FOOD AND SOCIETY
COOKING BASICS

SUMMARY

This lesson draws a link between the way food is prepared, and how healthy it is. Home cooking and using carefully selected ingredients, is emphasized as the healthiest option.

Duration: 90 mins, 2 Sessions | Grade Level: 4th–7th

Module 3: Food & Society
Cooking Basics

LESSON CONTENTS

LESSON RESOURCES

greenbeetz.org
our website hosts lesson slides, google forms, lesson videos, and teacher training videos, glossary, standards alignment and more

Worksheets

- Nutrition Facts Comparison Labels
- Video Worksheet(s)
- Exit Cards

COOKING BASICS: AT A GLANCE

ESSENTIAL QUESTION

How do different cooking techniques affect the nutritiousness of our foods?

STUDENT LEARNING GOALS AND OBJECTIVES

After this lesson students will be able to:

- Understand and compare different cooking methods
- Identify ways to make healthy food and drink choices on a budget.
- Suggest healthy substitutions or alternatives to their favorite foods

VOCABULARY

- **Digestibility** - how easily food can be broken down for nutrients and energy.
- **Preserve** - to keep food edible for longer.
- **Fry** - a method of cooking that uses significant amounts of oil, butter, or other fats.
- **Sauté** - a method of cooking in a large pan that involves moving the food around quickly so that it does not burn or stick to the pan.
- **Bake** - a method of cooking in an oven that surrounds the food with heat from all sides.
- **Boil** - a method of cooking in which the food is heated in boiling water.
- **Grill** - a method of cooking over a flame or hot coals.

KEY POINTS

- Cooking is a method of processing food. Cooking originally began as a practice because it allows nutrients to be more readily available to our bodies.
- Preparing and cooking our own food allows us to know exactly what we are eating, and can help us create healthier and more budget friendly recipes.
- Eating on a budget does not mean we have to give up on the quality of our food. Shopping in a farmers market at the end of the day, joining a CSA, freezing produce when in season, and repurposing leftovers are various methods that can be used to reduce food costs.

LESSON BREAKDOWN

TIME	ACTIVITY	MATERIALS/RESOURCES
PART 1		
3–5 min	Introduction: Turn & Talk	**Lesson Slides**
3–5 min	Vocab Preview	**Lesson Slides**
3–10 min	Lesson Video: Cooking Basics	**Vimeo** or **YouTube**
5–7 min	Class Discussion	**Lesson Slides**
10–15 min	Activity: Comparing Cooking Methods	Nutrition Facts Comparison Labels
5–8 min	Food Detective Assessment	Exit Card
PART 2		
5–8 min	Introduction: Turn & Talk	**Lesson Slides**
7–10 min	Doughnut Making Video	*Link suggestions provided in lesson plan*
15 min	Snackz & Factz	Cinnamon Toast
5 min	Test Your Noodle	**Lesson Slides**
5–8 min	Food Detective Assessment	Exit Card

PRIOR KNOWLEDGE AND MISCONCEPTIONS

PRIOR KNOWLEDGE

Students will have a wide range of cooking experiences. Some may participate frequently in preparing home meals and/or eat home meals regularly. Others may eat store-bought or fast food on a regular basis.

COMMON MISCONCEPTIONS	POSSIBLE RESPONSE
Because students will have such different experiences around preparing food or not, be sure to discuss that families make food choices based on cost, taste, convenience, culture, celebratory reasons, and other factors. The purpose of this lesson, and the program, is to provide information and tools for evaluating choices.	Remind students that we want to have a balanced diet; not demonize food. Give examples of how you can eat something that might have a lot of fat or sugar during one meal and that your next meal choice can be something with less sugar or fat to create balance.

DETAILED LESSON SCRIPT: PART I

Introduction: Turn & Talk

3–5 minutes

LESSON SLIDES

Get your students thinking about this topic with an open-ended question about the benefits of home cooking.

Introduction Question:

- *What are some of your favorite home-cooked meals?*

Vocab Review

3–5 minutes

Preview these words by assessing how familiar students are (you can use the thumbs up, thumbs down, or sideways strategy). If most students know a word, you can have students give examples or a definition of each word.

