

1 COOKING DEMONSTRATION: FRESH FALL SALAD

INTRODUCTION

The food that we eat supplies us with nutrients we need to grow and stay healthy. People in different countries eat different foods, but with the same goal of meeting their nutrient needs. Different fruits and vegetables grow in different regions depending on environmental factors like geography and climate. Due to these factors, fruits and vegetables cultivated may vary between different countries. In addition to the variation of fruits and vegetables between countries and cultures, there are also differences in the foods that are prepared. The uniqueness of different cultural foods is due to many influences, such as native plants and animals available for food, the religious practices of the people, and their exposure to other cultures.



MyPlate is a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet using a familiar image – a place setting for a meal. The five food groups included in MyPlate are: fruits, vegetables, grains, protein, and dairy. MyPlate includes recommendations relative to the amounts of each food that should be consumed within each group depending on age, gender, and amount of physical activity. One of the recommendations illustrated by MyPlate is to make half of a person's plate fruits and vegetables.

Fresh Fall Salad is a great way to introduce vegetables with something youth are familiar with: salad. However, this salad is packed with vegetables and fruit that youth may not have eaten before. In this cooking demonstration youth will explore some of the foods they learned about that are grown around the world in the *Discovering Healthy Choices* Module 1. Youth will also be introduced to food safety recommendations.

CONCEPTS AND VOCABULARY

- **Chop:** a cutting technique that results in irregularly shaped pieces. The size may be specified in a recipe, for example: chopped fine for small pieces, chopped coarsely/roughly for large pieces, and chopped medium for a size in between small and large.
- **Cultivate:** to prepare and use land for growing crops.
- **Culture:** the beliefs and practices of social groups.
- **Cultural foods:** food that is prepared by a specific cultural group.
- **Dice:** a cutting technique that results in cubed pieces between $\frac{1}{2}$ " and $\frac{1}{4}$ " in size.
- **Harvest:** to gather ripe crops that are ready for consumption.
- **MyPlate:** a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet.
- **Native:** something that is original to a specific place or region.
- **Nutrients:** substances our bodies need to grow and stay healthy.
- **Observation:** the act or instance of noticing, perceiving, or attentively watching an occurrence.
- **Region:** a specific area with identified boundaries.

CALIFORNIA NUTRITION EDUCATION COMPETENCIES SUPPORTED

Cooking Up Healthy Choices supports California Nutrition Education Competencies. Please see page 6 for more information about which competencies are supported.

TIME REQUIRED

45 to 60 minutes

DISCOVERING HEALTHY CHOICES MODULES REINFORCED

Modules 1, 5

COUNTRY CONNECTION

United States

Many regions in the U.S. grow a variety of different crops, depending on the climate of that region. Produce in the Fresh Fall Salad can be grown in the U.S. and most is often harvested in the fall, depending on the region. All of the produce is grown in California and in the fall can be purchased locally at farmer's markets and grocery stores.

VEGETABLE AND GARDEN CONNECTION

Highlights fall crops that can be grown in the instructional garden.

Vegetable	Discovering Healthy Choices Connections
Garlic	<ul style="list-style-type: none">• Warm season crop; grown in China and the United States (Module 1)• A good source of carbohydrates, protein, B-vitamins, vitamin C, and calcium (Module 3)• MyPlate Vegetable Subgroup: Other (Module 5)• Nutrient information provided to calculate and create a Nutrition Facts Label for garlic (Module 6)
Lettuce	<ul style="list-style-type: none">• Cool season crop; grown in France, Mexico, and the United States (Module 1)• A good source of water (Module 3)• MyPlate Vegetable Subgroup: Other (Module 5)• Nutrient information provided to calculate and create a Nutrition Facts Label for lettuce (Module 6)• Optional large-leaf greens for finger salad recipe (Module 8)
Onion	<ul style="list-style-type: none">• Warm season crop; grown in Australia, France, Iraq, Kenya, Mexico, and the United States (Module 1)• A good source of vitamin C (Module 3)• MyPlate Vegetable Subgroup: Other (Module 5)• Nutrient information provided to calculate and create a Nutrition Facts Label for onion (Module 6)
Spinach	<ul style="list-style-type: none">• Cool season crop; grown in France and the United States (Module 1)• A good source of vitamin A and vitamin C (Module 3)• MyPlate Vegetable Subgroup: Dark Green (Module 5)• Nutrient information provided to calculate and create a Nutrition Facts Label for spinach (Module 6)• Optional ingredient for finger salad recipe (Module 8)

