



## October in the Kitchen: Callaloo

**Lesson Summary:** Students will practice cooking greens and learn about the food geog Caribbean.

See Appendix A for Lesson Objectives

90 Minute Agenda		50 Minute Agenda	
★ Groups / Wash Hands	(5 min)	★ Groups / Wash Hands	(5 min)
★ Opening Circle	(3 min)	★ Opening Circle	(2 min)
★ Food Prep	(30 min)	★ Food Prep	(20 min)
★ Saute	(7 min)	★ Saute	(5 min)
★ Clean Up / Set Table	(7 min)	★ Clean Up / Set Table	(5 min)
★ Eating/ Discussion	(15 min)	★ Eating/ Discussion	(10 min)
★ Clean Up	(5 min)	★ Clean Up	(2 min)
★ Wrap Up	(5 min)	★ Wrap Up	(1 min)

### Academic Standards and Skills Practiced

Grade	Academic Standards	Culinary Skills
Pre-K - 2nd	CCSS ELA SL 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	knife safety, chopping, boil
3- 5th	CCSS ELA R 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	saute, chiffonade, recipe reading, spoon, liquid, and cup measurement, knife safety

#### Prep. Work:

- par boil the sweet potatoes, then cut them into strips
- cut the peppers into strips
- open cans of coconut milk

#### Getting into Groups and Washing Hands (5 minutes)

- Separate the students into three groups to wash hands and then go to their

tables.

- For Pre-K: Opening circle comes before groups and hand washing.

<b>Opening (2 minutes)</b>
----------------------------

**Introduce the theme for today's lesson:**

- *Today we will make a dish called Callaloo which comes from tropical Caribbean islands like Trinidad, Jamaica and the Dominican Republic (Point to the countries on a world map).*
- *These are places that are warm for most of the year, and they grow things such as coconuts and lemons. Can we grow lemons and coconuts in our garden? Why not?*
- *We will look at how people eat different foods in different climates, and at how traditional dishes change when people move around the world.*
- *Today you will chop, measure, saute, and look closely at our recipe at our three stations.*

<b>Making Callaloo (Up to 30 minutes, 10 minutes at each station)</b>
---

***Pre-K only does the chopping and dressing table stations.***

**Chopping Table:**

- **Discuss amaranth (4th and 5th)**
  - *Callaloo has lots of green leafy vegetables in it.*
  - *Hold up one of the greens from the recipe.*
  - *What part of the plant is this? What other leaves do you eat?*
  - *Today we are going to chiffonade the leaves of this green and eat them with some other delicious vegetables.*
- **Talk about the steps of saute**
  - *We will put the pepper, green onions, and sweet potato in the pan earlier because they take longer to cook than the greens*
  - *We will add the greens later, so we are putting them in a separate bowl.*
  - **Chiffonade Greens:** stack two leaves neatly. Roll the stack into a caterpillar shape. Cut thin slices out of the roll. These turn into ribbons.
- **Chop (5 students have knives, 5 have scissors):**
  - **Greens** (each of the 5 students with knives try the chiffonade on a couple greens leaves before moving on to pepper, or sweet potato)
  - **Sweet potato** (up to 3 students)
  - **Bell pepper** (up to 3 students)
  - **Green onion** (up to 5 students without knives use safety scissors to chop scallions into very small pieces)
  - Students with knives switch halfway through to scissors and vice versa.
  - Chiffonaded greens get put into a bowl on their own.
  - Sweet potato, bell pepper, and green onion get put into a separate bowl.
- Vegetables are put to the side. Saute happens after students have visited each

of the three stations.

- The last group clears the table and the teacher sets up the burner on one side of the table.

### **Middle Table:**

- 3rd - 5th grade
  - *When West Africans came to Trinidad, Jamaica, or the Dominican Republic, they changed the foods they were used to making based on what was growing in their new homes. One of these foods was callaloo.*
  - *You are going to figure out what ingredients will go into callaloo in different countries.*
  - Break the students into three groups--Jamaica, Dominican Republic and Trinidad, and hand the recipe sheet that corresponds with their country.
  - When each group is done, they will share back their recipes
  - The classroom teacher will lead a brief discussion in which the groups compare or contrast the different recipes.
- 2nd and 3rd grade:
  - Each pair of students will get a “callaloo ingredient flip book.” The flip book contains pictures of different possible ingredients of callaloo.
  - The students will choose one ingredient from each category to make their own recipe for callaloo. The categories are: greens, peppers, extras, and meats.
  - The pair of students will draw and label their recipe and talk to other students about what they chose to put into their recipe and why.
- Kindergarten and 1st grade:
  - Students will look through the flip books and draw some different ingredients that they would want in their callaloo.

