



LESSON PLAN # 1

A CLASSROOM TOOL TO HELP PROMOTE THE MESSAGE OF HEALTHY EATING





“THE FOOD DATING GAME”

FOCUS

Hold up a healthy, well-known ingredient (String Cheese, Carrots, 2% Milk, etc). Ask the students to come up with things that they know about the ingredient.

- Why is this ingredient healthy?
- What makes it good for you?
- Are there any facts that you know to be true?
- What are some of the ways you can use this ingredient?
- What things could you add to it to make it better? Healthier?

After the brief brainstorming session, move to the **FOOD DATING GAME**.

OBJECTIVES

- » TO EDUCATE STUDENTS ON NUTRITIONAL VALUES AND BENEFITS OF INGREDIENTS
- » TO HELP STUDENTS THINK OUTSIDE THE BOX WHEN IT COMES TO EATING AND COMBINING FOODS
- » TO FURTHER ENGAGE STUDENTS IN HEALTHY EATING

EXPLANATION

Today, we are going to learn about some nutritional values and benefits of well-known ingredients that you might see on a daily basis. But first, let's discuss what makes an ingredient healthy? What does it mean to say low carb? How about low in fat? Where can you go to find healthy ingredients? Can food be healthy, but then made unhealthy when another ingredient is added? Etc....

To illustrate this idea, we are going to play the **FOOD DATING GAME**. For the game, we are going to use four ingredients- an apple, peanut butter, cinnamon, and yogurt. They are healthy on their own, but adding additional ingredients to each one may make it taste better or make it more nutritious. Perhaps you might think you know a lot about some of these ingredients, but after the **FOOD DATING GAME**, it might open your eyes to some new and interesting facts and uses for these foods. You will be able to think outside the box when it comes to healthy eating.

I will need four volunteers to come up to the front of the room and act as my ingredients (apple, peanut butter, cinnamon, and yogurt). The rest of you will work with a partner and keep track of some of the facts on a piece of paper, so that you can make an informed decision at the end of the game.

HOW THE GAME IS PLAYED

Four people are selected (or pre-selected) from the audience to come up to the front of the room. One person will be the **Interviewer**. Three others are the **Interviewees**. The teacher will serve as the host of the show, keeping the game running smoothly. All are given cards from which to read. The other

students in the “audience” will pair up with a partner and write down some of the facts they hear during the game. The teacher will tell this group of students to listen carefully for little bits of information during the game (Examples: Cinnamon can be used in Oatmeal, Yogurt can be made from any animal that produces milk, etc), as each group will be responsible for giving back at least one bit of information about an ingredient.



The game is set up like the “Dating Game”, where one person is asking questions and the other three are responding to the questions and competing for the main ingredient’s attention. **In between some of the questions, the teacher/host can interject other tidbits of info to help further educate and engage the contestants and audience.** After asking all of the questions listed on the card, the interviewer will then choose their best “mate” from the group based on how well the ingredient made their case. In other words, what healthy ingredient did they add to their main ingredient to make it healthier and more enjoyable to eat?

Once the game is over, the four contestants return to their seats. Each group that has been taking notes will be then be responsible for repeating one interesting fact they learned about an ingredient (**examples: peanut butter is high in fiber, cinnamon can be good for an upset stomach**). Discuss ways to keep eating fun, make healthy choices, and think outside the box when it comes to ingredients.

INDEPENDENT PRACTICE/ENRICHMENT

Children will work with partners again to generate their own ideas. They must come up with one main ingredient and one other ingredient that can be added to the main ingredient. They must also come up with one interesting fact about each ingredient. A few minutes will be given so the groups can come up with their ideas and/or do some research.

Examples might include:

WHOLE WHEAT BREAD- Honey- Local honey can help with allergies.

EGGS- Cheese- Cheese is a good source of calcium.

CLOSURE

Bring the class together again. Share some of the ingredients that the students created with their partners.

