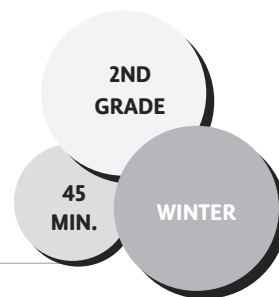


Sauté

THEME: PREPARING HEALTHY FOOD



ESSENTIAL QUESTION

How can we prepare a healthy dish featuring a variety of vegetables?

LEARNING OBJECTIVES

- ✓ Students will be able to prepare vegetables for a healthy dish.
- ✓ Students will be able to determine the ingredients they prefer using a sauté cooking technique.

CONCEPTS

cooking technique sauté

Engaging the Classroom Teacher

- Prior to the lesson, see whether the teacher is comfortable leading one of the stations during Action Step 5. Adjust your lesson and plan accordingly.
- During Action Step 4, suggest that the teacher guide students in writing their recipes as you finish cooking the dish.

LESSON DESCRIPTION

In this lesson, students try raw veggies before learning about the sauté method of cooking. They then help prepare vegetables and decide what they'd enjoy in a sauté before tasting the class version of the dish.

MATERIALS

- Induction burner
- Extension cord
- Veggie Sauté Ingredients (see recipe and table below)
- Bowl of raw vegetables for sampling
- Materials for cleanup

For each student:

- Fork
- Tasting cup
- Sauté Worksheet (p. 270)
- Pencil

Tray of the following for each group of 4–6 students:

- 2–3 cutting mats
- Bowls for vegetables
- Container for compost
- Small cups of toppings

PREPARATION

- › Explore if there are any family or community members who might be interested in joining the lesson to support and share their knowledge about the technique—*sautéing*.
- › Replicate the illustration of the Sauté process as a poster (optional).
- › Photocopy Sauté Worksheet for each student.
- › Set up a Sauté Station in the classroom with the induction burner, where students can see you cooking.
- › Prepare a sauce. If you have a small enough group, you can prepare the sauce with your students, allowing a different student to measure each ingredient and stir it in.
- › Prepare vegetables that require chopping,

such as mincing garlic and slicing carrots.

- › Set aside a small sample of the raw vegetables so each student can try.
- › Set up trays by portioning vegetables students will be preparing, such as chard or broccoli, into bowls and distributing prepared toppings into small cups. Give each group a different vegetable to prepare.

Veggie Sauté

Yield: About 25 servings, ¼ cup

This sauce that follows is inspired by a stir-fry sauce in Chinese-American culture. You can sauté just about any vegetables. See the table below for some possibilities, but also feel free to use whatever you have available in your region at the time. It is ideal to have at least one aromatic and as many vegetables as you like. Toppings are optional.

Sauce

- 4 ½ tablespoons soy sauce
- 1 ½ tablespoons rice vinegar
- 1 ½ tablespoons brown sugar
- ¾ cup vegetable broth or water
- 2 ¼ tablespoons cornstarch

Sauté

- 6–7 tablespoons high-heat oil (avocado or canola)
- 4–6 tablespoons aromatics (see table below)
- 12–15 cups vegetables (see table below)

- Combine sauce ingredients and adjust flavors as needed. Set aside.
- Wash and prepare the vegetables, chopping into roughly the same size.
- Begin by cooking the aromatics with oil on medium high heat, stirring often. Add additional oil as needed. After one to two minutes, when the aromatics begin to soften and release their aroma, add prepared vegetables, starting with the vegetables that will take

longest to cook. Cook uncovered, stirring often, until all the vegetables are tender but retain a crunch, likely no more than five minutes. Add sauce and stir just to incorporate, then promptly remove from heat, stirring to further incorporate sauce if needed. Top with toppings of your choice and serve immediately.