### **Measuring/Sauce Table:**

#### **Measure the remaining ingredients (refer to grade-appropriate task cards)**

- 3 students measure the coconut milk and pour it into a large liquid measuring cup
- 2 students grind the pepper into the large liquid measuring cup
- 1 student measures the salt
- 2 students grate and add the garlic
- 2 students take the thyme off of the plant
- **Talk about how recipes change based upon location and climate**

- Bring out the world map and point to the Caribbean Sea and its proximity to the equator. Explain that countries that are close to the equator are warm for most of the year, and the reverse is true the further away from the equator that you get.
- Point to different places on the map and see if students know anything about the climate.
- Talk about what foods might be found in the different climates. *What grows in our garden in New York? What might be different in a garden in Jamaica?*
- *If you moved to a new country, what recipes would you want to bring with you?*

### **Saute (7 minutes)**

Students at the middle table are broken up into two groups, one group standing in a semi-circle around each of the two stove stations.

#### **Saute ingredients:**

- 1 student adds the olive oil to the pan
- 1 student adds the onions, peppers and sweet potatoes to the pan
- *We add these ingredients first so they can soften and release their flavors. The greens are added last so they barely wilt. They're soft so they take less time to cook than the hard sweet potato and pepper.*
- Every student takes turns stirring the ingredients
- 1 student then adds the greens to the pan
- 1 student adds the seasonings to the pan
- Every student takes turns stirring the pan.
- Teacher moves the pot and stove, divides the ingredients so they are in three equal amounts for the three tables.

### **Eat/Discuss (15 minutes)**

### **Clean Up (2 minutes)**

### **Wrap Up (5 minutes)**

See Appendix F for notes.

#### **Supporting Documents**

- Supplies List
- Tray Set Up Guide
- Take Home Recipe
- Pre-K - 1<sup>st</sup> Grade task cards

- 2<sup>nd</sup> - 3rd Grade task cards
- 4th - 5th Grade recipe check list
- Middle station teacher talking points 3rd-5th grade
- Middle station handouts

## Vocabulary

**Tradition:** something people do that has been passed down from generation to generation

**Callaloo:** A Caribbean dish made with greens, vegetables, and sometimes meat with origins in West Africa. Depending on the country, callaloo can be a stew, a steamed side dish, or a soup.

**Chiffonade:** to cut into thin ribbons

**Chop:** to cut into small bite-sized pieces

## Chalk board Suggestion:



## Supplies List (For a class of 30 students)

### Food:

- 3 cups coconut milk
- 3 cups sweet potatoes (approximately 3 small sweet potatoes), peels left on
- 24 cups (about 3 lbs) greens, either spinach, amaranth greens, or collard greens
- salt
- pepper mill with peppercorns
- 6 green onions
- 3 cloves of garlic
- 3 sprigs thyme
- 2 bell peppers or 3 jalapeno peppers

### Tools and Equipment:

- sauté pan (must be usable on an induction burner, if using)
- wooden spoon or tongs
- 2 white ramekins
- ¼ teaspoon measuring spoon
- 5 cutting boards
- 5 knives, either paring knives or plastic lettuce knives
- induction burner or stove
- can opener
- 4 large bowls
- 3 4-cup liquid measuring cups
- 1 cup liquid measuring cup
- microplane grater or garlic press
- 30 plates
- 30 forks
- 30 cups
- For K-2nd:
  - colored pencils
  - paper plates
  - ingredient flip books
- For 3rd-5th:
  - Recipe creation cards for Trinidad, Dominican Republic, and Jamaica
  - Maps with highlighted countries
  - dry erase markers for every student

## Callaloo Food Prep and Tray Set Up

### Food Prep for EACH CLASS (multiply by the number of classes in the day)

- Par-boil 3 cups of sweet potatoes (about 3 small) and cut them into strips
- Open 2 cans of coconut milk and pour them into a 4 cup liquid measuring cup
- Cut 1 ½ green peppers into thin strips

### Chopping Station

#### Food (3 trays per class):

- 1lb of greens, stems on
- ½ green pepper's worth of strips
- 2 green onions
- 1 cup's worth of sweet potatoes

#### Tools and Equipment (1 tray per class):

- 4 large bowls
- 4-5 knives (plastic lettuce knives Pre-k-3rd, paring knives 4th and 5th)
- 4-5 cutting boards
- 4-5 pairs of safety scissors

### Middle Station (classroom teacher)

#### Tools and Equipment:

- Grade appropriate manipulatives
  - 3rd-5th grade:
    - worksheets in plastic sleeves
    - 10 dry erase markers
    - Maps in plastic sleeves (2 Jamaica, 2 Trinidad, 2 Dominican Republic)
    - a few cloths to wipe plastic sheets
  - K-2nd grade:
    - "green leafy vegetables" and "other tasty vegetables" cards (6 packets in total)
    - paper plates
    - colored pencils

### Seasoning Station (1 tray per class)

#### Food:

- 1 cup coconut milk (in liquid measuring cup)
- black pepper grinder
- 3 cloves of garlic (peel still on)
- salt (in white ramekin)



- 3 sprigs thyme

**Tools and Equipment**

- 1 cup liquid measuring cup
- 2 4-cup liquid measuring cups
- ¼ teaspoon
- microplane
- grade-appropriate task cards
- small white ramekin

**Saute trays (2 per class):**

**Food:**

- Olive oil (in squirt bottle)

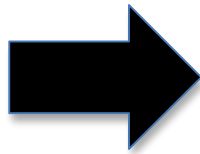
**Tools and Equipment:**

- high-sided large pan
- wooden spoon
- tongs
- pot holder

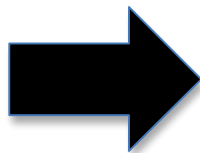
# Panzanella Task Cards pre-k – 1<sup>st</sup> Grade

(cut these out and laminate)

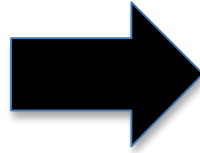
## Coconut Milk



## Coconut Milk



# Coconut Milk



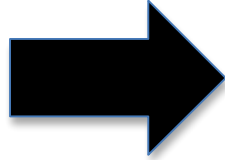
# Thyme



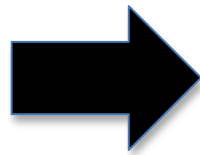
# Thyme



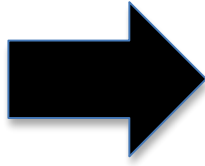
## Black Pepper Step 1:



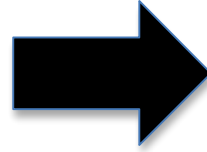
## Black Pepper Step 2:



# Salt



## Garlic: Step 1



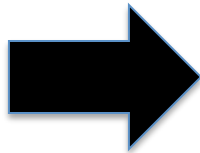
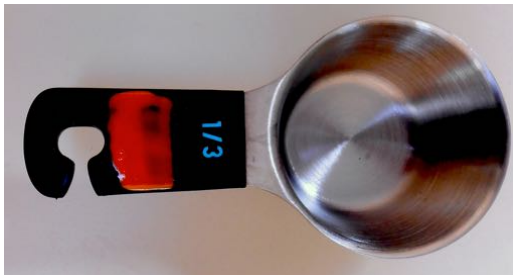
## Garlic: Step 2



**Callaloo Task Cards 1 – 3<sup>nd</sup> Grade**  
(cut these out and laminate)

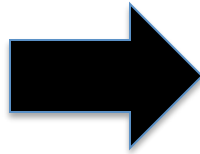
## Coconut Milk

Measure  $\frac{1}{3}$  cup coconut milk. Put it in the large liquid measuring cup.



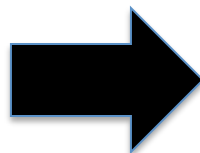
## Coconut Milk

Measure  $\frac{1}{3}$  cup coconut milk. Put it in the large liquid measuring cup.



## Coconut Milk

Measure  $\frac{1}{3}$  cup coconut milk. Put it in the large liquid measuring cup.





## Thyme

Take the **thyme** leaves off the stem. Put the leaves in the large liquid measuring cup.



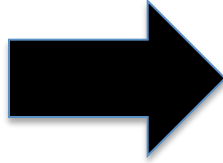
## Thyme

Take the **thyme** leaves off the stem. Put the leaves in the large liquid measuring cup.



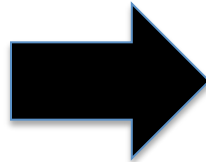
## Black Pepper Step 1:

Grind the **black pepper** 10 times into the ramekin.



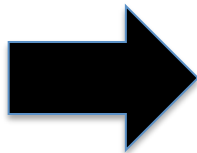
## Salt

Take **1 pinch salt**. Put it in the large liquid measuring cup.



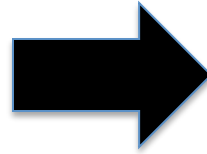
## Black Pepper Step 2:

Measure  $\frac{1}{4}$  tsp black pepper. Put it in the large liquid measuring cup.



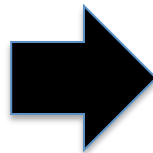
## Garlic: Step 1

Peel 1 clove garlic.



## Garlic: Step 2

Grate 1 clove garlic on the grater. Stop when you feel your fingers are getting in the way. Then, use your finger to scrape the garlic off the back of the grater. Put it in the large liquid measuring cup.



# Callaloo Recipe

## Ingredients

## Directions

1) 1 cup coconut milk



- Measure **1 cup coconut milk**. Put it in the large liquid measuring cup.

2) ¼ tsp black pepper



- Grind the **black pepper** ten times into the ramekin.
- Measure **¼ tsp black pepper**. Put it in the large liquid measuring cup.

