

LESSON OUTLINE

Lesson #3 : **Cooking with Beneficial Fats**

Lesson Objective: Students will be able to identify beneficial fats that have nutritional value. Students will learn hand-washing techniques for food preparation and discuss water conservation.

Classroom Lesson Outline:

1. Introduction: (2 minutes)

Students learn beneficial fats don't make you "fat"

- a. Discover how to find fats in our foods both natural and man made
- b. Students prepare their own snack using a combination of higher-quality fats

2. Concepts taught: High vs. low-quality fats (10 minutes)

- a. Handwashing and water conservation message
- b. High-quality fats = whole, closer to the source, minimally processed
- c. Lower-quality fats = processed, highly heated such as fried foods

3. Activity (25 minutes)

- a. Students create and enjoy a salad with healthy fats and a whole grain roll and butter

4. Review (2 minutes)



Recommended Reading

- Beneficial and Harmful Fats by Linda Prout, MS
- Flaxseed Oil by Ask The Doctor

California State Standards met by grade

3rd grade:

Students choose and use appropriate units and measurement tools to quantify the properties of objects.

- Students will:

Choose the appropriate tools and units (metric and U.S.) and estimate and measure the length, liquid volume, and weight/mass of given objects.

4th grade:

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.

- Students will:

Measure and estimate the weight, length, or volume of objects.

5th grade

Students display, analyze, compare, and interpret different data sets, including data sets of different sizes.

- Students will:

Use fractions and percentages to compare data sets of different sizes.

SCRIPT

Lesson #3: Cooking with Beneficial Fats



Docent note: Before you start the lesson, set up 3 workstations while the children wash their hands. Washing hands takes at least 10 minutes and possibly more time for larger classrooms. Let your teacher know that students will be preparing their snack in this lesson so they will wash their hands before the lesson.

Set up for dressing work station (s): table covering, jar and lid (2 of these for 4th and 5th grade classes), garlic press, juicer, measuring cups, measuring spoons, dressing ingredients

For 4th and 5th grade – students will prepare 2 jars of salad dressing and will share: bottle of olive oil, garlic press and juicer at one station.

Set up for salad work station: Table covering, large salad bowl, 1 set salad tongs, salad ingredients

Set up for bread and butter work station: table covering, plastic knives, rolls, butter

Write ingredients on white board

The docent should explain to the class they are going to make their snack today so they need to wash their hands. Send kids up to sink in groups. While they are washing hands, explain:

Introduction

Today our lesson is about identifying beneficial fats. Everyone will be helping to prepare our snack sample for today!

Question: But before we start, what is the most important job EVERYONE must do when working with food, especially when other people will be eating the food you help prepare?

Answer: YES, washing your hands!

Question: Any thoughts as to why this is so important?

Answer: GERMS! We do not want to share these with anyone or have them get into our food.

So here is the best way to wash your hands to make sure you get rid of the germs: Wet your hands, turn off the water so you don't waste water, add soap and really scrub your hands together as you count to 30. Then, rinse them off well under the water and remember to turn off the faucet with the back of your hand or elbow, or use a paper towel. If you grab the handle with your clean hands, germs can get right back on them! Turning off the water while washing your hands is a great way to conserve water.

Question: What are other ways we can conserve water:

Answer: Turn water off while we brush teeth, take shorter showers (Take more water conservation ideas from the class)

I want to see how much you remember from our last lesson.

Question: What makes a food higher in quality?

Answer: It is whole and close to the source. This means it looks and tastes like it did when it came from nature. Our example was a whole orange. If you eat a whole orange, you are eating something that has not been changed since it came from its source, the tree. Orange soda has been changed a lot so it is very far from its source.

Question: Who remembers the 3 “Red Flags” we talked about in the last lesson?

Answer: Added sugars, especially high fructose corn syrup; hydrogenated oils and artificial ingredients.

Question: Can anyone tell me about an experience they had reading an ingredient list since our last lesson?

Today you are going to prepare your own snack sample using a combination of higher-quality fats.

There are many different types of fats.

Higher-quality fats are whole and closest to their source and have benefits for our body.

