

## Lesson Outline

### Pure Food Kids: A Recipe for Healthful Eating

Lesson Time: 2.25 hours

## Lesson Outline

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**1. Introduction – 5 minutes**

- Video introduction

**2. Pre Class Quiz – 5 minutes**

**3. Food Packaging – 20 minutes**

- Food Detective video – 4 minutes
- Food Detective – What Are They Selling Us? handout & review – 1 minute
- Analyzing food packages in groups – 5 minutes
- Group sharing – 10 minutes

**4. Whole vs. Processed Foods, Nutrition Statement and Ingredient List – 28 minutes**

- Food Detective video – 4 minutes
- Video review – whole foods, nutrition facts statement, ingredient list – 6 minutes
- Food Detectives – Is It True? handout & review – 1 minute
- Analyzing food packages in groups – 7 minutes
- Group sharing – 10 minutes

**5. Kitchen Safety – 13 minutes**

- Hand washing & knife skills – 1 minute
- Cooking tools and safe food-handling practices – 1 minute
- Hand washing – 8 minutes
- Recipe review when kids back at tables – 3 minutes

**6. Cooking: Hearty Vegetable Chili – 18 minutes**

- Students work in teams to prepare ingredients for chili

**7. Food Additives (while chili cooking) – 30 minutes**

- Food Detective video – 8 minutes
- Food Detectives – What's Really In There? handout & review – 2 minutes
- Analyzing food packages in groups – 10 minutes
- Group sharing – 10 minutes

**8. Food Detective review – 5 minutes**

**9. Post Class Quiz – 5 minutes**

**10. Eat Chili And Discuss Healthy Snacks – 5 minutes**

## **First Things First - Check in with the Teacher**

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- 1. Give teacher cheese as a “thank you”**
- 2. Give teacher packet**
- 3. Point out:**
  - Copies of all handouts
  - Additional activities
  - Teacher survey to be collected at the end of class
- 4. Make sure presentation and sound work**
- 5. Ask how the teacher gets class attention – bell, give me 5...**

## Facilitator Outline

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### Cue slide #1 – Pure Food Kids

#### 1. Introduction:

- Tables should be completely cleared except for:
  - a. Pencils
  - b. Silent reading books

#### 2. Introduce self and assistant

We're here today to do the Pure Food Kids Workshop with you –

- Watch some video
- Do some food detecting and
- Make some chili!

### Cue slide #2 - Introduction Video

#### 1. Hand out quiz

### Cue slide # 3 – Pre Class Quiz

#### 1. Review quiz on slide

- Name
- Date
- School
- Review each question
- Iterate – if you don't know, please circle "don't know" or leave blank
- When you're finished, turn the quiz over and read silently

### Cue slide #4 - Marketing Video

### Cue slide #5 – What Are They Selling Us? Handout

#### 1. Review marketing message

- Marketing – how businesses try to get you to buy their product
- They use:
  - a. Picture
  - b. Words
  - c. Statements
  - d. Colors
  - e. Prizes or giveaways

2. Review handout
3. Look only at the front of package – pretend it has not been picked up off the grocery store shelf
4. 5 minutes to work together on handout
5. Presentation:
  - Each group will stand up at table
  - 2 people will show food to class, 1 person holds package so presenter can read from it
  - Presenter –
    - a. Who makes it
    - b. What is it
    - c. Flavor
  - Facilitator asks questions, students answer

### Cue slide #6 - Nutrifacts video

### Cue slide #7 – Nutrition Facts Statement

1. Review video
  - Difference between whole and processed foods – whole foods you can imagine growing or being harvested
  - Nutrition Facts statement
    - a. Serving size – amount of food all the rest of the numbers are based on
    - b. Servings per container
    - c. Calories – what is it? Measurement of energy
      - Who knows how many you need? About 2000 but it depends on your activity level
    - d. Fats – vital for your body
      - Saturated – we need some
      - Trans fat – we should avoid – it’s an artificial fat – Crisco and margarine, that our body can’t process – it’s hard on our hearts
    - e. Sodium – anyone know another word for sodium? Salt
    - f. Carbohydrates – the main fuel for our body
      - Sugars – simple burn quick – complex last longer
      - Fiber – helps you poop!
    - g. Vitamins and minerals
      - Vitamin C – helps you heal
      - Vitamin A – eyesight
      - Calcium (ask class) – bones
      - Iron – blood

## **Cue slide #8 – Ingredient List**

### **1. Ingredient list**

- Read all the words in canned chili – ask how many know all the words and where they come from
- Read all the words in hearty vegetable chili – ask how many know all the words and where they come from
- Show 2 rules of thumb
  - a. Words you understand – usually better – find out what it is before you eat it
  - b. Shorter the list, usually the closer it is to the whole food state and more natural nutrients

