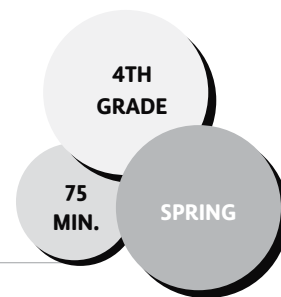


Reimagined Snacks

THEME: PREPARING NOURISHING FOOD



ESSENTIAL QUESTION

How can we reimagine our favorite snacks to make them more nourishing?

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 a plan for incorporating whole and minimally processed snacks into their diets.

CONCEPTS

flavor processed food snacks
texture whole foods

ENGAGING THE CLASSROOM TEACHER

- During Action Step 6, suggest that the teacher supervise students stemming and preparing kale, while you help students at the spice station.
- During Action Steps 7–9, suggest that the teacher support groups as they brainstorm other reimaged snacks. If you're still baking chips, suggest the teacher facilitate students sharing their ideas with the whole class as you wrap up.

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 plan to incorporate more of these into their snacks for the week.

MATERIALS

- Toaster oven
- Extension cord
- Spicy Kale Chips ingredients (see recipe below)

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

- 4 small kale leaves
- Medium bowl
- Small bowl for mixing spices
- 1 tablespoon 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 Poster (p. 479)
- Reimagined Snack Brainstorm Worksheet (p. 480)
- My Reimagined Snack Plan Worksheet (p. 481)
- Materials for cleanup

PREPARATION

- › As you prepare to teach this lesson, keep in mind that the goal is not to shame students for liking store-bought, processed snacks, but rather to promote conversation and critical thinking about food choices.
- › 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.
- › 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, procure a toaster oven! Use your own, borrow one from a friend, or check for one at a thrift store.
- › Photocopy My Reimagined Snack 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.

SPICY KALE CHIPS

Yield: About 25 servings, 4 chips

1 pound kale
1 tablespoon each
Nutritional yeast
Chili powder
1 teaspoon each
Garlic powder
Salt
½–1 teaspoon cayenne pepper, to taste
Juice of 1 lime

- Preheat oven to 325F. (This temperature is tested in a regular oven. Temperatures will vary based on your toaster oven.)
- Strip the leaves from the stem and wash and dry well, using a salad spinner or rolling in dish towels. Tear large leaves into 2 to 3-inch bites.
- Toss kale by hand with olive oil, salt, and any spices you're using in a large bowl, being sure each leaf is evenly coated.
- Spread kale leaves evenly in a single layer on rimmed baking sheets, being sure not to crowd leaves so they don't steam.
- Bake for 10 minutes then check. If the chips aren't dark green and crisp, continue baking in 2-minute increments. They'll brown very quickly. Look at the underside when checking for doneness.
- Let cool for two minutes, and then transfer to a serving dish (or cool pan). If making ahead of time, re-crisp chips in the oven for one minute before serving.

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 Poster, and have students circle or highlight the attributes of their favorite snacks. **(5 min.)**

2. Discussing Nourishing Snacks: Ask students to discuss in groups, *What makes a snack nourishing?* 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. Hand-Washing Break: Preheat the toaster oven to 325F. **(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 ten 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 or two groups 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. **(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.)

Social and emotional learning

- *What strategies helped for working in your groups?*

Check for understanding

- *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?*

ACADEMIC CONNECTIONS

English Language Arts Common Core State Standards

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).