POSSIBLE INGREDIENTS

AROMATICS (4–6 tablespoons)	VEGETABLES (12–15 cups)	TOPPINGS (optional)
• Ginger	• Carrots	• Squeeze of lemon or lime
• Garlic	• Broccoli	• Cilantro
• Shallots	• Cauliflower	• Basil
• Scallions	• Kale	• Sesame seeds
• Onions	• Rainbow chard	• Chopped nuts (check class allergies)
	• Cabbage	
	• Bok choy	
	• Spinach	

ACTION STEPS

1. Engage: Gather students in a circle, and explain, *Today, we're going to make a dish where we cook vegetables in a sauce.* Pass around samples of the raw vegetables (but not aromatics) that they might be using in sautéing. Review the difference between “raw” versus “cooked” vegetables. Have students taste the vegetables, and, after each one, ask: *How would you describe how it tastes?* Explain, *The way we'll cook our vegetables is called sautéing.* Sautéing is a way of cooking vegetables that uses a small amount of oil in a pan over high heat. Explain, *The word “sauté” is French, and it means to jump or bounce! Why do you think cooking this way is called that? (because you toss the vegetables in the air!)* Ask, *Are there any cooking techniques that your family uses where you cook vegetables over high heat, similar to*

sautéing? Take student responses, and then say, *In Chinese culture, a similar way of cooking is called stir-fry. We're going to put our vegetables in a skillet with very high heat and cook them really quickly and add a flavorful sauce toward the end. You can cook pretty much any vegetable from the garden this way. Ask, How do you think our vegetables will taste differently after we cook them? (10 min.)*

2. Hand-Washing Break (5 min.)

3. Demonstrate Vegetable Prep: Model for students how to prepare the vegetables you've brought for them. For example, show them how to break broccoli florets or tear chard or kale into small pieces over a cutting mat. Show them any parts of the vegetable that won't be going into the sauté, and explain that they should put those parts into the compost container. **(5 min.)**

4. Preparing Sauté: Show students the Sauté Worksheet and explain, *You'll create a recipe for sautéing vegetables by circling the ingredients you'd like to include, giving your Sauté a name, and writing some directions for cooking this unique dish.* Pass out trays to each group with vegetables to prepare, reminding students to share with their group. Have a student or the teacher pass out worksheets as groups finish preparing their vegetable. As students are working on their worksheets, begin cooking the aromatics on high heat. After one to two minutes, when the aromatics begin to soften and release their aroma, call up one group at a time to add their prepared vegetables, starting with the vegetables that will take the longest to cook. Cook all the vegetables uncovered until

they're tender but retain a crunch. This should take no more than five minutes. Add the sauce, stir to incorporate, and then promptly remove from the heat. **(15 min.)**

5. Tasting: Once the sautéed vegetables are ready, pass out tasting cups to students, and have them decorate the top of their portion, with the toppings at their table. Remind them to share the ingredients with the rest of their group and to wait until everyone has their sample before trying. Ask students to describe the flavors. Ask, *How does the flavor compare to how the vegetables tasted before they were cooked? (5 min.)*

REFLECTION

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

Social and emotional learning

- *Ask yourself: Did I share with my classmates and help make the dish?*

Check for understanding

- *Why is sautéing a good way to cook garden vegetables?*
- *Would you prefer to eat these sautéed vegetables with rice or noodles?*
- *What vegetables did you add to your sautéed dish?*
- *How would you tell your friend or family how to make sautéed vegetables?*

ADAPTATIONS

Create-Your-Own Version: Instead of making one sautéed dish for the whole class, have small groups work together to choose which vegetables they want to include in their own dish. Then cook them separately, having each group name and present their unique creation.

Older Students: Making a sautéed dish is a perfect opportunity for older students to practice their knife skills. Instead of preparing vegetables to be chopped yourself, demonstrate for students how to chop or slice each vegetable, talking through proper knife safety, and then allowing them to work with knives.

Garden Setting: Have students harvest vegetables from the garden, especially if you did the fall lesson, Plant a Rainbow.

At Home: Have students bring home their Sauté Worksheet to share with caregivers.

Name: _____ Date: _____

Sauté Worksheet

Directions: Circle the ingredients you'd like to put in your Sauté!

Name Your Sauté:

