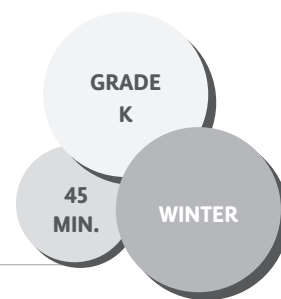


# From Beautiful Beans to Delicious Dip!

**THEME:** PREPARING AND ACCESSING HEALTHY FOODS



## ESSENTIAL QUESTION

*How can we work together to create a healthy snack?*

## LEARNING OBJECTIVE

✓ Students will be able to prepare fresh vegetables and herbs by hand.

## LESSON DESCRIPTION

In this lesson, students learn to process fresh foods by hand as they prepare herbs and vegetables to enjoy with a bean dip.

## MATERIALS

- A mix of dried beans for students to sort, count, and explore
- Food processor or blender
- Extension cord
- Spoon
- Can opener
- Measuring spoons and cups
- Serving bowl for dip
- Napkins
- 2 heads of cauliflower or broccoli or another vegetable that students can easily break down with their hands
- 2 bunches of herbs such as rosemary, thyme, or oregano
- Container for compost
- Materials for cleanup

### For each group of 4–6 students:

- 1 bowl of produce
- 1 medium-sized bowl
- 1 small bowl for dip
- Several cutting mats to share
- Ingredients for bean dip (see recipe)

## PREPARATION

- › Open the cans. Rinse and drain the beans.
- › Slice the citrus.
- › Set up an area in the room visible to students where you can plug in the food processor and make the bean dip as students watch. Have measuring cups and spoons and other ingredients stationed there.
- › Portion broccoli and herbs into bowls for students so that half of the class will be working on each.

## Bean Dip Recipe Ingredients

**NOTE:** You can make a hummus-like dip with garbanzo beans and lemon, a black bean dip with cilantro and lime, or a white bean dip with parsley, rosemary, and thyme.

- 2 cans of beans (garbanzo, black bean, or white bean), drained and rinsed
- 4 Tbsp olive oil
- 4 Tbsp fresh leafy herbs such as parsley, cilantro, or basil
- 4 tsp herbs such as rosemary or thyme
- Pinch of salt, to taste

## ACTION STEPS

**1. Engage:** Gather students in a circle, and tell them they'll be making a tasty snack together. Ask students to raise their hands if they've eaten beans before. Ask, *How do you like to eat them?* Take a few answers, and explain that today you'll be making a bean dip with herbs to eat with veggies. **(5 min.)**

**2. Exploring the Ingredients:** Give groups of students a bowl with a variety of dried beans, covered with a napkin. On the count of three, have them lift the napkin to see what's underneath. Give them a few minutes to explore. Provide challenges like, *Can you find the biggest bean? The smallest? Brightest? A solid color? Spotted? Smoothest?* Challenge students to count different types and compare: *How many red beans do you have? Are there more red or white beans? Are there more solid or spotted beans?* Then pass around a couple sprigs of whatever herbs you're using. Ask students to look at them, touch them, and smell them. Ask, *What does it smell like to you?* **(5 min.)**

**3. Model:** Say, *When you go back to your seats, you're all going to be my helpers for making our bean dip. Some helpers will work on our veggies, and some helpers will work on our herbs.* Show students how to break up the broccoli and how to pull herb leaves from the stems. Remind them that they won't want the broccoli too small, or they won't be able to dip it. **(5 min.)**

**4. Wash Hands Break! (5 min.)**

**5. Prepping Veggies and Herbs:** Give half the students the broccoli to break up and half the students herbs to pick and tear. Provide each group with a couple cutting mats as clean work surfaces to share, and have them put their finished product in the empty bowl you provide them. Circulate through the room, guiding students who need help. Gather the herbs and veggies, and have students clean up their spots. **(10 min.)**

**6. Cooking Demonstration:** Ask for students' attention at the station where you've set up your blender. Explain that you'll now show them

how to make the bean dip. Add your cans of beans and other ingredients to the blender, explaining and showing students each step. Blend the ingredients, then say, *I'm going to try it to see if it needs anything else.* After you've made adjustments and blended again, portion the dip into bowls for each group. **(5 min.)**

**7. Tasting:** Tell students that everyone is going to wait until you tell them to eat. Say, *We're going to be sharing our dip, which means making sure we don't take too much and that we don't share germs.* Explain that to prevent germs they'll only dip each piece of veggie into the dip once; model what that looks like. Give each group a bowl of dip. Have one student pass out plates and another student pass out a couple veggies to each student. Have everyone taste the bean dip together. **(5 min.)**

## REFLECTION

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

- *How would you describe the flavor of the bean dip? What herbs can you taste that we smelled earlier?*
- *How did working together help us make this bean dip?*
- *How would you teach your family members to make bean dip? What tips would you give them?*
- *What else might taste good dipped in bean dip?*

## ADAPTATIONS

**Art and Math Extension:** Have students sort and count dried beans over butcher paper to practice adding and subtracting. Make bean mosaic art by providing glue and construction paper. Make bean maracas by putting beans into cans, cardboard tubes, or just about anything!

## ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

### **CCSS.ELA-LITERACY.L.K.5.C**

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

### **CCSS.ELA-LITERACY.L.K.5.A**

Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.

Math Common Core State Standards

### **CCSS.MATH.CONTENT.K.MD.B.3**

Classify objects into given categories; count the number of objects in each category and sort the categories by count.

### **CCSS.MATH.CONTENT.K.CC.C.6**

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