GETTING READY

1. Make copies of the *Fresh Fall Salad* handout (Appendix 1B); one for each youth.
2. Make a copy of the *MyPlate* reference sheet (Appendix 1C); one for the facilitator's use.
3. Prepare vegetables by rinsing them thoroughly with water.
Facilitator Tip: If time is limited, chop 1 apple and 1 pear before beginning the demonstration.
4. Provide each youth with a copy of the *Fresh Fall Salad* handout. Explain that the youth are to keep the handout upside down until asked to turn it over. Explain that the youth will answer the opening question on the blank side of the handout.
Facilitator Tip: Encourage youth to ask questions and share personal experiences and interactions with the ingredients throughout the demonstration.

OPENING QUESTIONS/PROMPTS

Ask the youth to respond to each question/prompt below by recording them on the blank back side of the *Fresh Fall Salad* handout individually, and then sharing their ideas verbally.

- Explain what you know about salads.
- Explain what you know about growing different foods that make a salad.

PROCEDURE (EXPERIENCING)

1. Begin by washing your hands in front of youth. Explain the importance of safe food handling practices by washing hands, washing fruits and vegetables, and properly handling and storing the produce and other ingredients.
2. Show each of the ingredients individually and ask youth to share the name, and what they know about it. Confirm the names of the ingredients to the youth.
3. Ask the youth to flip over their handouts. Ask a youth to read the name of the recipe.
4. Explain that the youth need to answer the first question on the handout throughout the cooking demonstration. Discuss what an observation is with the youth.

Facilitator Tip: If the youth are having difficulty describing their observations using their five senses, use the following prompts. When we make observations, we are using our five senses to understand the world around us. Observations are made using sight, smell, taste, touch, and sound. Observations using sight include color, size, and texture. Observations using smell include good or bad smells or comparing it to other familiar smells. Observations using taste may include the flavor and texture. Observations of touch are texture, weight, temperature, and softness. Observations using sound can include things you hear during the demonstration.

Ingredients

(Recipe makes enough for 30 youth to taste)

- 5 ounces baby spinach
- 5 ounces spring mix lettuce
- 2 medium pears, cored & medium chopped
- 2 medium apples, cored & medium chopped
- 2 green onions, medium chopped
- 6 ounces Blue cheese
- 1/2 cup olive oil
- 1/4 cup rice vinegar
- 2 lemons, juiced
- 2 tablespoons honey
- 2 tablespoons Dijon mustard
- 2 cloves of garlic, roughly chopped
- Salt and pepper

Facilitator Tip: If any of the ingredients are being grown in the garden and are ready to be harvested, they can be used for this recipe. If possible have youth help with harvesting the vegetables. Be sure to wash the vegetables before use.

Facilitator Tip: Keep refrigerated foods cold at 40°F or below to ensure food safety.

Materials

*Materials provided in curriculum

- **Fresh Fall Salad* master recipe (Appendix 1A)
- **Fresh Fall Salad* youth handout (Appendix 1 B)
- **MyPlate* reference sheet (Appendix 1C)
- Food processor or blender (extension cord may be needed)
- 1 large bowl
- 1 set, measuring cups
- 1 set, measuring spoons
- 1 cutting board
- 1 chef's knife
- 1 set of tongs for serving
- 1 rag
- Trash bags, as needed
- Small plates, one per youth
- Disposable forks, one per youth
- Napkins, one per youth
- Containers in case there are leftovers



5. Begin preparing the recipe, according to the Master Recipe (Appendix 1A).
 6. Throughout the cooking demonstration describe what you are doing and use the following prompts to generate discussion:
 - Encourage youth to ask questions and share previous experiences and interactions with the ingredients throughout the demonstration.
 - Ask the youth to explain what they know about where these ingredients come from and how they are grown.
 - Ask the youth to explain what they know about which of these ingredients are grown in California.
 - Tell the youth about the using different utensils and cookware.
 - Have the youth explain what they know about how to safely handle knives when cooking. Emphasize the importance of keeping knife tip pointed down at the cutting surface, keeping fingers away from area being cut.
 - Have the youth explain what they know about different ways to cut vegetables. Tell the youth about the various cooking techniques being used, for example: chopping versus dicing.
 - Which of these ingredients have you tasted before?
 - (If growing an instructional garden) Which of these ingredients are growing in your garden?
 - Have you ever had apples in your salad?
 - Ask the youth to explain what they know about MyPlate.
- Facilitator Tip:* Use the MyPlate reference sheet (Appendix 1C) to assist in describing MyPlate recommended servings for each of the food groups.
7. Before serving the samples, ask youth to wash their hands before receiving a sample of the salad.
 8. Serve a small portion of the prepared food on individual plates for each youth.
 9. Remind the youth to record their observations during the "Fresh Fall Salad Experience" using their five senses: sight, smell, taste, touch, and sound.

SHARING, PROCESSING AND GENERALIZING

1. Have youth share their observations from the cooking demonstration (question 1 on the *Fresh Fall Salad* Youth handout).
2. Have youth share their "Fresh Fall Salad Experience" using their five senses (question 2 on the *Fresh Fall Salad* Youth handout).
3. Ask youth if they tasted any new foods today. And if so, what they thought of those new foods.
4. Ask youth to share their overall opinions of the Fresh Fall Salad.
Facilitator Tip: This can be done by asking youth to show two thumbs up if they like it or two thumbs down if they did not; you can ask them to record it on their handouts, or have them vote and record on the board the number of youth who liked it and those who did not.
5. Ask youth to discuss how they might change this recipe to include other healthy ingredients. Some examples may include:
 - Nuts: raw or toasted walnuts, almonds, pistachios
 - Other fruits: figs, peaches, pomegranate seeds, raspberries, strawberries, dried fruit (raisins, dried cranberries)
 - Other vegetables: broccoli, cauliflower, carrots, radishes
 - Create your own healthy dressing

CONCEPT AND TERM DISCOVERY/INTRODUCTION

Make sure that key concepts and vocabulary terms are either discovered by the students or introduced to them: **food safety**, and **cooking techniques**.

APPENDIX 1A. FRESH FALL SALAD

1A

Cooking Demonstration 1 Master Recipe

*Recipe makes enough for 30 tastings

INGREDIENTS

Salad:

5 ounces baby spinach
5 ounces spring mix lettuce
2 medium pears, cored & medium chopped
2 medium apples, cored & medium chopped
2 green onions, medium chopped
6 ounces Blue cheese

Dressing:

1/2 cup olive oil
1/4 cup rice vinegar
2 lemons, juiced
2 tablespoons honey
2 tablespoons Dijon mustard
2 cloves of garlic, roughly chopped
Salt and pepper

INSTRUCTIONS

1. Blend olive oil, rice vinegar, lemon juice, honey, mustard, chopped garlic, salt, and pepper in a food processor or blender. Set salad dressing aside.
2. In a large bowl combine baby spinach, spring mix lettuce, pears, apples, and green onions. Pour dressing over salad and serve. Serve blue cheese separately.

APPENDIX 1B: FRESH FALL SALAD

1B

Youth Handout

Recipe serves 4-6 people

Salad:

1 cup baby spinach
1 cup spring mix lettuce
2 medium pears, cored & medium chopped
2 medium apples, cored & medium chopped
1 green onion, medium chopped
6 ounces Blue cheese (optional)

Dressing:

1 clove garlic, finely chopped
1/8 cup rice vinegar
1/8 cup lemon juice from 1 lemon
1 tablespoon honey
1 tablespoon mustard
1/4 cup extra virgin olive oil
Salt and pepper to taste

1. Blend or whisk together olive oil, rice vinegar, lemon juice, honey, mustard, chopped garlic, salt, and pepper. Set aside.
2. In a large bowl combine baby spinach, spring mix lettuce, pears, apples, and green onions. Pour dressing over salad and serve. Serve blue cheese separately.