VOCABULARY	
Digestibility	How easily food can be broken down for nutrients and energy. Cooking increases digestibility of many types of foods.
Preserve	A method of keeping food edible for longer. Cooking and then storing food in sealed jars helps to preserve foods for many months or even years.
Frying	A method of cooking that uses significant amounts of oil, butter, or other fats. Frying can add significant amounts of fat to food.
Sauté	A method of cooking in a large pan that involves moving the food around quickly so that it does not burn or stick to the pan. Food can be sautéed in a small amount of oil or even in broth or water.
Bake	A method of cooking in which the food is heated in boiling water.
Grill	A method of cooking over a flame or hot coals. Grilling can produce some of the leanest dishes, as fats often drip out and fall through the grate, away from the food (but be careful not to burn or blacken your food too much on a grill—the charred pieces have carcinogenic properties).

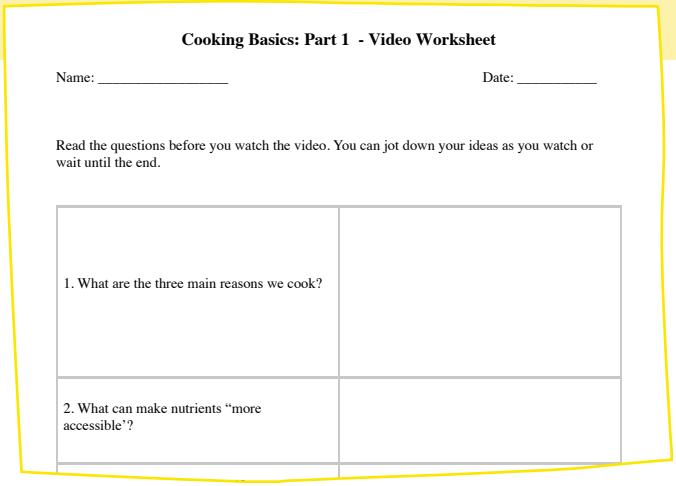
Lesson Video: Cooking Basics

4–10 minutes

DIFFERENTIATION

You should decide which structure will help your students access the information:

- Preview the worksheet as a class
- Have students watch the video and ask questions
- Watch the video more than once, pausing at key moments, etc.
- Or, you can allow their responses to be more open-ended and ask: What surprised you? What was most interesting? What was most important? Why?



Cooking Basics: Part 1 - Video Worksheet

Name: _____ Date: _____

Read the questions before you watch the video. You can jot down your ideas as you watch or wait until the end.

1. What are the three main reasons we cook?	
2. What can make nutrients "more accessible'?	

Class Discussion

5–7 minutes

Have a partner, group and/or open discussion to address these ideas after the video. This is a chance to have students brainstorm and for some to share what they do at home that others might want to try. Display or refer to the Key Points as needed.

Discussion questions for consideration:

- *Do you cook at home? If not, do you want to?*
- *Do you have a favorite food that might not be so healthy, but it could be prepared differently and be healthier? How so?*
- *Is cooking at home always healthier than eating out? Why or why not?*
- *Sometimes it seems like whole foods cost more than processed foods. How can someone on a tight budget afford to make healthy options?*

KEY POINTS	
Reasons Cooking First Developed	• Digestibility • Taste and texture • Safety and preservation (e.g. killing bacteria, keeping it edible longer).
Home Cooking Benefits	Cooking food at home is usually the healthiest choice, because we know all of the different ingredients that go into our meal. We can also control the serving sizes for the different portions to make sure our meals are well-balanced.
Methods of Cooking	There are several different ways to prepare food and the way food is cooked and prepared affects how healthy it is for us. The most common techniques are: frying, grilling, steaming, sautéing, baking, and boiling.
Healthy Substitutions in Cooking	Selecting the right ingredients is also an important factor in making a healthy meal. It is important to minimize sugars, salts, and saturated fats that we add to our food. One way that we can do this is to choose options that are lower in sugar (e.g. whole grains vs. white processed grains). Another way is to cook using smaller amounts of these ingredients (bake with ⅓ to ½ less sugar then the recipe calls for, cook with less saturated fats, add less salt, etc)
Eating on a Budget	Eating healthy is possible even on a tight budget. It might take more planning, but with the proper knowledge we can make decisions that are both good for our health and our wallets.