 *Docent note: Write ‘higher-quality fats = whole and close to the source, have benefit for our body’*

Question: Can anyone name some examples of higher-quality fats?

Answer: Hint: they are whole and close to their original source. Olives, olive oil, avocado, butter, coconut oil, salmon, nuts, seeds, cheese, yogurt.

It is important to know that higher-quality fats are a nutrient which our body needs for energy, to help us think and to help us move. And, when eaten in the right quantity for your body, beneficial fats do not make you fat.

Here are some facts about why we want to eat beneficial fats:

- About half of our brains are made up of fat, so eating fat helps us think clearly and concentrate.
- Fats help us feel satisfied longer, so we aren’t hungry as often.
- Our bodies use fat as a source of energy, so we can perform at our best all day.
- Fat is a lubricant. Just as a car needs oil to make it run smoothly, we need fats to help keep our joints moving such as our knees or hands.

Today you are going to prepare your own snack sample made with foods containing beneficial fats.

You are going to make salad and dressing using these ingredients:

 *PROP Hold up dressing recipe or write the recipe on the white board in class.*

1/2 cup olive oil

Juice from 1 lemon

2 cloves of garlic

1/4 teaspoon sea salt

1 tablespoon dijon mustard

1 box lettuce

1 cup pumpkin seeds

whole grain roll

butter

Question: Who can name the foods containing beneficial fats in this recipe?

Answer: Olive oil, pumpkin seeds and butter.

I am going to divide you into groups. Each group will do their part in making the salad and bread snack.



Docent note: Arrange students so there are the appropriate number at each table.

Dressing table – 7 to 8 (14 to 16 for 4th-5th grades classrooms – students will prepare 2 jars of dressing and will share the ingredients and supplies)

Lettuce table – 5 to 7 students

Bread and butter – 6 to 8 students



Docent note: Use handout to provide workstation directions to each group. Make sure everyone gets a turn.

Before you touch anything at the table, please listen for instructions.

Directions for SALAD DRESSING table

Students must use food service gloves.

Jobs at this table:

1. Measure $\frac{1}{2}$ cup olive oil.
2. Pour olive oil into the jar.
3. Press juice from $\frac{1}{2}$ of lemon with the hand juicer and pour into the jar.
4. Press juice from other $\frac{1}{2}$ of lemon with the hand juicer and pour into the jar.
5. Press 1 clove garlic with garlic press and add to jar.
6. Press other clove garlic into jar with garlic press and add to jar.
7. Measure and add 1 tbsp mustard to the jar.
- 8 Measure and add $\frac{1}{4}$ tsp sea salt to the jar.
9. Put lid on TIGHTLY and shake well (each student can take a turn doing this).

Directions for SALAD table:

Students must use food service gloves.

Jobs at this table:

1. Everyone can remove lettuce leaves and gently tear into bite size pieces and put in salad bowl.
2. Two people – pour seeds on top of lettuce
3. Mix seeds with lettuce using salad tongs - all can have a turn.
4. Optional - have this group add dressing, a little at a time, and toss. Do not overdress the salad

Directions for BREAD AND BUTTER table:

Students must use food service gloves.

Jobs at this table:

1. Divide rolls among students
2. Instruct students to cut the rolls into fourths using the plastic knife
3. Each student may add a thin layer of butter to each piece of roll



Docent note: Serving instructions – Docent can add dressing, toss and serve students or if you have time, you can have volunteers do this. Salad should not be overdressed. For 4-5th grade, you will only need 1 jar of dressing. Remaining jar can be left as a gift for the teacher. It should remain refrigerated.

REVIEW WHILE STUDENTS ARE EATING
(Depending on time, ask these as questions, or simply review.)

So today we learned a lot!

We learned why it is so important to wash your hands before you prepare food.

We learned about the importance of conserving water.

We learned the difference between lower-quality fats, which can be harmful to our bodies and beneficial fats, which provide our bodies with important nutrients.

We learned that beneficial fats, when eaten in the right amount, will not make us fat.

We also learned how to make a salad full of beneficial fats, which you can now share with your family. The recipe is included on your “Grill Me About” flyer that you take home to your family.



Docent note: Please use cleaning supplies and make sure that your classroom is clean before you leave.