**Lesson:**

**“Trying New Foods”**



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| **Participants** |  | Middle School Children |
| **Time** |  | 60 minutes |
| **Objectives** |  | By the end of this session, participants will be able to:* Identify at least three benefits of trying healthy new foods.
* Describe the new foods introduced in today’s lesson.
* Name and indentify the newly introduced foods.
* Perform a healthy recipe involving the healthy new foods introduced today.
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| **Key****Message(s)** |  | * Eating new foods is fun and you will be surprised by how good they taste.
* Eating a variety of foods helps us to obtain all the different nutrients.
* Make healthy food choices by eating a wide variety of foods; eating more fruits and vegetables; and cutting back on foods high in solid fats, added sugar, and salt.
* In addition to eating healthy, get at least 60 minutes of physical activity each day.
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| **Lesson Overview** |  | 1. Introduction and Ice Breaker – 5 minutes
2. “Amazing New Foods to Try” Handout – 20 minutes
3. Recipe/Cooking Demonstration – 30 minutes
4. Conclusion and Review – 5 minutes
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| **Materials Needed** |  | * **Poster:** “MyPlate”
* **Handout:** “Amazing New Foods to Try”
* **Lesson outline:**  Trying New Foods = A Healthier Plate
* **Optional Activity in place of food demonstration:** See in Optional Activities Section
* **White board or flip chart paper, markers, eraser**
* **Food:** See the recipe list for ingredients needed
* **Materials needed to complete the recipe** (i.e., paper plates, forks, spoons, napkins, cutting boards, knives, paper towels, measuring cups, etc.)
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**Lesson: “Trying New Foods = A Healthy Plate”**

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| **1.** Recap and Warm up**5 minutes** |  |  Ask: *“What did we learn last week?”** Briefly recap the previous lesson.

Ask: *“Did you try out the recipe at home? How did it turn out? What did your family think of it?”**“Did anyone share what they learned with their parents? What did they say or think?”**“Have any of you started taking steps in achieving your goals? If so, what steps have you taken? If not, what can you do to begin? Can anyone share ideas?”** Let students share their experiences.
* If only a few students (or no one) have anything to share, ask them to brainstorm a couple of ideas on how to increase healthy eating habits. Write down these ideas on a flipchart or on the board.
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| **2.** **Trying New Foods = A Healthy Plate and “Amazing New Foods to Try” handout**20 minutes |  | Transition into introducing the lesson for today. This is an overview of the new foods included in today’s recipe and why willingness to try new foods is important. Ask: *“What are the benefits of trying new foods? Why do you think we should eat a wide variety of foods to be healthy?”** Let students provide a variety of answers.
* Benefits of Trying new foods:
* Give our bodies a wider variety of nutrients
* Promotes better health and brain power
* Reduces risks of many diseases
* Heart disease, cancer, stroke, diabetes, etc.

Hold up the MyPlate Poster for the students to see and talk about which groups the foods in today’s recipe fit into.Ask: *“By a show of hands, how many of you have tried tofu, zucchini, quinoa, red peppers? How many food groups are included in today’s recipe? Can you name them?”** Explain that eating a wide variety of foods from each food group, rather than the same foods over and over, helps to ensure that we get all of the different nutrients that our bodies need to stay healthy and strong.
* In addition, eating a variety of foods and trying new foods keeps us from getting tired of eating the same old thing.
* Eating healthy is important, but so is engaging in physical activity at least 60 minutes each day.
* Briefly begin going over the foods in today’s recipe and identify which food group they fit into:
* **Kiwi and Star Fruit** **(Fruit):** It is recommended that half the plate be fruits and vegetables. Fruits and vegetables provide numerous nutrients that help the body stay healthy. Eating a variety of fruits and vegetables will provide you different kinds of nutrients.
* **Zuchinni and Red Pepper** **(Vegetable):** There are five subgroups of vegetables: Dark-green, Red & Orange, Beans & Peas, Starchy, and Other. It is best to eat a variety from each subgroup to get all the nutrients. Which subgroups do today’s vegetables fit into?
* **Quinoa (Grains)**: There are two subgroups: Whole Grains and Refined Grains. It is recommended that half the grains consumed should be Whole Grains. This is because Whole Grains contain more nutrients than Refined Grains. Quinoa is a whole grain.
* **Tofu & Pine Nuts (Protein)**: Eat lean or low-fat meat, chicken, turkey, and fish. Other sources of protein include beans, peas, nuts, seeds, and eggs. It is recommended that we consume at least 8 ounces of seafood a week. Or, eat seafood at least twice a week. Tofu is made from soybeans.

Pass out the “Amazing New Foods to Try” Handout and begin going over each tip with the students. Engage the students by asking them questions in between the lecture. See below for a list of possible questions to ask.**Discussion Questions:*** *“What are some new foods that you tried and liked?”*
* *“Why is it important to try new foods?”*
* *“Why is it important to eat a wide variety of foods from each food group?”*
* *“Why do you think eating a whole grain like quinoa is healthier than eating a refined grain like white rice?”*
* *“Do you have a favorite fruit or vegetable?”*
* *“How many of you have tried one or more of the foods in today’s recipe?”*
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| **3.** **Recipe/****Cooking Demonstration/ Eating Time****OR****An Activity is completed instead of a cooking demonstration****30 minutes** |  | **Please choose ONE option only.** **Option 1**: Recipe/Cooking Demonstration (30 minutes)**Option 2**: Activity (30 minutes)**Option 1 – Recipe/Cooking Demonstration**Please see the Recipe Handout. Recipes are chosen beforehand by the instructor. Lists of recipes are located at the back of the binder/notebook. Make copies for the students to take home and try out the recipe with their family. Depending on how complicated the recipe entails and the amount of students participating, it is up to the instructor on how to proceed with this part of the lesson. **Tips:** 1. Have students wash their hands before beginning the food demonstration. If there is no sink in the room, find the nearest bathroom. Be sure to have hand sanitizer in the room just in case.
2. It is best to do the cutting beforehand. ***If students are using knives, instructors must teach them how to properly hold a knife and safely cut the ingredients. Please see the Knife Safety Handout.***
3. For recipes that Do Not involve cooking:
* Depending on the class size, students may work in groups.
1. For recipes that involve cooking:
* Instructor sets up cooking station in front of the class.
* Students gather around to observe while the instructor has the students participate by selecting a few students to come up one by one and help with the cooking/preparation of ingredients.
* They can assist with stirring, adding ingredients, measuring ingredients, cutting ingredients, etc.
1. Keep the students engaged during the cooking demonstration by asking questions. Examples:
* *“Do you like to cook?”*
* *“Do any of you cook at home with your family?”*
* *“What kinds of food do you cook?”*
* *“What is your favorite food to eat?”*
* *“What are some healthy foods that you prepare at home or eat?”*
1. Time to serve! Remember, they are not receiving a whole meal. It is only a small portion size (i.e., small plates or bowls). Questions to ask:
* *“How does it taste?”*
* *“Do you like the food?”*
* *“What food groups are in this recipe?”*
* *“Would you try to make this recipe at home?”*
1. Have students help clean up after the cooking demonstration is completed.

**Option 2 – Activity** See Activity handout for more detailed instructions. |
| **4.****Conclusion and Review****5 minutes** |  | Ask: *“Can you name one thing you learned today?”** After a few answers, summarize today’s lesson briefly.
* Review the key messages.

Encourage the students to try the recipe at home with their family. Thank the students for their time and participation.  |
| **Resources** |  |  |

**Notes**