Activity: Comparing Cooking Methods

10–15 min. | Optional: Google Form Activity

This activity gives students a chance to compare and contrast similar foods that are prepared differently. In partners or groups, have them read through 1 of the nutrition facts comparison labels and discuss the following questions. Be sure to address the idea that families have traditions and recipes they enjoy. The point of this lesson is to make students aware of what they are eating. Humans eat treats all the time and there is nothing wrong with that, but it is important to know that what you are eating is a "treat" so you can balance your other food choices (i.e. if you splurge on mac and cheese one night, maybe have baked potatoes instead of fries the next day).

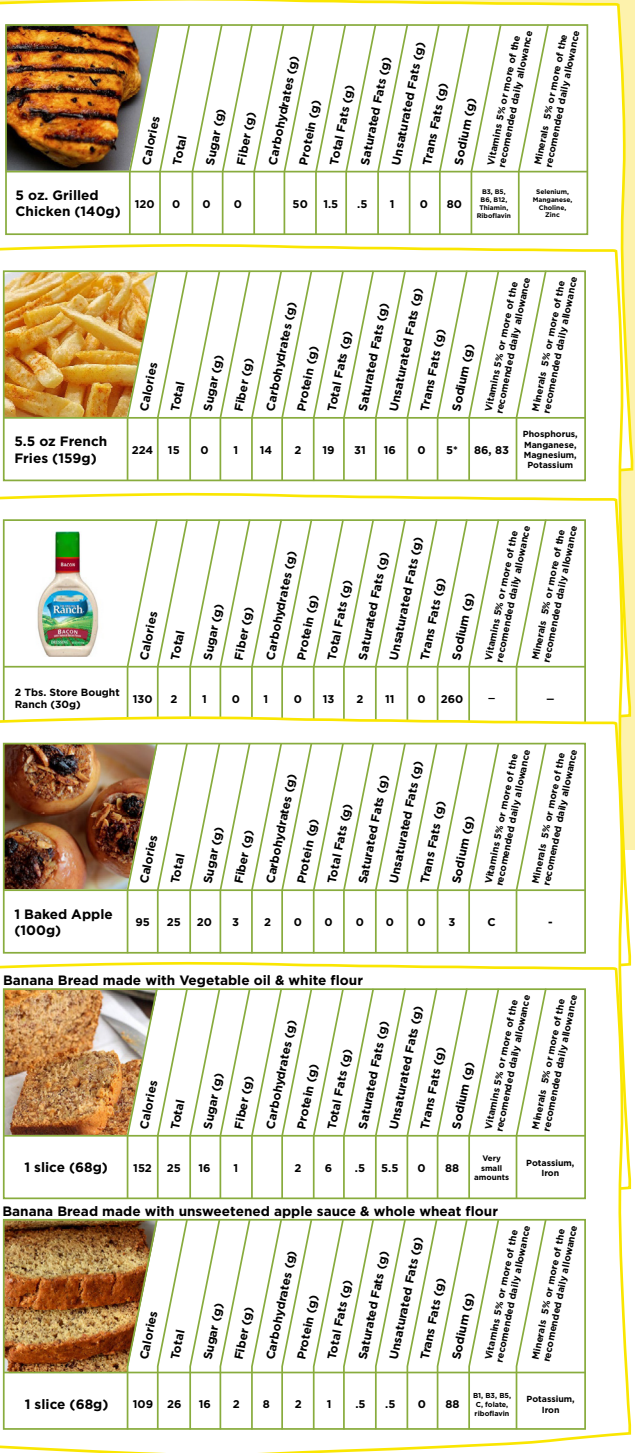
QUESTIONS ON THE NUTRITION FACTS COMPARISON LABELS:

What are the major differences between the two foods? (calories, fats, sugar, salt, ingredients, etc.)

Which ones are healthier? Why?

Which do you think might taste better? Why?

Which ones should you eat weekly? Which as an occasional treat? Why?



