tools do you use to layer? Hands, spoon, spatula
- What types of food do you layer? Sandwiches, cakes, casseroles, tacos, lasagna, parfaits.
- Why do we layer food? We layer food to build the flavors of the dish! Layering allows us to add many different and distinct flavors in the same bite.

### 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

- 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.



# LESSON 6

## COLESLOW AND CRANBERRY PINWHEELS

### PURPLE CABBAGE COLESLOW

Serving Size: 12 servings

#### Ingredients:

Salad:

- 1/2 head red cabbage
- ¼ cup dried cranberries
- 3 stalks celery
- 2 green onions

Dressing:

- 3 tbsp vinegar
- 2 tbsp olive oil
- 1 tbsp. mustard
- 1 tbsp. honey
- Salt and black pepper to taste

#### PREP BEFORE CLASS:

Wash green onions and cabbage. Chop the cabbage into sections for distribution.

#### Directions:

1. Have students thinly slice and shred the cabbage.
2. Chop the green onions and celery.
3. Have students combine all the salad ingredients and toss to combine.
4. Measure the dressing ingredients into small bowl. Stir until well combined.
5. Pour the dressing over the salad and toss again to mix thoroughly.
6. Enjoy!

#### DID YOU KNOW?

Cranberries are rich in antioxidants, which help protect your cells from damage over time!



### CRANBERRY PINWHEELS

Makes 12 servings, ½ wrap per student

#### Ingredients:

- 8 oz. softened cream cheese
- 1 cup crumbled feta cheese
- ½ cup green onion
- ½ cup dried sweetened cranberries
- 6 spinach tortillas (NUT FREE)

#### PREP BEFORE CLASS:

Cut tortillas in half.

#### Directions:

1. Pass ½ tortilla to each student
2. Pass about 1 and ½ tablespoons of cream cheese to each student and have them spread it all over the tortilla.
3. Pass green onions to each student and have them chop into small pieces.
4. Top tortilla with chopped green onions.
5. Pass a bowl of cranberries and a bowl of feta cheese and instruct students to spoon 1 ½ tablespoons of feta and 1 tablespoon of cranberries and sprinkle all over their tortilla.
6. Roll tightly. Cut into bite sized pinwheels, if desired. Enjoy!

#### DID YOU KNOW?

Red cabbage can be used to make a natural dye for clothing!





# LESSON 6: PERKY PURPLE

## OBJECTIVES

- ☑ Describe the health benefits of cranberries
- ☑ Explain what region of the world these recipes come from
- ☑ Summarize the process of whisking

## STAR INGREDIENT: CRANBERRIES

- What are cranberries? Cranberries are berries that have a tart flavor and a deep red color.
- When are cranberries usually eaten? Cranberries are typically in season in the U.S. from October until December, which is why they're a popular ingredient in many holiday dishes!
- Why are cranberries good for us? Cranberries are rich in fiber and various vitamins, including vitamin C, which is important for keeping our skin, muscles, and bones healthy. They are also rich in 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?
- What color connects these two recipes? Dark red, maroon, or purple isn't a common color when it comes to fresh ingredients, but both red cabbage and cranberries are immediately recognizable by their color.
- Today we are using two ingredients that can be used to make a natural dye! If you boil cranberries or red cabbage, you will end up with a red or purple liquid. This natural dye can be used for clothing, or in the kitchen as an alternative to chemical food coloring. Some red cake frosting, for example, uses cabbage juice for that bright color! Using fruits and veggies as a source of color is a great way to avoid processed food dyes.

## DEVELOPMENT

🕒 5-7 min

- As you are completing the Purple Cabbage Coleslaw recipe, discuss the Star Technique. In this recipe, we are using celery, cranberries, and red cabbage for flavor, texture, and color! What other ingredients might taste good in this coleslaw? What other ingredients would taste good in the second recipe, Cranberry Pinwheels? As a chef, it is your job to decide what flavors and textures will go into the dish you are cooking. Sometimes you can experiment and see what goes together and tastes good!
- As you are completing the Cranberry Pinwheels recipe discuss the Star Ingredient. Additionally, discuss the Cooking Pro fact.
- Cranberries are deep red because they contain high amounts of antioxidants. Antioxidants are compounds that protect our cells from damage! Eating an antioxidant rich diet helps keep you feeling healthy.