MATERIALS

A healthy ingredient (Examples: String Cheese, 2% Milk, Carrots)

3 Note Cards (Interviewee) with four ingredients facts

1 Note Card (Interviewer) with four questions

Paper and Pens

IS THIS LESSON TOO COMPLICATED? Keep the **FOCUS** the same, but rather than conducting the FOOD DATING GAME, have a student come up to the front of the classroom and decide between four ingredients/products which one is the healthiest... (Examples: Coke, Ice Cream, Potato Chips, Yogurt). There can be a variety of groupings, so that a number of students can be picked to come up one-by-one to participate. As they progress, choices can become harder and not so obvious (Examples: Turkey Breast, Bacon, Bologna, Hamburger). A discussion could follow about making healthy choices.

IS THIS LESSON TOO EASY? Keep the **FOCUS** the same, but alter some of the food facts/info in the FOOD DATING GAME. There could be more questions or the facts could be more interesting and involved. Students could also try to compete in the game, without cards, drawing upon their own knowledge of the ingredients. Finally, students could also research ingredients and come up with their own questions and answers. They could trade cards with another group and use each other’s findings.

Are your students fired up for more healthy cooking lessons? Here are some additional ways to **EXTEND THE LESSON:**

- Invite the students to create and then share their own favorite snack creations
- Explore the history of certain foods. Create a timeline.
- Study the food pyramid. Discuss ways to make the pyramid better and healthier.
- Write a play about making healthy choices at the grocery store and at home.
- Create a restaurant menu with healthy options for all ages.
- Draw a Venn Diagram for two different, healthy foods.
- Hold a debate for “healthy foods vs. unhealthy foods.”
- Conduct a survey with the class about eating habits. Graph the results.

COORDINATING RECIPE FOR LESSON PLAN #1

CHICKEN GREEN CHILE ENCHILADA PIE

This recipe is similar to a Mexican “poor man’s pie,” but there is something really delicious about a meal that can come together this quickly and still create a beautiful casserole-style pie. Make these enchiladas with chicken, leftover pork or steak, or just fill them with cheese for an easy main course. Serve the enchiladas with refried beans and packaged Mexican style rice.

Ingredients

- » 3 cups boneless, skinless chicken breast, meat only, diced
- » Sea salt and freshly ground black pepper
- » 12 fresh 8-inch corn tortillas
- » 1 large can green chile enchilada sauce
- » 1 4-ounce can chopped green chiles
- » 6 ounces Monterey jack cheese, grated (2 cups)
- » 6 ounces cheddar cheese, grated (2 cups)
- » 1 head Iceberg lettuce
- » 1/2 bunch fresh cilantro leaves, well washed and dried, chopped
- » Fresh salsa, for garnish
- » Sour cream, for garnish
- » Black olives, for garnish

Makes 6 to 8 servings

Sample Recipes (from Jennifer Bushman, Kitchen Coach)

Directions

Place the corn tortillas in a buttered pie plate. Cover the plate with plastic wrap and steam them on high in the microwave for two minutes.

Preheat the oven to 375° F. Butter a 9 X 13 inch glass dish. Pour the enchilada sauce into a shallow bowl. Spread a thin layer of the sauce on the bottom of the glass dish. Dip a tortilla in the sauce and lay it on the right half of the glass dish. Arrange two or three pieces of chicken on the tortilla, then some of the chopped green chiles and some of the cheeses. Top with another tortilla that has been dipped in the sauce. Repeat the layering process until you reach the sixth tortilla.

Finish with a layer of sauce and cheese. Make another enchilada pie in the same way on the left-hand side of the dish with the remaining ingredients.

Bake for twenty minutes or until heated through. Meanwhile chop the lettuce and combine it with the cilantro in a medium bowl. Remove the enchilada pie from the oven and cut into wedges. Serve on heated plates.

Serving Suggestion

Accompany this dish with the lettuce, salsa, sour cream, and olives. A quick mix of packaged Mexican rice can be served on the side.

Recipe Nutrient Analysis:	
Nutrient	Single Serving
Calories	416.6
Protein (g)	29.9
Carbohydrates (g)	33.6
Sugars (g)*	3.6
Dietary Fiber (g)	4.1
Fat (g)	19.7
Saturated Fat (g)	9.0
Trans Fat (g)*	0.0
Cholesterol (mg)	89.5
Vit-A	26%
Vit-C	12%
Calcium	43%
Sodium (mg)	892.4
Iron	10%

* indicate data totals with some values not available. This may result in an under reporting of values.