	Calories	Total	Sugar (g)	Fiber (g)	Carbohydrates (g)	Protein (g)	Total Fats (g)	Saturated Fats (g)	Unsaturated Fats (g)	Trans Fats (g)	Sodium (g)	Vitamins 5% or more of the recommended daily allowance	Minerals 5% or more of the recommended daily allowance
5 oz. Grilled Chicken (140g)	120	0	0	0		50	1.5	.5	1	0	80	B3, B5, B6, B12, Thiamin, Riboflavin	Selenium, Manganese, Choline, Zinc
5.5 oz French Fries (159g)	224	15	0	1	14	2	19	31	16	0	5*	86, 83	Phosphorus, Manganese, Magnesium, Potassium
2 Tbs. Store Bought Ranch (30g)	130	2	1	0	1	0	13	2	11	0	260	–	–
1 Baked Apple (100g)	95	25	20	3	2	0	0	0	0	0	3	C	-
Banana Bread made with Vegetable oil & white flour: 1 slice (68g)	152	25	16	1		2	6	.5	5.5	0	88	Very small amounts	Potassium, Iron
Banana Bread made with unsweetened apple sauce & whole wheat flour: 1 slice (68g)	109	26	16	2	8	2	1	.5	.5	0	88	B1, B3, B5, C, folate, riboflavin	Potassium, Iron

Food Detective Assessment

5–8 minutes

Have students answer the following on an Exit Card:

- *What are the benefits of cooking at home rather than buying store-bought food or eating out?*

DETAILED LESSON SCRIPT: PART II

Introduction: Turn & Talk

5–8 minutes

LESSON SLIDES

1. Have students share their favorite foods so your class can notice trends and then Turn and Talk:

- *Does there appear to be a trend to what kinds of dishes are favorites?*
- *Do people tend to pick salty foods, fatty foods, or sweets?*
- *How many people prefer meals that already seem healthy?*

2. Now we can make some of our favorite foods healthier. adjust these prompts to reflect what foods were shared in class:

- *How can you make a healthier pizza?*
- *What about quesadillas or tacos?*
- *What are some simple substitutions we can make to almost any recipe?*

Be prepared to share some ideas about substituting whole wheat products for white flour and baked for fried products and using lower fat cheeses and ground meat or turkey and/or adding more fresh vegetables to make meals a bit more healthy. In baking, you can use applesauce for some oil, and try the recipe with reduced sugar.

Doughnut Making Video and Discussion

7–10 minutes

DO

Ask if anyone likes doughnuts. Does anyone know how they are prepared?

Show a video of doughnut preparation in oil.
There are 2 suggestions in our materials but you are welcome to use any video that shows doughnuts frying.

Follow up with some open-ended questions. Be sure to again remind students that donuts are a treat and it is okay to have treats but it is also nice to find ways to make healthier versions that we can enjoy more often.

MATERIALS

Video of how doughnuts are made suggestions:

- SLO Doughnut Co
- Pioneer Woman

Discussion questions:

- *Was anyone surprised? What did you expect?*
- *How do you think the nutritional value of the dough is changed by frying it in oil?*

Snackz & Factz

15 minutes

Cinnamon toast: let's make this simple alternative together!

TIPS & TRICKS FOR MAKING IN CLASS:

Assign volunteers that are responsible for helping with particular steps of preparation such as spreading on butter or measuring out the cinnamon & sugar.

If you can't bring a toaster, you could buy "toast" that is already hard, like a whole wheat biscuit.

Taste together—it's nice to wait until everybody is served before taking a bite and you can enjoy as a group that first bite in unison - which will also bring group silence as they chew together.

Questions during/after tasting:

- *What are some of the health benefits of this snack compared to a doughnut?*
- *Is it okay to eat some sugar and fats? Is it okay to have a treat every once in a while? Why or why not?*
- *How can the way food is prepared determine if it is healthy?*

MATERIALS

- Sliced Whole Wheat bread or equivalent
- Butter
- Sugar
- Cinnamon
- Toaster *(if possible)*

INSTRUCTIONS

- Mix cinnamon and sugar together in a shaker or regular jar: ¼ cup sugar and 4 tsp cinnamon (a ratio of 3:1)
- Spread room temperature butter onto bread (do not use margarine - it is a very unhealthy trans-fat)
- Sprinkle or spread on a little of the cinnamon & sugar mixture
- Enjoy!