### 5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

### 5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- Umami

# LESSON 6: PERKY PURPLE

## STAR TECHNIQUE: CUSTOMIZATION

- Customization: when you have choices to choose various foods or toppings to place onto your recipe! The basic structure of the recipe is the same, but additional flavors can be added or subtracted depending on the chef's taste.
- Both of today's recipes involve customization, because we could add or subtract ingredients without changing the whole recipe.
- What are some other examples? A smoothie or parfait is another great example of customization-- you are able to choose multiple different ingredients and toppings to make a flavored masterpiece!
- Anyone can customize! No tools are required--just your knowledge of what ingredients taste good together.

## COOKING PRO

The cranberries we are using in today's recipes are dried, or dehydrated. This means that the water has been removed, leaving behind the flavor and the sugar. Dried cranberries taste sweeter than fresh cranberries!

## 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.

## 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

# LESSON 7

## COOKIES AND BANANA MOUSSE

### CHOCOLATE BLACK BEAN COOKIES

Serving Size: makes 12 cookies

#### Ingredients:

- 1 cup canned black beans
- 2 tbsp olive oil
- 2 tbsp sunbutter (NUT FREE)
- 2 tbsp milk
- 2/3 cup sugar
- 5 tbsp cocoa powder, unsweetened (NUT FREE)
- ¼ cup oat flour (NUT FREE)
- 1 tsp baking powder
- 1/2 tsp salt

#### PREP BEFORE CLASS:

Preheat the oven to 350 degrees. Open beans and drain. Line baking sheet with foil and grease with oil.

#### Directions:

1. Blend oats in food processor to make oat flour.
2. Add beans to a food processor, and have students measure the sunbutter, oil, and milk. Blend until completely smooth.
3. Have students measure sugar, cocoa powder, 2 tbsp oat flour, baking powder, and salt into a mixing bowl.
4. Mix dry ingredients together, and add to the bean mixture.
5. Blend again until well combined. The batter should have a thick consistency.
6. Instructor only: spoon 12 evenly distributed dollops of batter on a baking sheet. Use a spoon to form the cookies into round shapes.
7. Bake for 20 minutes (cookies should still be a little soft when you remove them from the oven).
8. Set aside a few minutes to cool. Enjoy!



#### DID YOU KNOW?

Cocoa powder is one of the richest sources of polyphenols, which decrease inflammation

### CHOCOLATE BANANA MOUSSE

Makes 12 servings

#### Ingredients:

- 5 bananas
- ¾ cup cocoa powder, unsweetened (NUT FREE)
- ⅔ cup sunbutter (10 tbsp) (NUT FREE)
- 2 tbsp sugar
- ½ cup chocolate chips (NUT FREE)
- 10 plastic cups

#### Directions:

1. Have students measure banana, cocoa powder, sugar, and sunbutter into blender.
2. Blend until it becomes completely combined. If needed, use a spatula to move the ingredients around inside the blender.
3. Pour into plastic cups for each student.
4. Distribute chocolate chips evenly between students, have them sprinkle chocolate chips on the top if they desire.
5. Enjoy!

#### DID YOU KNOW?

The scientific name for banana is *Musa sapientum*, which means "fruit of the wise men."

# LESSON 7: BEAUTIFUL BROWN

## OBJECTIVES

- Explain why chocolate has the potential to be a healthy ingredient.
- Name a few recipes where chocolate can be used.
- Identify the cooking tools that are used for mixing.

## 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 contain caffeine, also found in coffee and tea.
- What can we do with chocolate? Chocolate is bitter on it's own, so when we use it in deserts, 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 more sweet.



## INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today! Are they familiar with any of these ingredients?
- Note that both recipes include cocoa powder, a powder form of chocolate. Discuss how the cocoa powder is made. It is made by drying and then, crushing cocoa beans and removing the fat, or cocoa butter. Because it is a powder, we consider it a dry ingredient, and can mix it with other dry ingredients when baking.
- Ask children about recipes with cocoa powder that they know. (Hot chocolate, smoothies, brownies, cookies, cakes, etc.) Ask children to name their favorite foods with chocolate.

