

EAT TOGETHER

COOK'S CHALLENGE

EAT BETTER



TARGET AUDIENCE	Grades 5 & 6
ESTIMATED TIME	30–45 minutes depending on how many cards are used
NUTRITION EDUCATION LEARNING OBJECTIVE	<p>By the end of this activity, students will be able to:</p> <ul style="list-style-type: none"> • Consider the steps involved in meal preparation, • Create a meal or snack using selected criteria, • Read and interpret a nutrition facts label, • State the relationship between meal planning and nutrition.
CURRICULUM INTEGRATION	<ul style="list-style-type: none"> • Reading • Health
EALR/GLE INTEGRATION	<p>Reading 3.1 Read to learn new information. 3.2 Read to perform a task.</p> <p>Communication 1.1 Uses listening and observation skills and strategies to focus attention and interpret information.</p>
CLASSROOM SKILLS	<ul style="list-style-type: none"> • Listening and following directions. • Cooperation and working as a team. • Public speaking.
BASIC NUTRITION CONCEPTS	<ul style="list-style-type: none"> • Taking the time to plan meals helps us to eat more healthfully. • Planning, preparing and eating meals as a family is a great way to stay connected with one another.
SUPPLIES <input checked="" type="checkbox"/> Provided with lesson	<ul style="list-style-type: none"> • Set of 28 laminated Cook's Challenge cards <input checked="" type="checkbox"/> • Cook's Challenge Cards blank template <input checked="" type="checkbox"/> • MyPyramid and MyPlate posters <input checked="" type="checkbox"/> • Dairy Council food model cards <input checked="" type="checkbox"/> • Paper plates and paper clips • Kitchen equipment visual (helpful for ELL students)
ACTIVITY TASKS	See reverse.
SOURCE	Carolyn A. Lee, MS, RD
SA SUBMITTED BY	Eat Together Eat Better Work Group

Cook's Challenge (Grades 5 & 6)

1. Set out the Dairy Council food model cards. Place them together by food groups and include all cards.
2. Introduce the topic of family meals. "Today we are going to do an activity that helps us think about family meals. Specifically, we will be thinking about the planning and preparation that takes place so that families can enjoy mealtime together. How many of you are involved in the planning of family meals?" As students describe how they help with meals, make a list of tasks on the board. This list may include, helping to make a shopping list, giving suggestions for what to prepare, assisting with shopping, cooking, table setting and clean up.
3. Distribute one *Cook's Challenge* card to pairs of students so each pair has one card. The remaining cards may be left in a pile for students to use later. Each pair of students should also have a paper plate and about six paper clips. Explain that each pair will read their card, and use the food models to select foods for their meal. They will clip the selected foods onto their plate. To familiarize students with the *Cook's Challenge* cards, read through one as an example.
4. Show the kitchen equipment visual. Remind students that not all family kitchens have all of these items. However, in their imaginary kitchen, all of these pieces of equipment are available unless their card says otherwise. Ask students which of them has had the opportunity to do much cooking. Have students take note of which students those are so they become a resource for students who need help or ideas.
5. Remind students that a nutrition facts label is on the back of each food model card. Some *Cook's Challenge* cards have a challenge of finding foods high in a certain vitamin. Students should look for their vitamin highlighted in yellow on the label. When a vitamin is highlighted, it is high in that nutrient. Refer them to the MyPyramid and MyPlate posters also.
6. Give students about 5–7 minutes to select their items. Then have them report back to the class. Students should read their challenge card and be prepared to say why they selected the foods they did. Remind them that there are many correct ways to meet the *Cook's Challenge*.
7. As time allows, students may put the food model cards back and select new *Cook's Challenge* cards by trading or selecting from the pile of cards that have not been used.
8. To conclude, ask students what it was like to do this activity. Was it easy? Was it difficult? Ask them to think about how planning meals contributes to eating a more healthy diet. Encourage students to talk with their families about being more actively involved in the planning and preparation of family meals.

Extension Activities

1. Make copies of the blank *Cook's Challenge* cards. Have students create their own set of challenge cards that can be used to do the activity again. Students could also write a paper about the planning and preparation of a meal they would like to make with their family.

Special Note

If food model cards are not available, students may draw their meals on paper plates.

Kitchen Equipment



