



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?





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