3) 1 clove garlic



- Peel **1 clove garlic**.
- Grate garlic on the grater. Stop when you feel your fingers are in the way.
- Use your finger to scrape the garlic off the back of the grater. Put it in the large liquid measuring cup.

4) 1 sprig thyme



- Take the **thyme** leaves off the stem.
- Compost the stem.
- Put the leaves in the large liquid measuring cup.

5) 1 pinch salt



- Take a large **1 pinch salt**. Put it in the large liquid measuring cup.

Middle Station Flipbooks, Grades PK-2



TARO

LEAVES



taste: chewy

# AMARANTH



Taste: Sweet and Sour



# WATERCRESS LEAVES



taste: soft and  
sour

SPINACH



taste: soft, salty

OTHER

TASTY

VEGETABLES

(choose 3)

Coconut Milk



Taste: Creamy

Pumpkin



taste: sweet

TARO ROOT



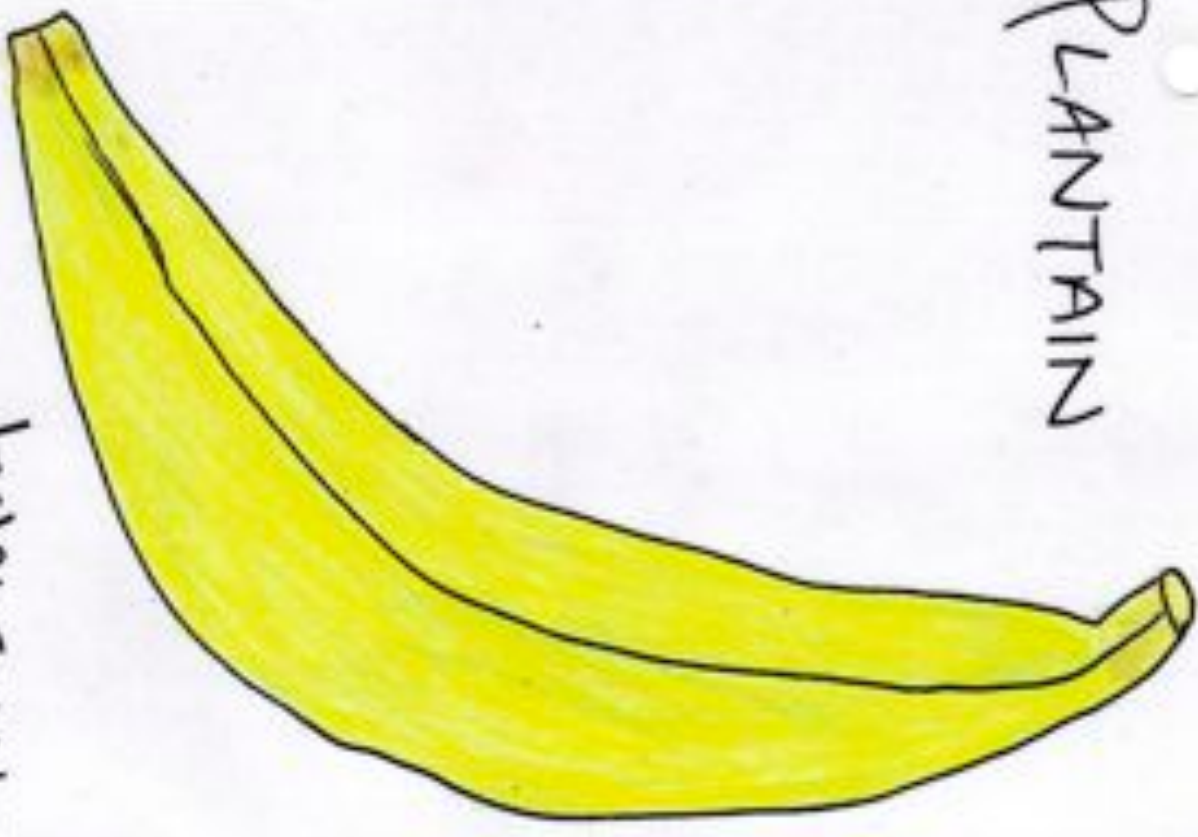
taste: Starchy, like a Potato

BELL PEPPER



taste: Sweet

PLANTAIN



taste: Sweet

HOT PEPPER



taste: Spicy!

OKRA



taste: crunchy, slimy

TOMATO



taste: Juicy, Sweet, and Sour

## **Center Table Teacher Talking Points 3rd-5th Grade**

- 1) Break the students into three groups, representing Jamaica, Trinidad, and the Dominican Republic. Hand out the corresponding country cards and maps.
- 2) Have the students read their country's background information paragraph, then compare and contrast each other's countries. i.e. Jamaica depends on fishing, and the Dominican Republic has a lot of farmland.
- 3) Next the students will work in their country-team to design their own callaloo recipe. Encourage the students to think about the "taste" section and think about flavors or textures that work together.
- 4) After the students have circled the ingredients they want in their recipe based on the different categories on the worksheet, have them write down the final ingredients in the blanks at the end of the worksheet.
- 5) Lastly, pair the students with someone from another "country" and have them share back what was available to them in their country and why they chose the ingredients for their particular Callaloo recipe. Then, the students can compare and contrast their recipes.