## DEVELOPMENT

🕒 5-7 min

- As you are transitioning to the Chocolate Black Bean Cookies, discuss Star Technique. Then discuss the benefits of chocolate. Cocoa powder in particular is one of the richest sources of polyphenols, which decrease inflammation and protects us from getting diseases. Chocolate is a healthy ingredient, but is often used in combination with sugar, which means eating it in moderation is important.
- As you are making Chocolate Banana Mousse discuss the Star ingredient, Key Qs: Where does chocolate? Why is chocolate good for us in moderation? What can we do with chocolate?
- While finishing the first recipe, discuss Cooking Pro.

## COOKING PRO

The best way to grate chocolate is by letting your grating tool (ex. zester or microplane) and your chocolate chunk chill in the fridge for about 15 minutes first. This will keep the chocolate from melting in your hand as you grate.

# LESSON 7:

## BEAUTIFUL BROWN

### STAR TECHNIQUE: MIXING

- What is mixing? Mixing is a general term that includes stirring, beating, blending, binding, creaming, whipping and folding. In mixing, two or more ingredients are evenly dispersed in one another until they become one product.
- What tools do you use to mix? A blender, mixer, food processor. Additionally, we can use spatula, whisks, and spoons.
- When do we usually use mixing? When baking and making a batter, when making sauces, when making salads.

#### 5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

#### 5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- Unami

### 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

- 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.



# LESSON 8

## OATMEAL CUPS AND PEAR PARFAIT

### BAKED OATMEAL CUPS

Makes 12 student servings, 1 muffin tin per student

#### Ingredients:

- 2.5 cups old fashioned rolled oats
- 1 tsp. cinnamon
- ¼ tsp. salt
- 1 tsp. baking powder
- ¾ cup milk
- 4 tbsp. honey
- ¾ tsp. vanilla
- 1/2 cup applesauce
- 1 medium pear
- 12 muffin tins

#### PREP BEFORE CLASS:

Preheat oven to 350 degrees F.

#### Directions:

1. Have a student volunteer measure the oats into a bowl.
2. Have students measure the cinnamon, salt, and baking powder into the bowl with the oats.
3. In a separate bowl, have a student measure the milk, then add the honey, vanilla extract, and applesauce into the same bowl.
4. Have a student add the dry ingredients to the wet ingredients and mix together.
5. Pour into 12 muffin tins.
6. Bake for 15 minutes in preheated oven. Watch the oven, time might vary.
7. Let cool and enjoy!

#### DID YOU KNOW?

Oats were one of the oldest cereal grains. They were first cultivated in China around 7,000 B.C.!



#### DID YOU KNOW?

Pears are a part of the rose family.



### PERFECT MORNING PEAR PARFAIT

Makes 12 student servings, 1/3 cup per student

#### Ingredients:

- 4 cups vanilla Greek yogurt
- 2 tbsp. honey
- 1 pear
- 2 tbsp. cinnamon

#### PREP BEFORE CLASS:

Wash pear; cut into 12 equal pieces.

#### Directions:

1. Pass 1 piece of pear to each student. Have students dice their pear piece into very small chunks.
2. Measure 2 tbsp. yogurt into each individual cup.
3. Students can then add their pear pieces, and measure about 1/2 tsp honey and a sprinkle of cinnamon on top.
4. Add another 2tbsp. yogurt to each cup. Encourage students to leave the parfait in layers instead of mixing.
5. Enjoy!

# LESSON 8: GOOFY GREEN

## OBJECTIVES

- Demonstrate how to slice various fruits and vegetables.
- Name one reason why oats are healthy.
- Describe why antioxidants are good for us.

## STAR INGREDIENT: OATS

- What are oats? Oats are a type of whole cereal grain that is high in fiber, protein, and antioxidants. It is a common breakfast food but can also be used in desserts, like oatmeal cookies!
- Where do oats grow? Oats prefer a cool, temperate climate. They are grown all over, including Russia, The U.S., Canada, Finland, and Poland!
- Why are oats good for us? Oats are high in fiber, which provides a steady stream of glucose, or energy, to your brain. Oats are also rich in protein, which helps keep you fuller for longer, and antioxidants, which protect your body 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.
- Explain that we're going to be making recipes that contain high amounts of fiber. Explain that fiber can be found in all sorts of foods, including whole grains, fruits, and vegetables.
- Discuss the various foods that contain whole grains and fiber. Ask the kids to name some of their favorite grains, fruits, and vegetables.