FACTZ on Cinnamon

Cinnamon is made from the bark of trees native to India, China, and Southeast Asia. There are actually several different kinds of trees that are used for cinnamon!

Some people claim that cinnamon can help to cure diabetes and heart disease. Scientific studies have not supported those claims, but it is a great way to add flavor without adding calories, and can be a great part of a healthy diet.

Test Your Noodle

5 minutes

1. List 2 reasons why people cook their food.
   (digestibility, taste/texture, safety/ preservation)

2. What is one cooking method that you can use to make a meal healthier?
   (grill, roast, use less butter/oil, spray or brush on oil/butter, use less sugar, use less salt, use less salad dressing, etc.)

3. Why is it usually healthier to cook your food at home?
   (because you know what ingredients are used and how it is prepared)

4. True or False: It is possible to eat healthy on a tight budget.
   (true)

Food Detective Assessment

5–8 minutes

Have students answer the following on an Exit Card: :

- *What are some ways to* ***make a recipe a healthier?***

	Calories	Total	Sugar (g)	Fiber (g)	Carbohydrates (g)	Protein (g)	Total Fats (g)	Saturated Fats (g)	Unsaturated Fats (g)	Trans Fats (g)	Sodium (g)	Vitamins 5% or more of the recomended daily allowance	Minerals 5% or more of the recomended daily allowance
5 oz. Grilled Chicken (140g)	120	0	0	0		50	1.5	.5	1	0	80	B3, B5, B6, B12, Thiamin, Riboflavin	Selenium, Manganese, Choline, Zinc

	Calories	Total	Sugar (g)	Fiber (g)	Carbohydrates (g)	Protein (g)	Total Fats (g)	Saturated Fats (g)	Unsaturated Fats (g)	Trans Fats (g)	Sodium (g)	Vitamins 5% or more of the recomended daily allowance	Minerals 5% or more of the recomended daily allowance
5 oz. Fried Chicken (140g)	342	2.5	0	0	2.5	45	17	4.5	125	0	107	B3, B5, B6, B12, Thiamin, Riboflavin	Selenium, Manganese, Choline, Zinc, Potassium

	Calories	Total	Sugar (g)	Fiber (g)	Carbohydrates (g)	Protein (g)	Total Fats (g)	Saturated Fats (g)	Unsaturated Fats (g)	Trans Fats (g)	Sodium (g)	Vitamins 5% or more of the recomended daily allowance	Minerals 5% or more of the recomended daily allowance
5.5 oz French Fries (159g)	224	15	0	1	14	2	19	31	16	0	5*	86, 83	Phosphorus, Manganese, Magnesium, Potassium

	Calories	Total	Sugar (g)	Fiber (g)	Carbohydrates (g)	Protein (g)	Total Fats (g)	Saturated Fats (g)	Unsaturated Fats (g)	Trans Fats (g)	Sodium (g)	Vitamins 5% or more of the recomended daily allowance	Minerals 5% or more of the recomended daily allowance
Roasted Potatoes (159g)	140	32	2	3.5	26.5	3.5	0	0	0	0	30	C	Phosphorus, Manganese

	Calories	Total	Sugar (g)	Fiber (g)	Carbohydrates (g)	Protein (g)	Total Fats (g)	Saturated Fats (g)	Unsaturated Fats (g)	Trans Fats (g)	Sodium (g)	Vitamins 5% or more of the recomended daily allowance	Minerals 5% or more of the recomended daily allowance
2 Tbs. Store Bought Ranch (30g)	130	2	1	0	1	0	13	2	11	0	260	–	–

	Calories	Total	Sugar (g)	Fiber (g)	Carbohydrates (g)	Protein (g)	Total Fats (g)	Saturated Fats (g)	Unsaturated Fats (g)	Trans Fats (g)	Sodium (g)	Vitamins 5% or more of the recomended daily allowance	Minerals 5% or more of the recomended daily allowance
1.5 Tbs. Vinegar & 0.5 Tbs. Olive Oil & Salt (30g)	30	3	3	0	0	0	7	2	5	0	155	–	–

