Introduction to Cooking Lesson: Eat the Rainbow

Description
Students will be introduced to the concepts of nutrients in food, eating the rainbow, and safety in the classroom.

Guiding Question
What are the basic principles of healthy eating?

Big Idea
The foods we eat give our body the nutrients it needs to stay healthy.

Learning Objectives:
→ Students will know kitchen classroom rules
→ Students will understand how a variety of fruits and vegetables make a healthy diet by providing a variety of nutrients

Vocabulary:
• Nutrients – The chemical compound in the food that makes it beneficial to the body (umbrella of all other terms)
• Vitamins (V) – Help your body grow, develop, and stay healthy. There are 13 in total.
• Minerals (M) – Help your body grow, develop, and stay healthy.

Materials:
☐ Nutrient movement cards (Appendix A)
☐ Fruit and vegetable cards
☐ Toothpicks
☐ Plates
☐ Samples of 6 different colored fruits and veggies
☐ Large paper for writing or pre-made rule chart (Appendix B)
☐ Hand soap
**Introducing to Unit: Cooking class agreements (7 mins)**
Tell students that we are starting the next session on cooking and nutrition. Talk about how cooking can be fun and delicious, but the kitchen is a classroom and there are ground rules and expectations we have to follow to stay safe and to learn. Have students give examples of ground rules they think they should follow when cooking in the classroom.

Some examples are:
- Don’t Yuck my Yum
- Wash hands before touching food and cooking; and after sneezing, coughing, going to the bathroom
- Be brave: try something new!
- Use tools and equipment for what they are intended for
- Clean up after the lesson
- Always use proper knife safety
- Respect each other
- Have fun

**Explain: Eat the Rainbow (7 mins)**
We will learn about healthy foods in this unit. Healthy foods are foods that make you grow. They help us grow because they have nutrients that our body needs to function and develop. Foods that don’t have lots of nutrients are ‘sometimes food.’ It is OK to eat them, but they don’t benefit your body, so it’s best to only eat a little bit of them after you have eaten your growing food. Ask for examples of ‘growing food’ and ‘sometimes food’ from students.

Explain to students that different foods provide different nutrients that help our bodies stay healthy. Different colored food often contains different nutrients, so you know if you have a colorful plate, you are eating lots of different nutrients!

Tell them we are going to learn about different kinds of nutrients, what foods we can find them in, and how they help us. Show the students the nutrient movement cards and have students do the movements for each card together, or a selection of them.

<table>
<thead>
<tr>
<th>PROTEIN (M)</th>
<th>Builds muscle</th>
<th>Flex muscles</th>
</tr>
</thead>
<tbody>
<tr>
<td>CARBOHYDRATES (M)</td>
<td>Gives us energy</td>
<td>Jumping jacks</td>
</tr>
<tr>
<td>FAT (M)</td>
<td>Keeps joints lubricated</td>
<td>Stretch and spin arms</td>
</tr>
<tr>
<td>CALCIUM (M)</td>
<td>Builds strong bones and teeth</td>
<td>Smile and knock bones</td>
</tr>
<tr>
<td>IRON (M)</td>
<td>Helps pump our blood</td>
<td>Arm curls</td>
</tr>
<tr>
<td>FIBER (M)</td>
<td>Keeps us full and moves food through the digestive tract</td>
<td>Rub stomach</td>
</tr>
<tr>
<td>ZINC (M)</td>
<td>Helps your body grow</td>
<td>Jump in the air</td>
</tr>
<tr>
<td>POTASSIUM (M)</td>
<td>Balances fluids in your body</td>
<td>Balance scale with arms</td>
</tr>
<tr>
<td>VITAMIN A (V)</td>
<td>Keeps vision healthy</td>
<td>Make sunglasses</td>
</tr>
<tr>
<td>VITAMIN B (V)</td>
<td>Helps the body use energy and turn food into energy</td>
<td>Run in place</td>
</tr>
<tr>
<td>VITAMIN C (V)</td>
<td>Fights off germs and strengthens immune system</td>
<td>Shield with hands</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>VITAMIN D (V)</td>
<td>Builds strong bones</td>
<td>Knock on your bones</td>
</tr>
<tr>
<td>ANTIOXIDANT</td>
<td>Helps the body prevent cancer</td>
<td>Light saber motion</td>
</tr>
</tbody>
</table>

**Extend (21 mins)**

Break into stations. Explain we do not need to wash our hands today since we are just tasting, not cooking. But the rule for the day is to only touch one piece of food with one toothpick. And always step away from food if you need to sneeze or cough.

*Station 1: Rainbow Tasting Red, Orange, Yellow (7 mins)*

Have students identify the fruit or vegetable. Have them do nutrient movements for each food. Have students taste the food.

*Station 2: Rainbow Tasting Green, Blue, Purple (7 mins)*

Have students identify the fruit or vegetable. Have them do nutrient movements for each food. Have students taste the food.

*Station 3: Nutrient Movement Practice (7 mins)*

**K-2nd grade:** Review each nutrient and its movement. Call out nutrients and have the kids do the movement

**3rd-5th grade:** Have the kids look at the chart on the back of vegetable photo cards. Have them identify its two highest nutrients. Do the movements.

Optional: Place nutrient movement cards around the room. Have students put their vegetable cards on the nutrient that it provides the most of. Observe with students which nutrients are best represented. Discuss where we can get nutrients besides fruits and vegetables.

Optional: Play memory with the nutrient movement cards. Pick 5 cards and have the students memorize the movements for those nutrients. Say a nutrient in random order and they have to do that movement, if they do the wrong movement, they’re out. Continue until there is only one person left or until they lose attention.

**Evaluate (4 mins)**

Quiz students on different kinds of nutrients and what part of the body they help. Ask students how to make sure they are eating a healthy diet full of growing foods.

**Optional Extensions:**

- Create: Have students cut out pictures of food from magazines and make their own food rainbow collage.
- Read: *Rainbow Stew* by Cathryn Falwell

**Common Core Standards**

- ELA K/1/2/3/4/5.SL.1 Engage effectively in a range of collaborative discussions with diverse partners about grade level topics and texts
- ELA K.1.5.c Identify real-life connections between words and their use
- ELA Literacy.W.4/5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely
### Appendix A

<table>
<thead>
<tr>
<th>Carbohydrates</th>
<th>Protein</th>
<th>Fat</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gives us energy</td>
<td>Builds muscle</td>
<td>Helps keep joints lubricated</td>
</tr>
<tr>
<td>Jumping Jacks in place</td>
<td>Body building pose</td>
<td>Stretch and spin arms around</td>
</tr>
</tbody>
</table>

![Carbohydrates Image](image1.png)

![Protein Image](image2.png)

![Fat Image](image3.png)
Fiber
Keep us full
Rub tummy and say mmmmm...

Vitamin A
Keeps our eyes healthy
Make Sunglasses

Vitamin B
Helps turn food into energy
Run in place

Vitamin C
Fights off germs
Shield with arms (defense + punch)

Vitamin D
Helps our bones stay strong
Knock on your bones

Calcium
Helps with strong bones and teeth
Smile
Iron
Helps pump our blood
Arm curls

Zinc
Helps your body grow
Squat and jump in the air

Potassium
Balances your fluids in your body
Balance scale with arms
Appendix B

COOKING CLASS AGREEMENTS

- Wash your hands
- Listen and wait for instructions
- Use kitchen equipment safely
- Try new things!
- Don't yuck my yum
- Have fun and enjoy healthy food!