# Dominican Republic

You live in the Dominican Republic. The Dominican Republic is a larger island, which means that you have a lot of **farmland** to **grow crops** and **raise animals** that need a lot of land to thrive. Use the attached sheet to figure out your callaloo recipe. Write your recipe below and explain why callaloo from the Dominican Republic has the ingredients it has.

# Dominican Republic

You are now going to look at the ingredients that are available in your country and design a callaloo recipe with what's growing near you.

## Directions:

1. Circle the number of ingredients that the directions tell you in each category.
2. Use the "Taste" line to help you make your choice for ingredient.
3. When you have chosen your ingredients, fill in the blanks at the end of your sheet.

## Greens (Circle 1)

### Ingredient

Spinach (from a farm)



### Taste

small and soft

Taro leaves



large and chewy

## Starch (Circle 1)

### Ingredient

Plantain (from a farm)



### Taste

tastes kind of like a banana

Pumpkin (from a farm)



sweet


Papaya (from a farm)



sweet, fruity and juicy

# Dominican Republic

## Extras and Meat (Circle 3)

<u>Ingredient</u>		<u>Taste</u>
Coconut milk ( <u>from a farm</u> )		creamy
Celery ( <u>from a farm</u> )		salty
Salt Pork ( <u>from a farm</u> )		smoky
Tomato ( <u>from a farm</u> )		juicy
Okra ( <u>from a farm</u> )		crunchy, slimy
Chicken ( <u>from a farm</u> )		tastes like chicken

## Dominican Republic Callaloo Ingredients

Green: \_\_\_\_\_

Starch: \_\_\_\_\_

Extras and Meat:

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

# Jamaica

You live in Jamaica. Your country is tropical and mountainous. Your country uses a lot of **seafood** and **spice** in their recipes. All of the vegetables and fruits in your country are able to **grow on mountains**, where there is a lot of wind and not very nutrient-rich soil. Use the attached sheet to figure out your callaloo recipe. Write your recipe below and explain why callaloo from Jamaica has the ingredients it has.

# Jamaica

You are now going to look at the ingredients that are available in your country and design a callaloo recipe with what's growing near you.

## Directions:

1. Circle the number of ingredients that the directions tell you in each category.
2. Use the "Taste" line to help you make your choice for ingredient.
3. When you have chosen your ingredients, fill in the blanks at the end of your sheet.

## Greens (Circle 1)

### Ingredient

Amaranth leaves (grows on mountains)



### Taste

small and tender

Collard greens (grows on mountains)



large and chewy

## Extras (Circle 4)

### Ingredients






Coconut milk



### Taste

creamy

# Jamaica

Sweet potato ( <b><u>grows on mountains</u></b> )		sweet
Thyme ( <b><u>spice</u></b> )		herb
Scotch bonnet pepper ( <b><u>spice</u></b> )		spicy!
Crab ( <b><u>seafood</u></b> )		sweet and meaty
Salted fish ( <b><u>seafood</u></b> )		salty

## Jamaican Callaloo Ingredients

Greens: \_\_\_\_\_

Extras: 1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

4) \_\_\_\_\_

# Trinidad

You live in Trinidad. Your country is tropical with a **long rainy season**. All of the foods on your list need lots of water to grow. You are the furthest south of the three countries. Your climate is tropical, but is also mild. You have many rivers running throughout your country. Use the attached sheet to figure out your callaloo recipe. Write your recipe below and explain why callaloo from Trinidad has the ingredients it has.

# Trinidad

You are now going to look at the ingredients that are available in your country and design a callaloo recipe with what's growing near you.

## Directions:

1. Circle the number of ingredients that the directions tell you in each category.
2. Use the "Taste" line to help you make your choice for ingredient.
3. When you have chosen your ingredients, fill in the blanks at the end of your sheet.

## Greens (Circle 1)

### Ingredient

### Taste

Taro Leaves (needs lots of water)  large and chewy

Watercress (needs lots of water)  small and sour

## Starch (Circle 1)

### Ingredient

### Taste

Taro Root (needs lots of water)  starchy, like to a potato

Pumpkin (needs lots of water)  sweet




# Trinidad

## Extras (Circle 2)

### Ingredient

### Taste

Coconut milk (needs lots of water)  creamy

Okra (needs lots of water)  crunchy and slimy

Bell pepper (needs lots of water)  sweet

Pimiento Pepper  spicy

## Trinidad Callaloo Ingredients

Greens: \_\_\_\_\_

Starch: \_\_\_\_\_

Extras: 1) \_\_\_\_\_

2) \_\_\_\_\_

## Callaloo

Callaloo is a Caribbean dish traditionally made with amaranth greens. You can use spinach or collard greens instead. Try it spicy with a jalapeño pepper or sweet with a bell pepper! The coconut milk makes this Callaloo very creamy. **(Makes 6 servings)**



### Ingredients

- 1 medium onion
- 1 small sweet potato
- ½ medium bell pepper or 1 small jalapeño pepper
- 1 clove garlic
- 1 sprig thyme or ½ tsp dried thyme
- 2 TBSP olive oil
- 1 large pinch salt
- ¼ tsp black pepper
- 1 pound spinach or collard greens (about 8 cups)
- 1 cup coconut milk

### Steps

1. Chop the onions, sweet potato, and pepper into small bite-sized pieces.
2. Finely chop or crush the garlic.
3. Remove the leaves from the thyme sprig. Discard the stem.
4. Heat a large pot on medium heat. Add the olive oil to the pot.
5. Add the onions, sweet potato, garlic, fresh pepper, thyme, salt, and black pepper to the pan. Saute until the sweet potatoes are soft, about 10-15 minutes.
6. Stack a few leaves of the greens on top of each other at a time. Roll them up lengthwise. Slice the roll into thin strips.
7. Add the strips of greens and coconut milk to the pot.
8. Saute the mixture until the greens are soft and the coconut milk has boiled, about 5 minutes.

## Callaloo

Callaloo is a Caribbean dish traditionally made with amaranth greens. You can use spinach or collard greens instead. Try it spicy with a jalapeño pepper or sweet with a bell pepper! The coconut milk makes this Callaloo very creamy. **(Makes 6 servings)**



### Ingredients

- 1 medium onion
- 1 small sweet potato
- ½ medium bell pepper or 1 small jalapeño pepper
- 1 clove garlic
- 1 sprig thyme or ½ tsp dried thyme
- 2 TBSP olive oil
- 1 large pinch salt
- ¼ tsp black pepper
- 1 pound spinach or collard greens (about 8 cups)
- 1 cup coconut milk

### Steps

1. Chop the onions, sweet potato, and pepper into small bite-sized pieces.
2. Finely chop or crush the garlic.
3. Remove the leaves from the thyme sprig. Discard the stem.
4. Heat a large pot on medium heat. Add the olive oil to the pot.
5. Add the onions, sweet potato, garlic, fresh pepper, thyme, salt, and black pepper to the pan. Saute until the sweet potatoes are soft, about 10-15 minutes.
6. Stack a few leaves of the greens on top of each other at a time. Roll them up lengthwise. Slice the roll into thin strips.
7. Add the strips of greens and coconut milk to the pot.
8. Saute the mixture until the greens are soft and the coconut milk has boiled, about 5 minutes.



## Kitchen Lesson Plan Appendices

### Appendix A: Lesson Objectives

1. Increase and Deepen Student Knowledge: *Students will be able to explain why eating whole plant-based foods promote personal health, community health, and environmental sustainability.*
  2. Increase Food Preparation Knowledge: *students will be exposed to a new example of a multi-cultural, seasonal, fresh, plant-based, and delicious food preparation.*
  3. Build Confidence: *Students will build confidence and skills about how recipes get put together.*
  4. Increase Resilience: *Encourage growth in students interpersonal relationships, teamwork, leadership, sense of stewardship and engagement in the school community, personal understanding, confidence, problem solving, resilience, and independence*
  5. Develop Personal Efficacy: *Students will leave the class with the knowledge, ability, and intention to replicate food preparation skills that will serve them in their personal and professional lives.*
- 

### Appendix B: Before Beginning the Lesson

#### **Getting into Groups and Washing Hands (5 minutes)**

Separate the students into three groups to wash hands and then join back up at the tables.

**Briefly review kitchen safety:** elicit student responses about the importance of walking, oven/stove/safety lines, hand hygiene in the kitchen.

---

### Appendix C: Exploring Ingredients During Food Prep (if time allows)

- **Talk about produce (if time allows):**
  - Let students see and feel whole examples of garden produce featured in the lesson
- **Taste/ smell test/ ingredients (if time allows):**
  - Remind students that our goal is to describe what we taste with more than just “yuck” and “yum”. Try helping them express taste vocabulary by saying “Give me a thumbs up if you think it’s crunchy. Give me a thumbs up if you think it’s sweet”, etc. then practice completing these sentences: “I like it because...” and “I don’t like it because...”
  - Let the students taste/smell a small piece of each veggie and practice using the above sentences.

---

## Appendix D: Safety:

- 3rd grade and younger use plastic lettuce knives
- 4th grade and up can use metal paring knives if they are well behaved and aware of their surroundings.
- Set out 4-5 cutting boards for use with knives
- **Sawing:** Practice holding up the hand they hold the pencil with. This is the knife hand. The knife saws back and forth until the food it cut all the way through. We don't chop up and down.
- **Bear Claw:** Practice the "bear claw" method of holding the piece of food that is being cut still where the fingertips are curled under. If the fingernails are showing, then the fingertips could be in danger.
- **Knife's Home:** The knife's home is horizontal at the top of the cutting board. It goes here whenever we are not cutting. We don't use the knife to scrape the cutting board, to move food, or to gesture. We don't hold it in our hands while doing ANYTHING other than cutting.
- **Avoid having students pass or walk with knives.** If they must carry one, they should be carried point-down at their sides, against their leg. They should say "knife behind" when walking behind someone while holding a knife. If they must pass one, they should pass it handle first, so that the receiver can grab the handle easily and not the blade.
- **Chiffonade Greens:** stack two leaves neatly. Roll the stack into a caterpillar shape. Cut thin slices out of the roll. These turn into ribbons.
- **If using stoves, review stove safety:**
  - one person at a time comes up to the stove
  - hold the top of the spoon.
  - The stove and pan are hot so they are not to be touched.

---

## Appendix E:

During or after the work at this station, connect the recipe and lesson to the sustainability theme for each grade.

Grade	Sustainability Theme	Talking Points
Pre-k, K	<b>Cycles:</b> a set of steps that happen in the same order, over and over	Review cycle of seasons and what season it is now. Talk about what grows in the garden and what we eat in this season. We can make today's recipe with the foods that grow in this part of the season cycle.  You can sing the water cycle song during the boiling, sauteing, or simmering part of the lesson. See the extension activities section for the song.
1	<b>Community:</b> a group of people with something in common	Brainstorm things we have in common: they are a community of students; we are a community of cooks; we are a school community, etc. Communities have food traditions. Our community makes has a tradition of cooking foods from the garden. Today's recipe comes from (insert culture here)'s food tradition. We can make today's recipe with foods from our garden as a community working together. The flavor of each of the vegetables helps make the recipe delicious just like just like people in a community can use their special skills to make the recipe!
2	<b>Diversity:</b> when there are lots of different kinds of	Ask if there are a lot of plants growing the garden, if it is diverse right now. Talk about the current level of diversity and how it is related ot he weather. (Insert recipe name) is a diverse dish because many different people eat it in

	things	many different ways! What are some different kinds of (insert recipe) you have eaten?
3	<b>Change:</b> to make something different or when something becomes different	<p>Ask the students to define the word change and give an example of change. Tell the students that today we're going to look at how individual ingredients' flavors change when you make a recipe, and how the flavor of a recipe changes based upon the flavor of the ingredient.</p> <p>Tell the students that they will have the opportunity to taste/smell some of the ingredients individually to see how they change the flavor of the recipe.</p>
4	<b>Systems:</b> a set of things that work together to accomplish a goal	<p>Define a system for the students. Tell the students that a plant is a system because the small parts, also known as the plant parts, work together to help the plant grow. Have the students come up with a list of plant parts and what they do for the plant.</p> <p>Ask what jobs do we do in the kitchen for which we need each other to accomplish our goal of completing the recipe.</p> <p>Our recipe is like a system too- each ingredient has an important job--it gives it's flavor and texture to the whole dish.</p>
5	<b>Interdependence:</b> when people, places, and things rely upon each other to accomplish a goal	<p>Break down the word, tell them that inter means between, and ask what dependence means. Ask the students who/what do they depend on and for what?</p> <p>Ask the students about times that they depend upon each other in their classroom to accomplish a goal. Ask when that happens in our kitchen. Talk about how we depend on each other to make a recipe.</p>

---

## Appendix F: After Food Prep

### Eat/Discuss (15 minutes)

- One table at a time get chairs to sit down.
- Set the table: give students directions to split up the following tasks:
  - putting out the tablecloth
  - getting plates
  - getting water cups
  - getting forks
  - picking a centerpiece
  - Teacher puts out food on everyone's plate
  - We say "Thank you Gardeners! Thank you Cooks!"
  - Enjoy eating!

### Discussion during the meal:

- Remind students that they will be getting the recipe to take home to their families.
- Ask by a show of hands, "Who liked this recipe?"
- Ask by a show of hands, "Who will make this at home?"
- Ask by a show of hands, "Who made the Panzanella recipe at home since you were here last?"

- Ask some students to share: (*Who will you make it with? Where will you put the recipe so you remember to make it? What day of the week will you make this? How will you describe the recipe to get your family excited about it?*)  
**NOTE: even if all students do not share, this will allow all to think about this.**
- Encourage students to complete the sentences: “I like it because...” and “I don’t like it because...”
- Ask student to share what they like about the borscht. (might include): *fresh, colorful, sweet, warm, etc.*.)
- Ask students what they would change (might include): *more/less of a certain vegetable; more / less dill or different herb.*
- Ask students what they need to do in order to make this at home (*What would you need to get to make this? What do you already have at home?*).

### Clean Up (2 minutes)

One table at a time, students clear the tables:

- They clean off their plates into the trash can.
- Then they make a pile of dirty dishes on the table, and a pile of dirty forks.
- Students empty their water cups into the hand washing sink and make a tower of empty cups on the table.
- Students return centerpiece to table and fold tablecloth.

### Wrap Up (3 minutes)

- **Grades 3-5 only: Exit Tickets and Exiting:** *Have students sit back down at their tables. The last thing we will do today is answer a quick question about something you learned. Spelling is not important. And it’s ok if you aren’t sure about the answer. Just answer the best that you can. This paper with your answer on it is called an exit ticket; it is like your ticket out of class today. When you finish, come get in line and hand in your ticket.*

---

## Appendix G: Songs in the kitchen

### The Soup is Steaming Up (to the tune of the farmer in the dell)

*The soup is steaming up  
The soup is steaming up  
stir slow around we go, the soup is steaming up!*

*First we add the onion  
first we add the onion  
stir slow around we go, the soup is steaming up!*

*Next we add the carrot  
next we add the carrot  
stir slow around we go, the soup is steaming up!*

Continue with each ingredient, one by one as you add them to the pot

## **Carpet Song**

(To the tune of oh my, darling clementine)

*Sit on the carpet  
on the carpet  
on the carpet right now  
if you don't sit on the carpet  
you'll turn into a (whatever you're focusing on in the lesson)*

## **Crunchy Carrot Song**

*I'm gonna crunch, crunch, crunch my carrot  
crunch, crunch, crunch my carrot  
crunch, crunch, crunch my carrot  
They are so good for me!*

This song can be sung for any activity that you are doing. i.e. I'm gonna chop, chop, chop my onion , I'm gonna stir, stir, stir the pot, etc.

## **Water cycle song**

(Gestures in parantheses)

(Fingers moving up to the sky)  
*Evaporaaaaaaation!*

(Make hands into a cloud)  
*Condensaaaaaaation!*

(Fingers moving down to the ground)  
*Precipitaaaaaaation!*

## **Strong Kale**

(to the tune of Mary had a little lamb)

*We are kale big and strong  
big and strong  
big and strong  
We are kale big and strong  
we're green all winter long!*

## **Where has my dog Bean song**

(to the tune of I'm a nut)

Inquire for a type of bean, i.e. fava, green, cannellini, etc.

*My dog Fava likes to roam  
one day Fava didn't come home  
when Fava came home he was so clean  
where oh where has Fava bean?  
Fava bean, Fava bean  
where oh where has Fava bean?*

## Herb Roasted Potatoes and Cauliflower

This recipe is simple and delicious! Kids will enjoy breaking the cauliflower into florets with their hands. **(Makes 6 servings)**



**EDIBLE  
SCHOOLYARD  
NYC**

### Ingredients

1 small head cauliflower  
2 large potatoes  
4 sprigs of thyme or 2 tsp dried thyme  
4 sprigs of rosemary or 1 TBSP dried rosemary  
½ tsp salt  
¼ tsp ground black pepper  
2 TBSP olive oil

### Steps

1. Preheat the oven to 375 degrees.
2. Cut the cauliflower and potatoes into 1-inch pieces.
3. Remove the leaves of the thyme and rosemary from the stems. Cut leaves into very small pieces.
4. Mix the oil, salt, pepper, and herbs into the potatoes and cauliflower.
5. Spread the mixture on a baking sheet. Roast in the oven for 20 minutes.
6. Stir the roasting mixture. Roast for 20 more minutes.

## Herb Roasted Potatoes and Cauliflower

This recipe is simple and delicious! Kids will enjoy breaking the cauliflower into florets with their hands. **(Makes 6 servings)**



**EDIBLE  
SCHOOLYARD  
NYC**

### Ingredients

1 small head cauliflower  
2 large potatoes  
4 sprigs of thyme or 2 tsp dried thyme  
4 sprigs of rosemary or 1 TBSP dried rosemary  
½ tsp salt  
¼ tsp ground black pepper  
2 TBSP olive oil

### Steps

1. Preheat the oven to 375 degrees.
2. Cut the cauliflower and potatoes into 1-inch pieces.
3. Remove the leaves of the thyme and rosemary from the stems. Cut leaves into very small pieces.
4. Mix the oil, salt, pepper, and herbs into the potatoes and cauliflower.
5. Spread the mixture on a baking sheet. Roast in the oven for 20 minutes.
6. Stir the roasting mixture. Roast for 20 more minutes.