## **Cue slide #9 – Information Slide**

1. Review what to look at on the label to gather data to answer handout

## **Cue slide #10 – Is It True? Handout**

1. Review handout and following slide

2. 5 minutes to work together on handout

### **3. Presentation:**

- Each group will stand up at table
- 2 people will show food to class, 1 person holds package so presenter can read it
  - a. Presenter –
    - Who makes it
    - What is it
    - Flavor
- Facilitator asks questions, students answer

## **Cue slide #11 – Information Slide**

1. Leave on screen for student to refer to

### **Cue Slide # 12 - Cooking!!!!**

#### **1. Each team will receive a tray with a different portion of the recipe on it and together we will cook a vegetarian chili!**

- Review Hand-washing
  - a. Teacher will direct students where to wash
    - Get hands wet
    - Soap
    - Step away and let the next person in
    - Scrub hands with soap for 20 seconds (ABC song in head)
    - Rinse
    - Dry with paper towel
    - Keep towel
  - b. DON'T TOUCH ANYTHING!
    - not your nose
    - not your clothes
    - not your hair
    - not the chair
    - nothing but your other hand and the air
- Before washing hands:
  - a. Desk cleared
  - b. Hair must be tied back
  - c. Sleeves rolled up

### **Cue Slide # 13 - Safety!!!!**

#### **1. Imaginary line around hot plate**

- No one within a pace

#### **2. Review Knife Safety**

- Zero tolerance for goofing off
- Don't touch blade
- If not actively cutting, knife down on cutting board
- No talking with knife in hand
- Do not grab knives before all instructions
- Share

#### **3. Trays**

- Trays will be on table when you return from washing
- Don't touch until you have heard all the instructions
- If there are not enough knives on the tray for the whole group and everyone wants to cut- you must share

### **4. TURN OVER TO TEACHER FOR HAND-WASHING**

## **Cue Slide # 14 - Recipe Review**

### **1. Recipe works just like in a cookbook**

- Ingredients and quantity above
- Directions below
- Directions split up into 5 groups - one for each tray
- Read ALL instructions before touching anything else on the tray
- Remember NOT to goof off with the knives!
- When finished, throw away your trash, place everything back on your tray and wait to be called up

## **COOK!!!**

### **1. Facilitator hints**

- Give onions to group that looks as if someone is experienced with cooking
- Have 3 people cut onions and 1 on garlic
- Make sure to explain directions to bean and tomato group so they don't drain tomato juice
- Make sure cilantro group reads instructions and only washes ½ the bunch so the other half can survive for another class

## **2. Limit time to 15 minutes**

- 3. Call tables up by ingredients (ex: onion and garlic group)**
- 4. Have groups place trays with all equipment and recipe on designated table/ counter after they have brought ingredients to be put in the pot.**
- 5. Groups must clean up their area (do not have them wash the dishes) and ready to go quickly**

## Chili:

- Heat on 4 – 5
- Add 1 T oil
- Add onions and garlic
- Sauté 30 seconds or until fragrant
- Add Red Bell Peppers and their spices
- Add Green Bell Pepper and their spices
- Sauté 30 to 45 seconds
- Add bean and stir
- Add tomatoes
- Turn heat down to 3
- Allow to cook while showing video and doing last food detective activity, stirring occasionally
- Turn heat down to 2 when cooked through
- Add corn
- Allow to cook while kids are taking test
- Add cilantro and stir
- Set out clean tray with 1 tasting cup per person
- Turn off heat
- Serve

### **Cue Slide # 15 Food Additives Video**

1. Now we will have the food detective back to talk to us while the chili is cooking!
2. After video:
  - Did anyone find anything that surprised them?
  - Here is a beaker with water colored with red #40 (petroleum based) and one with colored beets. Which would you like to drink now?

### **Cue Slide # 16 – What’s Really in There? Handout**

1. Review handout and following slide
  - Count total # of Sweeteners (on sweeteners only)
  - Point out “none found” option
  - Show charts
  - Mention one group has Carmine Coloring

### **Cue Slide # 17 - Things To Look For**

1. Leave on screen
2. 10 minutes to work together on handout
3. Presentation:
  - Each group will stand up at table
  - 2 people will show food to class, 1 person holds package so presenter can read it
  - Presenter –
    - a. Who makes it
    - b. What is it
    - c. Flavor
  - Facilitator asks questions, students answer

### **Cue Slide #18 – Conclusion Video**

1. Hand out and review quiz
2. Prep chili service
3. When everyone has turned in quiz, hand out chili

### **Cue Slide #19 – What Did We Learn Today?**

1. Talk about what they learned today.
2. Hand out recipe
3. Collect survey from teacher.

**DONE!**