	Calories	Total	Sugar (g)	Fiber (g)	Carbohydrates (g)	Protein (g)	Total Fats (g)	Saturated Fats (g)	Unsaturated Fats (g)	Trans Fats (g)	Sodium (g)	Vitamins 5% or more of the recomended daily allowance	Minerals 5% or more of the recomended daily allowance
1 Baked Apple (100g)	95	25	20	3	2	0	0	0	0	0	3	C	-

	Calories	Total	Sugar (g)	Fiber (g)	Carbohydrates (g)	Protein (g)	Total Fats (g)	Saturated Fats (g)	Unsaturated Fats (g)	Trans Fats (g)	Sodium (g)	Vitamins 5% or more of the recomended daily allowance	Minerals 5% or more of the recomended daily allowance
1 Slice Apple Pie (117g)	277	45	27	3	15	2.2	13	4.5	7.5	0	331	C	-

Banana Bread made with Vegetable oil & white flour

	Calories	Total	Sugar (g)	Fiber (g)	Carbohydrates (g)	Protein (g)	Total Fats (g)	Saturated Fats (g)	Unsaturated Fats (g)	Trans Fats (g)	Sodium (g)	Vitamins 5% or more of the recomended daily allowance	Minerals 5% or more of the recomended daily allowance
1 slice (68g)	152	25	16	1		2	6	.5	5.5	0	88	Very small amounts	Potassium, Iron

Banana Bread made with unsweetened apple sauce & whole wheat flour

	Calories	Total	Sugar (g)	Fiber (g)	Carbohydrates (g)	Protein (g)	Total Fats (g)	Saturated Fats (g)	Unsaturated Fats (g)	Trans Fats (g)	Sodium (g)	Vitamins 5% or more of the recomended daily allowance	Minerals 5% or more of the recomended daily allowance
1 slice (68g)	109	26	16	2	8	2	1	.5	.5	0	88	B1, B3, B5, C, folate, riboflavin	Potassium, Iron

Cooking Basics: Part 1 - Video Worksheet

Name: _____ Date: _____

Read the questions before you watch the video. You can jot down your ideas as you watch or wait until the end.

1. What are the three main reasons we cook?	
2. What can make nutrients “more accessible’?	
3. Why is home-cooking good?	
4. Name some different cooking methods.	
5. What ingredients should you try to use less of when cooking at home?	
6. What are some examples of lower fat or lower sugar food items we can use instead of the higher fat or sugar versions?	
7. What makes cooking at home with high quality foods a bit harder?	

Cooking Basics: Part 1 - Video Worksheet Answers

Name: _____ Date: _____

Answers

1. What are the three main reasons we cook?	Digestibility, taste and texture, safety,
2. What can make nutrients “more accessible’?	Cooking, because you don’t always get the same quantity of nutrients when you eat food raw and cooking can unlocked nutrients that aren't otherwise accessible to our systems.
3. Why is home-cooking good?	You have more control over the ingredients
4. Name some different cooking methods.	Fry, sautee, bake, roast, grill, boil
5. What ingredients should you try to use less of when cooking at home?	Salt, sugar and fat
6. What are some examples of lower fat or lower sugar food items we can use instead of the higher fat or sugar versions?	Low fat milk; whole grain bread
7. What makes cooking at home with high quality foods a bit harder?	The cost

Name:_____ Date:_____

Cooking Basics: Part 1 - Exit Card

What are the benefits of cooking at home rather than buying store-bought food or eating out?

_____
_____
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Name:_____ Date:_____

Cooking Basics: Part 1 - Exit Card

What are the benefits of cooking at home rather than buying store-bought food or eating out?

_____
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_____

Name:_____ Date:_____

Cooking Basics: Part 2 - Exit Card

How can you make a recipe a bit healthier?

_____
_____
_____
_____
_____
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_____
_____
_____

Name:_____ Date:_____

Cooking Basics: Part 2 - Exit Card

How can you make a recipe a bit healthier?

