Strawberry Mint Salad

culinary lesson

Grade Level: K-5
Total Time: 45 minutes

Essential Question: How do people prepare healthy foods?

Objectives:
Students will:
- Review life cycles of plants;
- Discuss the importance of eating fruits and vegetables;
- Prepare a recipe featuring a fruit and a vegetable;
- Discuss why it is important to eat seasonal & local foods;
- Practice sequencing and writing steps in a technical procedure.

Standards:
S2L1. Obtain, evaluate, and communicate information about the life cycles of different living organisms.

ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

materials needed
- Strawberry Plant
- Cucumber Plant
- Recipe Preparation:
  - 3-4 Cucumbers, washed
  - 1 qt. Strawberries, washed
  - Fresh mint, washed and chopped
  - Dressing: lemon juice + olive oil
  - Stainless steel bowls (4)
  - Cutting mats
  - Student knives
  - Measuring cups and spoons
- Caddies
- 4 oz. cup per student
- Forks
- Recipe cards

S5P1. Obtain, evaluate, and communicate information to explain the differences between a physical change and a chemical change.

a. Plan and carry out investigations of physical changes by manipulating, separating and mixing dry and liquid materials.

Action Steps:

Welcome & Agenda (2 minutes)

- Today, we will prepare and taste a healthy salad that features locally grown foods
- What does it mean to eat “healthy?” Why should we eat healthy?
- What does it mean for a food to be “locally grown?” Why do we eat locally grown foods?
- We will also review life cycles of plants, discuss local/seasonal foods, and build on our writing skills

Exploring Our Ingredients/Reviewing Life Cycles (5 minutes)

- Show students strawberry plant: flowers, budding strawberries, underripe and ripened strawberries
  - Ask students to describe the life cycle of a strawberry
  - Is a strawberry a fruit or a vegetable? Are the seeds on the inside or the outside?
- Show cucumber plant: leaves, seeds
  - Ask students to describe the life cycle of a cucumber
  - Is a cucumber a fruit or a vegetable? Are the seeds on the inside or the outside?
  - Georgia Ag. Connection: There are 2 types of cucumbers: fresh-market and pickling. Georgia ranks #2 for growing fresh-market cucumbers.
- We will also be using fresh mint in our salad. Mint is a fresh herb, meaning we use the leaves in cooking to add flavor. Pass around sprig of mint and allow students to smell. Has anyone tasted mint before? Explain that mint flavoring or extract comes from fresh mint.

Preparing the Recipe (15 minutes)

- Clean hands: explain that we will be working with food and it is important to keep our hands clean. We will use hand sanitizer to eliminate the germs on our hands and wear gloves to handle the food.
- Demonstrate chopping cucumbers and strawberries, removing ends/tops; show example of desirable size
- Pass out materials. Students will be working in groups of 5-6. Each group needs:
  - A stainless-steel bowl;
  - Cutting mats (1 per student);
  - Student knives (1 per student);
  - A spatula for mixing
  - Cucumber + strawberries
  - Small cups and forks for tasting
- When all ingredients have been mixed, sprinkle chopped mint and add a spoonful of dressing to each group’s salad. Ask students to take turns gently stirring until salad is complete.

Tasting (5 minutes)

- Assist students with serving; remind them to wait to taste until everyone has been served
- Look at and smell your salad; what adjectives or descriptive words would you use for the smell?
- Ask students to count down from 3 and do a Class Crunch!
- Collect feedback: Yes/No/Not Yet

Writing the Recipe [Grades 2-3] (10 minutes)

- Allow students time to work on writing the recipe; review the importance of sequence and using transitional words
- Remind students that their recipe should include a title, ingredients, quantities/amounts, and steps or instructions.

Observing & Recording Changes [Grades 4-5] (5 minutes)

- What changes occurred? Were they physical or chemical?

Reflection & Share-out (5-10 minutes)

- Ask students to share their recipe steps; discuss reflection questions

reflection questions

> Would you change anything about this recipe?
> Is this a recipe you think you could make at home?
> Is this a recipe you think we should make for School Lunch?