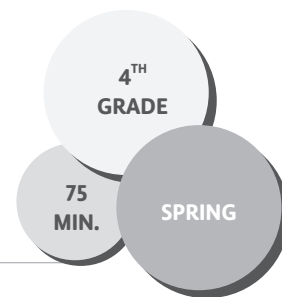


Reimagined Snacks

THEME: PREPARING HEALTHY FOOD



ESSENTIAL QUESTION

How can we reimagine our favorite snacks to make them healthier?

LEARNING OBJECTIVES

- ✓ Students will be able to identify the flavors and textures they enjoy in snacks.
- ✓ Students will be able to name whole or minimally processed foods that have the flavors and textures they enjoy.
- ✓ Students will be able to create an action plan for incorporating whole and minimally processed snacks into their diets.

LESSON DESCRIPTION

In this lesson, students consider their favorite snacks and what flavor and texture attributes make them desirable. The class then makes a whole-foods variation of spicy corn chips in the form of spicy kale chips. Students then brainstorm reimaged snacks, using whole or minimally processed foods and create an action plan to incorporate more of these into their snacks for the week.

MATERIALS

- Toaster oven
- Extension cord
- 2 bunches kale (if you don't have access to a toaster oven or extra hands to help bake the kale chips, try having students slice jicama to sprinkle their spicy mix on)

A tray of the following for each group of 4–6 students:

- 4 small kale leaves
- Medium bowl
- Small bowl for mixing spices
- 1 Tbsp olive oil in small cup
- ½ lime
- Container for compost
- Several sets of measuring spoons
- 2 cooling racks or cookie sheets for transferring kale chips
- Pair of tongs
- Kitchen timer
- Paper towels
- Descriptive Food Words Chart (p. 470)
- Reimagined Snack Brainstorm Worksheet (p. 471)
- Action Plan Worksheet (p. 472)
- Materials for cleanup

PREPARATION

- › If making kale chips, procure a toaster oven! Use your own, borrow one from a friend, or check for one at a thrift store.
- › If making kale chips, this lesson would work best with a volunteer or other extra set of adult hands to supervise baking.
- › Photocopy Action Plan Worksheet for each student.
- › Photocopy Descriptive Food Words and Reimagined Snack Brainstorm for each group of 4–6 students.

- › Wash and thoroughly dry kale leaves to prevent steaming in the oven.
- › Set aside a kale leaf to use as demonstration for students.
- › Prepare trays for each group.
- › Set up a station where you can plug in the toaster oven, and have space for trays of kale chips to cool on cooling racks.
- › Set up another station where representatives from each group can gather to measure spices. Put out spices and several sets of measuring spoons.

Spice Ingredients

1 Tbsp each

- Nutritional yeast
- Cayenne pepper
- Chili powder

1 tsp each

- Garlic powder
- Salt
- Juice of 1 lime

ACTION STEPS

1. Discussing Favorite Snacks: Ask students to discuss in groups, *What are your favorite snacks? Why do you like them?* Then pass out the Descriptive Food Words chart, and have students circle or highlight the attributes of their favorite snacks. **(5 min.)**

2. Discussing Healthy Snacks: Ask students to discuss in groups, *What makes a snack healthy?* Discuss concepts students already know, getting to the idea of whole or minimally processed foods. Ask students for examples of whole or minimally processed foods, such

as fruits and vegetables, popcorn, and whole grains. **(5 min.)**

3. Reimagining Spicy Corn Chips: Ask students, *Who here likes Takis? Why are they so popular? What descriptive words from the list would you use to describe Takis?* (spicy, crunchy, salty, cheesy) Explain, *Today we're going to think about how we can reimagine some of our favorite snacks to have the same flavor and texture attributes but to use whole or minimally processed foods instead. It won't be the same thing, but it's a way to make a snack that is similar.* Tell students that you're going to make spicy kale chips. **(5 min.)**

4. Wash hands break! Preheat toaster oven to 300. **(5 min.)**

5. Model: Show students how they'll destem and break up the kale into small, bite-sized pieces. Then show how they'll massage the olive oil into the leaves. Explain that while most of the group is processing the kale, you'll pick a representative from each group to come up and measure the spice ingredients at the spice station. Once the student returns, they'll toss the spices in with the kale. **(5 min.)**

6. Preparing Kale Chips: Pass out trays of ingredients and materials to each group of students. Call up a student from each group to the spice station. If you have another adult, have them circulate and supervise kale processing while you facilitate students measuring spices. Have students clean up their space before moving on to the next step. **(15 min.)**

7. Brainstorming Reimagined Snacks: Explain that while groups of students take turns baking their kale chips, they're going to brainstorm more

versions of reimagined snacks. NOTE: Each batch of kale chips will take five minutes to bake, so plan timing accordingly. Pass out the Reimagined Snack Brainstorm Worksheet to each group, and briefly go over the examples provided. **(5 min.)**

8. Baking Kale Chips: Meanwhile, call up a couple of students from one group at a time to bake kale chips. Have students lay the kale pieces in one single layer and avoid crowding them. Set a timer for five minutes, but have a student keep an eye on the kale chips to make sure they don't burn. Once they're done, place the tray on a cooling rack, then transfer to a large cookie sheet to free up the toaster oven tray. **(15–20 min.)**

9. Sharing: Have each group share aloud one reimagined snack, noting the snack it's based on and what flavor and texture attributes they were looking to replicate. **(5 min.)**

10. Tasting: Have a volunteer pass out a paper towel to each student. Then go around the room using tongs to pass out a couple chips to each student. **(5 min.)**

REFLECTION

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

- *Why do we crave certain snacks?*
- *How do you define a whole food? How do you define a minimally processed food?*
- *How would you describe our snack? How does it compare to the snack it was inspired by?*
- *Which snacks would you want your family to reimagine? Why?*
- *What strategies helped for working in our groups?*

ADAPTATIONS

Extension: Have students complete the Action Plan Worksheet. Follow up with students during your next session to see how well they followed through on their set goals.

At Home: Have students interview family members about their favorite snacks and brainstorm whole-foods snacks together.

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

CCSS.ELA-LITERACY.SL.4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).



Descriptive Food Words

FLAVOR	TEXTURE
Bitter	Bubbly
Cheesy	Crackly
Creamy	Crispy › Crunchy › Chewy › Soft
Hot	Effervescent
Milky	Fizzy
Rich	Gummy
Salty	Light → Dense
Smoky	Silky
Sour	Smooth
Sweet	Soft
Spicy	Sticky
Tangy	Thick
Tart	Velvety
Other? _____	Other? _____

Name: _____ Date: _____

Reimagined Snack Brainstorm Worksheet

SNACK	FLAVOR	TEXTURE	REIMAGINED SNACK
Example: Soda	sweet	fizzy	Bubbly water + splash of juice
Example: Spicy corn chips	spicy	crunchy	Spicy kale chips

Name: _____ Date: _____

Action Plan Worksheet

Goal: Reimagine a snack using whole or minimally processed foods.

Steps: Create a reimaged snack that will have the flavor and textures of a snack you typically eat. To create a new habit, try eating your reimaged snack a few times this week.

Draw: Your typical snack

Draw: Your reimaged snack

FLAVOR



TEXTURE

TRACK HOW YOU DO!

Date I made and ate my new snack:	Date I made and ate my new snack:	Date I made and ate my new snack:
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