_____
_____
_____
_____
_____
_____
_____
_____
_____

GreenBeetz: Let's Make a Greek Salad

Table 3 - TOMATOES (2-4 CLEAN students)

- Rinse the tomatoes in the sink. You can just open the lid and run water over them. Be sure to use a plate to carry them back to your table so the tomatoes don't drip.
- Using a small plastic knife, cut the tomatoes in half (long ways).
- Bring your tomato halves to the teacher and add them to the bowl.
- Rinse off your cutting board and knives. Dry them off and return them to your table. Wipe down your table so there aren't any seeds or juice on the table.
- Go to table 1 or 6 and research the nutritional benefits of tomatoes

Table 2 - CUCUMBERS
(5-6 VERY RESPONSIBLE students)

- Rinse the cucumbers off in the sink and carry them back on a plate so you don't drip water.
- Peel the skin off the cucumber. BE CAREFUL as peelers are sharp. Keep the peels together on a plate as we'll compost them later.
- Call the teacher over and she will demonstrate how to cut the cucumber in half with the large green knife.
- Use a metal spoon to scoop out the seeds. Again save them for composting.
- Once you have taken out the seeds, use a small plastic knife to cut them cucumber into small (¼ inch) cubes.
- Add your cucumbers to the main bowl.
- Clean up your station and dry off the equipment.
- 1-2 students should go down to the cafeteria and add the scraps to the compost.
- Go to the research table and find out the nutritional benefits of cucumbers

Table 4: FETA AND OLIVES
(2-4 students WHO TOLERATE STRONG SMELLS)

- Use a spoon to about a ¼ cup of the feta crumbs on 4 different plates. If there is extra feta, leave it in the container.

Table 5: Dressing (2-3 MATHEMATICIANS)

- A classic way to make a light salad dressing is to use 2 to 1 as ratio with more vinegar than oil. This means that you use twice as much vinegar as oil.
- We don't need much dressing, so you can use about ½ cup of balsamic vinegar. **Talk to your group about how much oil you should add and confirm with the teacher before you add it.**
- Use measuring cups for the oil and vinegar and then pour them into the larger measuring cup. Stir the dressing in th cup

- If there are any large chunks, you can use a fork, to break the pieces into smaller parts.
- Cut all the olives into halves. Please cut them on a PAPER PLATE not a cutting board.
- Use a spoon to put about 10-15 halves on **4** different plates. Try to put some of each kind (color/size) of olives on each plate.
- When you are done, toss the paper plates, clean the small plastic knives and return the knives and extra food to the teacher.
- Wash your hands and dry them.
- Go to table 1 and 6 and research the nutritional benefits of feta cheese and Greek olives (the ones we are eating are kalamata (blakish), Cretan (small, light green), amfissa (pinkish one), and Sicilian (large green with a red pimento (pepper) in the center)

- Add about ¼ teaspoon of basil and ¼ tsp of oregano and two shakes of salt. (Be careful not to accidentally add to much salt).
- Stir it. Ask the cucumber group for a small piece of cucumber. Cut it into 2 pieces for you to share. Dip the cucumber (ONLY ONCE) into the dressing and taste it. Decide if it needs more salt or seasonings. If you both agree it is too sour, add a PINCH (no more than ¼ tsp) of sugar and mix it up.
- Pour an even amount of dressing into each of the **4** cups and give it one more stir.
- Use soap to wash out all the measuring cups and forks/spoons and dry off the equipment.
- Make sure you hands are clean and dry.
- Return the balsamic, oil and salt to the teacher.
- Research the benefits of olive oil and balsamic vinegar.

Table 1 and 6 -

- Use the scissors carefully to cut eat pita into 6 triangles. Discuss with your partner how to cut it before you cut! Place the triangles in the plastic container the pita came in.
- Wipe off your scissor and return it to the main desk.
- Begin researching.

2. Research
When you are finished preparing your part of the Greek Salad and have CLEANED up the table and all the equipment and CLEANED YOUR HANDS and DRIED THEM, come and do some research.

