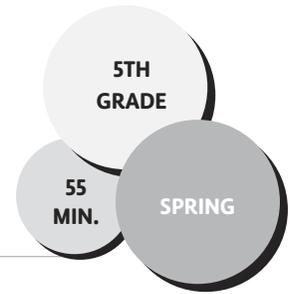


# Rolling Into Spring

**THEME:** PREPARING HEALTHY FOOD



## ESSENTIAL QUESTION

*How can we prepare a healthy dish?*

## LEARNING OBJECTIVES

- ✓ Students will be able to practice knife skills.
- ✓ Students will be able to assemble veggie spring rolls and create a dipping sauce.

## CONCEPTS

collaboration kitchen tool safety knife skills

### *Engaging the Classroom Teacher*

- Prior to the lesson, ask the teacher whether they have established groups of 4–6 students.
- During Action Step 5, suggest that the teacher supervise as students use knives to prepare the vegetables.
- During Action Step 7, suggest that the teacher circulate through the room, supporting students who need help assembling their spring roll.

## LESSON DESCRIPTION

In this lesson, students practice knife skills and balancing flavors to make veggie spring rolls and an accompanying sauce.

## MATERIALS

- Spring Roll Ingredients ingredients (see recipe below)
  - Thermos or kettle of hot, potable water (make sure it's warm by the time you assemble spring rolls but not hot)
  - Index cards or scratch paper
  - Wax paper or 1 ceramic or plastic plate for each student (paper plates won't work well because the spring rolls stick to the paper)
  - Materials for cleanup
- Tray of the following for each group of 4–6 students:**
- Washed and portioned spring roll ingredients
  - Pie plate or other dish with high rim (to dip wrappers into warm water)
  - 2–3 cutting mats
  - 2–3 knives
  - Small jar or bowl for sauce
  - Box grater
  - Measuring cup
  - Teaspoon
  - Bowls for prepared ingredients
  - Container for compost

## PREPARATION

- › If you haven't used rice paper wrappers previously, you'll want to make a test spring roll prior to teaching the lesson to confidently guide students in working with them.
- › Write out roles on index cards for what each member in each group will do (e.g., in each group have a “cabbage shredder,” “carrot grater,” “cucumber slicer,” “herb chopper,” and “sauce maker”).
- › Wash the produce, and develop a model

of how each herb or veggie should be prepared (e.g., shredded, grated, sliced, etc.).

- › Set up a sauce station in the room where sauce makers can come to get their ingredients.
- › Prepare trays for groups with a small amount of each vegetable you're using. For every 4–6 students, for example, prepare ½ a head of cabbage to shred, ¼ a beet to grate, a carrot to slice, a couple scallions to slice, and a ½ cup of cilantro.

## Spring Rolls

**Yield:** 25 servings, 1 roll per person

### Sauce Ingredients (makes 1 ½ cups)

- ¾ cup soy sauce or tamari
- ¾ cup lime juice
- ½ cup toasted sesame oil
- 2 teaspoons honey
- 2 teaspoons garlic, minced (optional)
- 2 teaspoons chili paste (optional)

### Example of Spring Roll Ingredients\*

- (about 9 cups of vegetables total; about 1/3 cup mixture per roll)
- 1 package rice paper wrappers
- 1 head of cabbage
- 5 large carrots
- 2 medium cucumbers
- 1 bunch cilantro
- 1 bunch scallions

\*These are merely suggestions to get a sense of portions. Use the table below for more ideas, and choose ingredients that make sense for your region, students, and season.

- Whisk sauce ingredients together and set aside.
- Chop cabbage into fine shreds. Grate carrots on the largest holes of a box grater. Cut

cucumber in half, lengthwise, and thinly slice into matchsticks. Thinly slice scallions into matchsticks and stem cilantro.

- To assemble a spring roll, dip rice paper wrapper in warm water and count five seconds, and then gently place the wrapper on your clean plate or wax paper. Place a small amount of vegetables in the center of the wrapper, making sure you leave at least a couple inches on all sides. Fold in the sides tightly, and then roll from the bottom up, gently pressing the ingredients together as you go.

### POSSIBLE SPRING ROLL INGREDIENTS

#### Fruit and Veggies

- Bell peppers
- Cabbage
- Carrots
- Cucumbers
- Lettuce
- Mango
- Radishes
- Turnip

#### Herbs

- Chives
- Cilantro
- Mint
- Scallions
- Thai basil

## ACTION STEPS

**1. Engage:** Pass a couple rice paper wrappers around the room and ask students if they know or can guess what they are and what they are made of. Explain, *Today we'll be making spring rolls. Different versions of these rolls are popular in Vietnam, Cambodia, China, and other Asian countries. Sometimes they also have pork, shrimp, or duck in them. We'll be making a vegetarian version today. (5 min.)*

**2. Explain the Activity:** Explain to students that each group member will have an official task in the group for preparing an ingredient, which you'll assign to them. Briefly go over

each role, showing students each ingredient, and then explain that once all the ingredients are prepped, they learn how to assemble spring rolls as a class. **(5 min.)**

### **3. Knife and Grater Safety Reminder (5 min.)**

**4. Hand-Washing Break:** This is a good time to pass out role cards to each person on a team. You can give sauce makers a copy of the recipe at this time as well. **(5 min.)**

**5. Preparing Ingredients in Group:** Distribute trays of ingredients to groups of students. Circulate through the room, guiding students to be safe and use proper technique where needed. Give students a two-minute warning, and then call when time is up, and have students clean their spaces. **(10 min.)**

**6. Model:** Model how to make a spring roll. Be sure to go slowly and exaggerate and highlight the proper techniques you want to see from them. Say, *Dip the rice paper wrapper in warm water and count five seconds, and then gently place the wrapper on your clean plate or wax paper. Place a small amount of vegetables in the center of the wrapper, making sure you leave at least an inch on all sides. Fold in the sides tightly, and then roll from the bottom up, gently pressing the ingredients together as you go.* If your classroom has a document camera, project your demonstration so all students can easily see. Remind students that they are sharing the ingredients with their whole group, and if they put too many veggies in, their spring roll won't close, so they should only be taking small pinches of each ingredient. **(5 min.)**

**7. Making Spring Rolls:** Have helpers give each group of students plates or wax paper and spring roll wrappers. Meanwhile, walk around and pour warm water onto each group's large plate. Have students take turns dipping their rice wrappers and adding vegetables. Circulate as students are preparing spring rolls, reminding students to share and offering support where needed. If some students finish early, have them make extra spring rolls for their teachers, office staff, cafeteria staff, etc. **(10 min.)**

**8. Tasting:** Remind students about hygiene and that their sauce is for everyone, so they should drizzle the sauce on their spring rolls instead of dipping! Ask students for descriptive words to describe the taste and texture of their creations. **(5 min.)**

## **REFLECTION**

Have students discuss the following questions in small groups, then share with the class: **(5 min.)**

### **Social and emotional learning**

- *What was challenging about creating your spring rolls? What was successful?*
- *What strategies did you find for working well in your groups?*
- *How did it feel to be in charge of one ingredient for your group's spring rolls?*

### **Check for understanding**

- *What fruits and vegetables would you put in your rice paper wrapper to make a summer roll? What about a fall roll or a winter roll?*
- *How would you teach someone else to use a knife properly?*

## ADAPTATIONS

**Garden Setting:** Make these spring rolls a true testament to the season, and only use what produce is available in your springtime garden. Have students harvest, wash, and process your garden veggies.

**Cooking Competition:** Conduct a cooking competition in which each team chooses the ingredients to include in their spring rolls and/or their dipping sauce and then are judged on taste, presentation, and cooperation.

## ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

### **CCSS.ELA-LITERACY.SL.5.1**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.