MyPlate Servings in Recipe

Fruits: 1 1/2 C

- Pear
- Apple

Vegetables: 1 – 1 1/4 C

- Baby spinach, spring mix, green onion

Dairy: 1/2 - 1 C

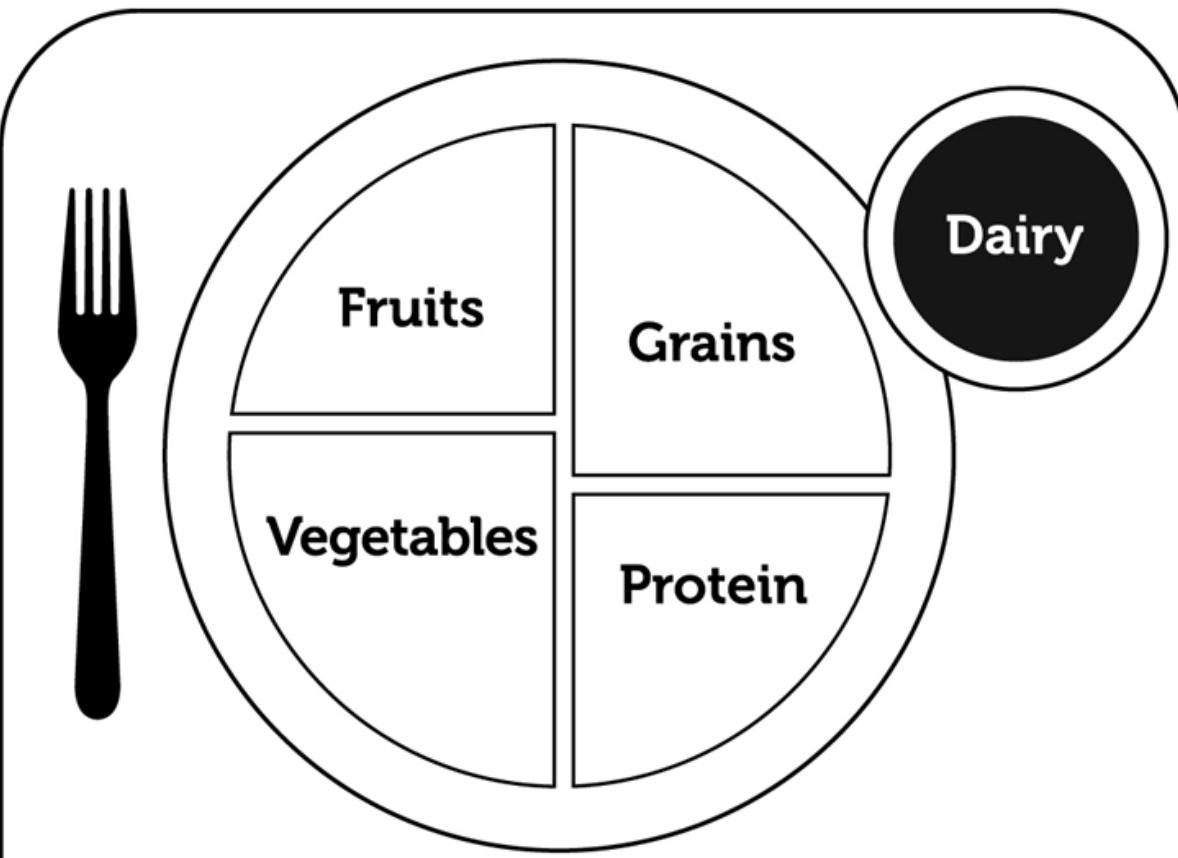
- Blue cheese

Oils: 1 tsp

- Olive oil

1. Observations throughout the cooking demonstration.

2. My Fresh Fall Salad Experience – Use your 5 senses to describe your food experience in words and pictures.



ChooseMyPlate.gov