## DEVELOPMENT

🕒 5-7 min

- As you make the Baked Oatmeal discuss the benefits of eating the Star Ingredient: Oats and Star Technique. Explain what stirring is, what tools are used for stirring and types of foods we stir.
- Oats are whole grains that are full of fiber. Fiber helps keep your heart and digestive system health and also provides your brain with a steady stream of glucose, which helps you concentrate better and feel more alert during your daily activities. Oats also have a good dose of protein, which promotes satiety, meaning it helps you feel fuller for longer. Oats contain antioxidants, which are compounds that protect our cells from damage! Eating an antioxidant rich diet helps keep you feeling healthy.
- Also touch on the importance of proper measuring techniques, Cooking Pro.
- While preparing the Pear Parfait, have students identify the food sources of fiber within recipe (pears!) Good sources of fiber are pears, avocado, spinach and berries (e.g blueberries or raspberries). Ask students why fiber is important in our diet? Fiber is what helps us feeling fuller for longer and aids in digestion.
- Me-You-Us. Teacher demonstrates how to layer ingredients in the parfait.

# LESSON 8: GOOFY GREEN

## COOKING PRO

Measuring! Measuring can be done using various items, including measuring cups and measuring spoons. It is especially important to measure the right amount in baking so that your baked goods turn out tasty and look great!

## 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: STIRRING


- Today's recipe focuses on a super fun cooking technique - stirring!
- What is stirring? Stirring means mixing ingredients together with the use of utensil, without vigorous motion, until evenly blended.
- What tools do you use to stir? Spoon, spatula.
- What foods do you stir? Eggs into batter, parmesan cheese into cooked rice to make risotto, batters, etc.
- What are we stirring in today's recipe?

## 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.

# LESSON 9

## CHEESECAKE AND BERRY SMOOTHIE

### BLUEBERRY CHEESECAKE CUPS

Serving Size: 12 servings

#### Ingredients:

- 1 sleeve graham crackers
- 8 oz cream cheese
- 6 tbsp sugar
- 3/4 cup heavy cream
- 1 cup fresh blueberries
- 5 tbsp butter
- Ziplock bag

#### PREP BEFORE CLASS:

Melt butter.

#### Directions:

1. Put graham crackers in a plastic bag and crush.
2. Give each student 2 tbsp of graham cracker crumbs in individual cups.
3. Mix in melted butter and combine. Press down to form a crust. Set aside.
4. Add cream cheese, ½ cup blueberries, and sugar to a bowl. Mix well.
5. Measure and add heavy cream to food processor. Mix until thick and smooth, but don't over mix.
6. Fold in whipped cream to cheese and sugar and mix until thick and smooth.
7. Add the cream filling on top of student's graham cracker base, and then top with remaining blueberries.

#### DID YOU KNOW?

Blueberries are a rare example of food that is naturally blue in color. Other examples include blue corn and blue potatoes!



#### DID YOU KNOW?

Blueberries have been part of the human diet for at least 13,000 years.

### MIXED BERRY SMOOTHIE

Makes 12 servings

#### Ingredients:

- 1 cup frozen raspberries
- 1 cup fresh blueberries
- 3 medium bananas
- 1 cup plain Greek yogurt
- 1/2 cup milk

#### PREP BEFORE CLASS:

Prepare blender.

#### Directions:

1. Measure and add the raspberries, blueberries, bananas, yogurt, and milk to the blender.
2. Blend until smooth. Use rubber spatula to stir as needed.
3. If smoothie is too thick, add 1/8 cup water and continue to blend.
4. Pour smoothie mixture into cups.
5. Enjoy!



# LESSON 9: BRILLIANT BLUE

## OBJECTIVES

- Explain at least one reason why blueberries are good for us
- Summarize how different colored blueberries indicate different stages of ripeness
- Demonstrate how to effectively fold ingredients

## STAR INGREDIENT: BLUEBERRIES

- Where do blueberries grow? Blueberries grow on bushes on almost every continent on earth. There are two types: the highbush and lowbush blueberry. The highbush can grow as tall as 13 feet high!
- Why are blueberries good for us?
- Vitamins C, K, A, E, B – keeps our bodies and minds happy and strong!
- Antioxidants – keeps our bodies safe from bad guys called free radicals and helps us heal when we are sick.
- Did you know? Blueberries are one of the only foods that are blue! This blue color is from anthocyanin, an antioxidant.



## INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today. Today's recipes involve one of the healthiest fruits around—blueberries! Ask students if they enjoy the flavor of blueberries.
- Blueberries are a unique color! They are dark in color because they are rich in polyphenols, which are antioxidants. In fact, blueberries contain more antioxidants than any other fruit or vegetable! 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.

## DEVELOPMENT

🕒 5-7 min

- Complete the Blueberry Cheesecake recipe first, tying in the information shared from the Star Ingredient below.
- Do any of your blueberries have a cloudy, dusty looking film on the skin? This cloudy covering is a natural preservative that helps keep the berries fresh. Washing the berries removes this protective barrier. However, when the barrier is removed, the berries will deteriorate (or go bad) much more quickly.
- Are any of your blueberries different colors? As with most fruits and vegetables, the color of the blueberry represents its ripeness. You may notice that the darker the color of the skin, the riper the blueberry (and the sweeter the flavor). Pinker blueberries tend to be sour while green blueberries usually have little to no taste because they are not yet ripe.
- 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.
- As you are completing the Berry Smoothie, recipe discuss Cooking Pro. Key Qs: Before you blend, ask the students what colors they see in the blender. Repeat this question after blending.



# LESSON 9: BRILLIANT BLUE

## 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.

## COOKING PRO

The most efficient way to blend is to load the blender in the following order: liquids first, then fruits and vegetables, and finally greens and ice. To make your smoothie bowl thicker add more frozen fruit or ice. To make your smoothie bowl thinner add more milk.

## 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

## 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.

# LESSON 10

## STRAWBERRY MUFFINS AND SALAD

### STRAWBERRY MUFFINS

Makes 12 servings, 1 per student

#### Ingredients:

- 2/3 cup strawberries
- 1/8 cup sugar
- 1.5 cups all-purpose flour (NUT FREE)
- 1/2 tablespoon baking powder
- 1/2 teaspoon salt
- 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. Melt butter.

#### Directions:

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

#### DID YOU KNOW?

Strawberries are the only fruit to wear their seeds on the outside! Each strawberry has about 200 seeds.



#### DID YOU KNOW?

Spinach is a great source of iron!

### STRAWBERRY SALAD

Makes 12 servings

#### Ingredients:

- 1 bag (6oz) spinach
- ½ pint fresh strawberries
- Bunch of green onions
- ¾ cup feta cheese

For the dressing

- 1 lemon
- 2 tbsp white vinegar
- 1/3 cup sugar
- 1 tbsp olive oil

#### PREP BEFORE CLASS:

Wash spinach and strawberries.

#### Directions:

1. Pass out spinach, fruit, green onion, and feta cheese. Instruct students to slice strawberries and green onion.
2. Have students assist with making dressing: zest lemon and juice to measure 2tbsp. Combine and whisk the rest of dressing ingredients.
3. Have each student place spinach leaves on their individual plates. Add toppings, and then drizzle with dressing.
4. Enjoy!

# LESSON 10: RADICAL RED

## OBJECTIVES

- Explain why strawberries are healthy
- Discuss why we need Vitamin C in our diets
- Describe the difference between baking and roasting

## 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 are one of the first fruits harvested in the spring!
- Have students think of various recipes strawberries are used in (desserts, jams, smoothies, salads, etc.)

## DEVELOPMENT

🕒 5-7 min

- As you are completing the Strawberry Muffin, discuss Star ingredient. Key Q's: What does Vitamin C do? Strawberries are rich in a nutrient called vitamin C.
- Every vitamin has a specific 'job' that help different parts of our bodies work. Vitamin C is essential to immune system health, which means it helps defend your body against viruses and bacteria. Vitamin C also helps your body grow! Vitamin C is also an antioxidant, which means it can keep your body feeling younger and more healthy over time.
- Other benefits include helping your memory, your heart, and keeping your skin healthy. Because Vitamin C is so good for so many different parts of our bodies, we always want to make sure we are adding fresh fruits and veggies to our diets!
- Besides strawberries, what other fruits and vegetables contain Vitamin C? Apples, Apricots, Tomatoes, Pineapple, Oranges, Lemons, Limes, Kale, Spinach, Grapefruit, Watermelon, Cantaloupe, Papaya, Cabbage, and Kiwi all provide your body with the Vitamin C that is needs!
- As you are preparing to bake the Strawberry Muffins, discuss the Star Technique. Ask students if they have ever baked a recipe at home. What kinds of recipes usually need to be baked?
- Me-You-Us: Teacher demonstrates how to chop strawberries. 2. A volunteer demonstrates 3. Class repeats.

# LESSON 10: RADICAL RED

## STAR TECHNIQUE: BAKING

- Baking is a method used to heat up ingredients that are combined into a batter, mainly used to make pastries and desserts! (e.g cookies, cupcakes, cakes, pie).
- What tools are needed to bake? Or roast? Oven, a timer, and a container to hold the batter or other ingredients!
- That said, you will additionally need tools such as mixing bowls, measuring cups/spoons, whisk, baking pan, spoons, spatula.

## 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

The best way to cut a mango is to leave the peel on, slice down the side of the pit, and then cut a crosshatch into the peel. Push outwards, then scrape off the mango.



## 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.



## AVOCADO BROWNIES AND KALE PESTO

### AVOCADO BROWNIES

Serving Size: 12 servings

#### Ingredients:

- ¼ cup mashed avocado (1/2 avocado)
- ¼ cup olive oil
- 1 cup oat flour (about 1 1/4 cup of oats blended)
- ½ cup cocoa powder (NUT FREE)
- ½ cup honey
- 1 tsp baking soda
- ½ tsp salt
- ½ cup water
- 1/2 cup chocolate chips (NUT FREE)
- 10 foil muffin tins for baking

#### PREP BEFORE CLASS:

Preheat oven to 375 degrees F. Pass muffin tins to each student.

#### Directions:

1. Demonstrate how to pit the avocado and remove ½ from skin. Have a student volunteer mash.
2. Have student helper measure and whisk together avocado and oil until the mixture is creamy and smooth.
3. Blend oats in the blender until it turns into oat flour.
4. Have students measure and add oat flour, cocoa powder, honey, baking soda, salt and water to mixing bowl. Stir until well combined. Fold in chocolate chips.
5. Add ¼ cup of the batter to each student's muffin tin. Collect and bake for 15 minutes. Watch the oven as time may vary.
6. Remove and let cool for 2-3 minutes. Enjoy!



#### DID YOU KNOW?

Avocados are an excellent source of monounsaturated fats, which protect against heart disease.



### KALE PESTO

Makes 12 servings

#### Ingredients:

- 2 cups Kale
- 1 cup basil
- ½ cup parmesan cheese
- ½ tsp salt
- ½ cup olive oil
- ½ box Triscuit crackers (NUT FREE)

#### PREP BEFORE CLASS:

Rinse kale and basil.

#### Directions:

1. Begin by passing greens to each student, and instruct them to remove the leaves from stem and roughly chop
2. Collect greens and add them to the blender.
3. Have student measure and add the parmesan and salt to the blender, pulse until well combined.
4. Slowly add olive oil until mixture is creamy (add more olive oil if consistency is too thick).
5. Pass equal amount of pesto to each student and taste with the crackers.
6. Enjoy!

#### DID YOU KNOW?

Basil is high in Vitamins A, B6, C and K, as well as iron and magnesium.



# LESSON 11: GORGEOUS GREEN

## OBJECTIVES

- ✓ Identify three nutrients found in an avocado
- ✓ Discuss the importance of properly mixing ingredients
- ✓ Understand the value of healthy fats in a well-balanced diet

## STAR INGREDIENT : AVOCADOS

- Avocados are high in many nutrients, including: Folate, Vitamin K, Vitamin C, Vitamin E, Vitamin B5, vitamin B6, and potassium! Wow that is a lot!
- How many types of avocados are there? There are more than 80 varieties of Avocado.
- Which do you think has more potassium, a banana or an avocado? A banana has 422 mg of potassium per serving while an avocado has 708 mg of potassium per serving!
- Avocados are also high in omega-3s, a special type of healthy fat which is very good for your heart and brain.



## INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today.
- Healthy fats are usually plant-based oils, as well as fats from fish and seafood (which are omega 3's). These fats can be found in vegetable and nut oils, eggs, fish, avocados, nuts, and seeds. People often say that our diets shouldn't include much fat. However, our bodies need healthy fats in order to stay healthy and happy! Healthy fats are good for your blood, play a role in brain function, and have anti-inflammatory benefits.
- There are two main kinds of fat that we can find in our diets: unsaturated and saturated fat. Unsaturated fats are oils –the kind that are fluid at room temperature (such as olive and canola oils). Saturated fats are solid at room temperature (like a stick of butter or glob of coconut oil). You need both kinds in your diet, but the majority should come from unsaturated fats.
- Do you know some foods that are considered healthy fats? These fats help protect our heart while giving us lots of energy! Avocados and olive oil, both of which are used in today's recipes, are an excellent source of healthy fats.

## DEVELOPMENT

🕒 5-7 min

- As you are completing the Avocado Brownies, discuss the Star Ingredient.
- Ask the class, are avocados a fruit or a vegetable? Avocados are actually a fruit! They have a large seed in the middle, the pit! It is possible to grow a whole new avocado tree from the pit, because it is the seed of the fruit.
- As you are mixing the brownie batter, discuss the Star Technique.
- Me-You-Us: 1. Teacher demonstrates how to stir. 2. A volunteer demonstrates 3. Class mixes the brownie batter.

# LESSON 11: GORGEOUS GREEN

## 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!
- Mixing can also refer to stirring. What is stirring? Stirring means mixing ingredients together with the use of utensil, without vigorous motion, until evenly blended.

## COOKING PRO

Smashed avocado is essentially guacamole—if we didn't want to make brownies, we could make a delicious snack! However, guacamole without flavor and seasoning can be a little bland. Brainstorm a list of ingredients that could be added to the avocado to make it more flavorful.

## 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.

### 5 SENSES

- Sight
- Smell
- Touch
- Taste
- Hearing

### 5 TASTES

- Salt
- Sugar
- Bitter
- Sour
- Umami

# LESSON 12

## 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 12: 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 12: 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!
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### RAINBOW VEGGIE KABOBS AND LEMON DRESSING

Serving Size: 12 servings

#### Ingredients:

- 1 zucchini
- ½ broccoli head
- 2 bell peppers (yellow, red or orange)
- 10 cherry tomatoes or 2 large tomatoes
- 12 cocktail skewers

Marinade:

- ¼ cup olive oil
- 1 garlic clove
- Juice of ½ lemon
- ¼ tsp each salt and pepper

#### PREP BEFORE CLASS:

Wash the vegetables. Cut the vegetables into 12 pieces, one per student.

#### Directions:

1. Have students cut zucchini and bell peppers into big chunks, and break broccoli florets into smaller pieces.
2. Pass a kebob skewer to each student and have them carefully arrange veggies pieces one by one in the order that they desire.
3. Mince a clove of garlic. Add to a small bowl.
4. Demonstrate how to juice a lemon half with your hands and have a student add juice to small bowl with garlic.
5. Have students measure olive oil, salt and pepper into the bowl with lemon juice and garlic.
6. Whisk all the ingredients together.
7. Have student drizzle marinade over veggie kebobs. Enjoy!



#### DID YOU KNOW?

A tomato is actually considered a fruit, not a vegetable!

#### DID YOU KNOW?

Kiwifruit was named after the fuzzy brown kiwi bird that is native to New Zealand.



### FRUITY CHEESECAKE WRAPS

Makes 12 servings

#### Ingredients:

- 12 flour tortillas (NUT FREE)
- 1 8 oz package cream cheese
- 1/3 cup sugar
- ½ tbsp vanilla
- 2 bananas
- 2 apples or pears
- 3 kiwi

#### PREP BEFORE CLASS:

Wash fruit and pre-cut into 12 equal pieces. Let cream cheese sit out to soften.

#### Directions:

1. Have students help measure cream cheese, sugar, and vanilla into blender. Pulse until creamy and well combined.
2. Pass out tortillas, plates and spreading knives to each student.
3. Spoon cheesecake filling on to each student's plate and instruct them to evenly spread filling over their tortillas.
4. Pass pieces of fruit to each student. Demonstrate how to slice fruit into small pieces.
5. Instruct students to top their tortilla with fruit.
6. Roll the tortilla up. Cut into pinwheels if desired.

# LESSON 13: REFRESHING RAINBOW

## OBJECTIVES

- Identify vitamins found in a tomato
- Discuss the process of skewering ingredients
- Understand the value of healthy snacks

## STAR INGREDIENT : TOMATO

- Are tomatoes a fruit or vegetable? Tomatoes are considered a fruit because they contain many seeds on the inside. However, we often use them alongside vegetables.
- Did you know? In the Aztec culture, the word tomato means “plump thing.”
- The first type of tomato ever grown was yellow. What other colors of tomatoes have you seen? Other colors include red, yellow, orange and green.
- Tomatoes are high in vitamins A and C.



## INTRODUCTION

🕒 2-3 min

- Ask the students to identify the ingredients from both recipes. Have them guess what we might be making today! Ask students what their favorite fruits and veggies are. Do they often eat fruits and veggies as a snack?
- Do you eat snacks at home? What type of snacks do you eat? Ask students how they know the difference between a snack and meal.
  - Size: Snacks are usually smaller portions than meals and often don't contain as many ingredients.
  - Time of day: Snacks are usually eaten mid-morning and mid-afternoon in between meals. For example, an after-school snack is eaten before dinner to give you a little extra energy to finish the day's activities!
- Why do we eat snacks? Snacks help keep our bodies full, satisfied, and energized between meals. Eating small, healthy snacks throughout the day will keep us from eating larger meals and unhealthy things during mealtimes.
- What do you think “healthy snack alternative” means? A healthy alternative is when you swap an ingredient in a recipe with something healthier. Example: Swapping a hamburger bun with a lettuce wrap, or swapping potato chips for a handful of nuts. Fruits and veggies make for excellent snacks because they provide our bodies with extra vitamins, antioxidants, minerals, and other nutrients.

## DEVELOPMENT

🕒 5-7 min

- As you are completing the Veggie Kebabs, discuss the Star Ingredient. Tomatoes are biologically a fruit because they have seeds on the inside, but we often view them as a vegetable from a culinary point of view because we use tomatoes in savory dishes alongside veggies such as carrots, lettuce, etc.
- Discuss the Star Technique. Why are we skewering these ingredients instead of simply putting them on a plate? If we wanted to cook these vegetables, what cooking implement could we use? What other foods can you skewer?
- Me-You-Us: 1. Teacher demonstrates how to skewer. 2. A volunteer demonstrates 3. Class skewers their veggies.

# LESSON 13: REFRESHING RAINBOW

## STAR TECHNIQUE: SKEWERING

- What is skewering? Skewering means to put chunks of food on a long, skinny piece of wood or metal to hold the food together while cooking.
- What materials do you need for skewering? A metal or wooden "skewer". Usually the wooden skewers are made from bamboo wood.
- What types of food do you skewer? Popular examples are fruit, vegetables, and meats.
- Why do we skewer food in a recipe? When we want foods to cook quickly, we like them to be smaller in size. But if we cook small pieces of food over a grill, then we might drop food through the grates! Skewering helps keep all our food together.

## COOKING PRO

Smashed avocado is essentially guacamole—if we didn't want to make brownies, we could make a delicious snack! However, guacamole without flavor and seasoning can be a little bland. Brainstorm a list of ingredients that could be added to the avocado to make it more flavorful.

## TASTE TEST

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*Thank you & Happy  
Cooking!*