Please find out for the group, what the nutritional benefits are for (CIRCLE YOUR ITEM):
olives,
feta cheese,
tomatoes
cucumbers,
olive oil,
balsamic vinegar

Things to consider:

Nutrient	**Serving Size**	**How much? What does it do for you?**
Vitamins _____		
Minerals _____		
protein		
fiber		
sugars		
fat		
calories		

Be sure to make it clear how much the amount of nutrients you need. *For example, if something has 10g of fat, is that 2% or 75% of what you need? Or, you can also say how many grams of that nutrient you need per day of fat so we can tell whether this is good source of the nutrient.*

GreenBeetz: Let's Make Guacamole and Pickled Beets

Group 1- TOMATOES (2-4 CLEAN students)

- Rinse the tomatoes in the sink. You can just open the lid and run water over them. Be sure to use a plate to carry them back to your table so the tomatoes don't drip.
- Using a small plastic knife, cut the tomatoes in quarters.
- Bring your tomato quarters to the teacher and add them to the bowl.
- Rinse off your cutting board and knives. Dry them off and return them to your table. Wipe down your table so there aren't any seeds or juice on the table.
- Go to table 1 or 6 and research.

Group 2 - Avocado (4-6 VERY RESPONSIBLE students who won't let the slippery avocado fall to the ground!)

- Scoop the avocado out from its peel
- Keep the peels together on a plate as we'll compost them later.
- Use a knife to cut the avocado into bite size pieces.
- Add your to the main bowl.
- Clean up your station and dry off the equipment.
- 1-2 students should go down to the cafeteria and add the scraps to the compost.
- Go to the research tables

Group 3 LIME and SALT (2-4 students WHO DON'T have cuts on their fingers and like guacamole)

- **Research until you are needed. You go last**
- Squeeze one half of the lime over the guacamole.
- Sprinkle salt all over
- Stir it around and taste one piece
- You probably need the whole lime so squeeze more and see if it needs more salt. Call the teacher over to help taste test.
- Use a spoon to put an equal amount 4 plates.
- When you are done, add the limes to the guacamole peels and walk them to the composting in the cafeteria.
- Wash your hands and dry them.

Group 4: Beets (2-3 people who like the smell of pickles)

- Cut the beets into quarters.
- Put a splash (about 1-2 tablespoons) of balsamic dressing.
- Add the sugar and a couple of shakes of salt. (Show the teacher as you need enough to lightly cover all the beets)
- Stir it a bit and then add the beets and mix it so they are covered.
- Use soap to wash out all the measuring cups and forks/spoons and dry off the equipment.
- Make sure you hands are clean and dry.
- Return the balsamic and salt to the teacher.
- Wait at least 5 minutes (you can research)
- and then distribute 5-10 pieces of beets onto a plate for each table.
- Call teacher over so she can return extra beets to the container.
- Wash out - with soap the bowl.

Group 5: Cilantro (2-4 people who like to get there hands messy)

- Rinse the cilantro leaves in the sink and **pat them dry.**
- Tear the leaves into tiny (¼ x ¼ inch) pieces. You need about a table spoon.
- Clean up
- Bring Cilantro to avocado table.
- Research when you are done or try "advertising word games"

Group 6: Onions (2 people who are VERY RESPONSIBLE and doesn't mind tearing up)

- Use one glove on the hand you're holding the onion.
- Use one hand to hold the grater
- Carefully grate the onion over a plate. You only need 2 tablespoons of onions so do grate more than half an onion..or you could grate your finger accidentally.
- Add about ⅛ of a cup of onion to the bowl at the avocado table.

Group 7:Research

When you are finished preparing your part of the recipe and have CLEANED up the table and all the equipment and CLEANED YOUR HANDS and DRIED THEM, come and do some research.

Please find out for the group, what the nutritional benefits are for (CIRCLE YOUR ITEM):
avocadoes
tomatoes
Limes
balsamic vinegar

Things to consider:

Nutrient	**Serving Size**	**How much? What does it do for you?**
Vitamins _____		
Minerals _____		
protein		
fiber		
sugars		
fat		
calories		

Be sure to make it clear how much the amount of nutrients you need. *For example, if something has 10g of fat, is that 2% or 75% of what you need? Or, you can also say how many grams of that nutrient you need per day of fat so we can tell whether this is good source of the nutrient.*

***if you do a great job, one of you will get to mix/mash everything together.**