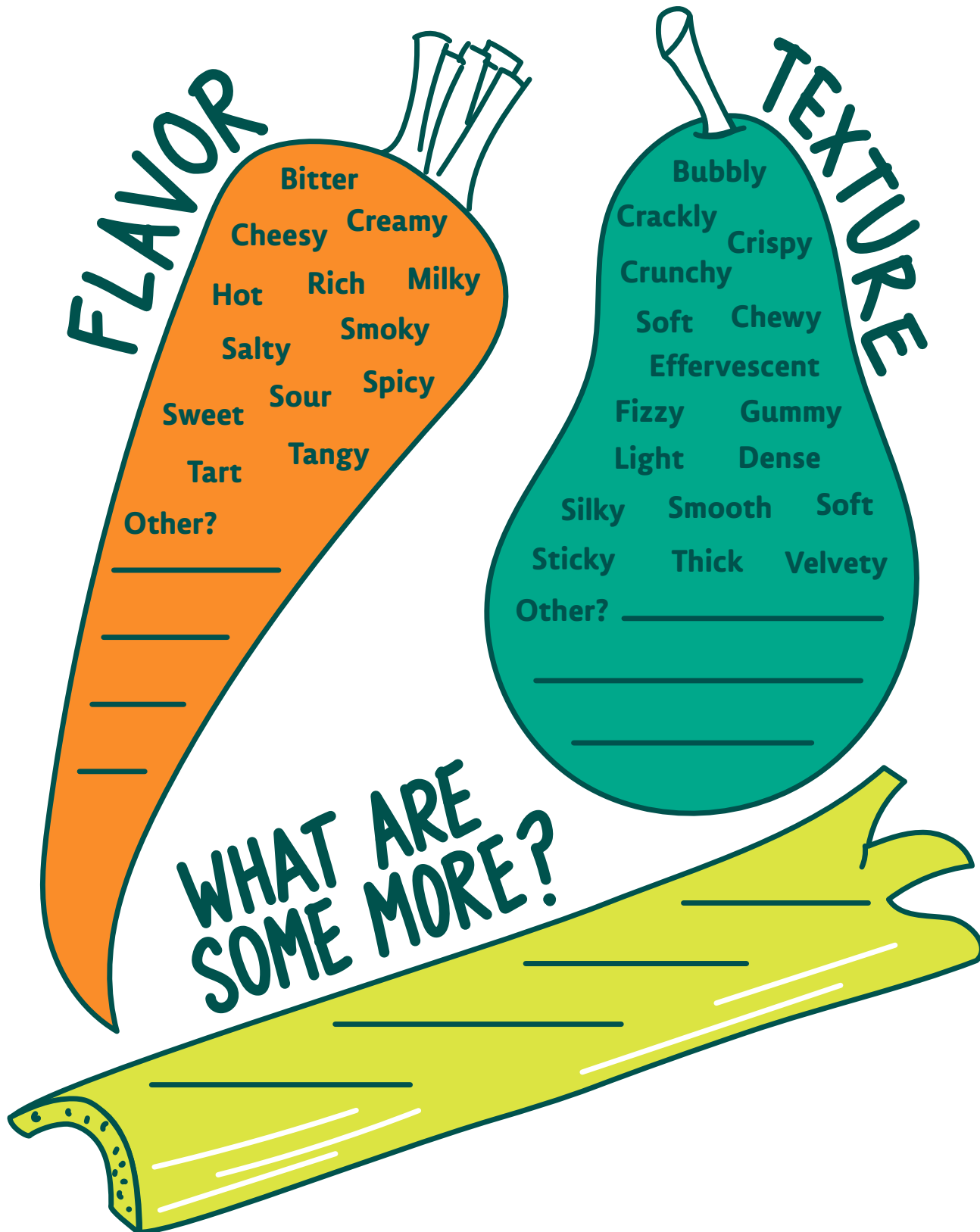
ADAPTATIONS

Goal-Setting Extension: Have students complete the My Reimagined Snack 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.

No-Heat Sweet Recipe Variation: To reimagine a cookie or granola bar, try the recipe for Honey Seed Snacks, which doesn't require a heating source.

Descriptive Food Words



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
Example: Cookie	sweet	chewy	Energy bite

Name: _____ Date: _____

My Reimagined Snack Plan

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

Steps: Create a reimagined snack that will have the flavor and textures of a snack you typically eat.

To create a new habit, try eating your reimagined snack a few times this week.

Draw: Your typical snack

= FLAVOR



TEXTURE **=**

Draw: Your reimagined snack

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: