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|  | |  | | --- | |  | | Lesson: Processing | |  | |
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| |  | | --- | |  | | Project Skills: | | * To be able to know what processing is and how it affects the foods we eat. * To be able to connect processed foods back to the steps it took to make it. * Identify what ingredients are in processed foods and how they are prepared. | |  | | Life Skills: | | * Identification of healthy food and knowledge of food processing. * Writing steps in numbered lists. * Following directions/writing directions. | | **Academic Standards:** | | * **Global Agriculture Systems:** A.4.1 Understand how products made from plants and animals are made available for use by people. * **Agriscience/Production:** D.4.1 Understand that food and fiber originate from plants and animals * **Business Management/Marketing:** F.4.2 Discuss changes that occur when food items move from production to consumption. | |  | |  | | Grade Levels: 3-5 | |  | | Time: 30-35 Minutes | |  | | Supplies Needed: | | * Raw Potato * Snack * Blank sheets of paper | | Do Ahead: | | * Prepare snack | |  | | Sources/Adapted From: | | * Wood County Farm to School Program-3rd grade curriculum | |  | | |  | | --- | | BackGround | | Students participating in this lesson will learn what processing is, different ways food processing is done, and the positives and negatives of food processing. It is important for students to learn about food processing because of the prevalence of processed food that is encountered every day. | |  | | WHAT TO DO | | Activity 1:  Show students a raw potato. Ask the students all of the ways in which the potato can be changed and made into different things. Students will come up with ways like French fries, baked potato, hash browns, potato chips, mashed potatoes. Pick one and ask the students to walk through with you how to make it. Write out the process step by step on the board. Repeat the steps with a different processed potato dish until kids are familiar with processing and steps. Highlight any steps in which added butter, oil, or sugar are used, or if frying or other unhealthy processing steps are included. Make sure students know these are unhealthy steps. | |  | |  | | **Activity 2:**  Instruct students that they are going to be food processors today. They will be paired up (by you) and given a sheet of paper. On that sheet they will pick an ingredient and process it into a different food. The rules are that the ingredient/food they choose must be healthy. They can’t use the unhealthy steps that were highlighted earlier in the lesson. Instruct students to write out the steps and number them just like the examples on the board. | |  | | **Activity 3:**  As students are starting walk around the room to help them either pick ingredients or to inform them how to complete certain steps. If a step is unhealthy ask them to identify why it unhealthy and correct the step to make it healthy. As the students begin to finish up inform each group that time is up. Then have each group present the creations. Serve the snack after this. If snack is processed in any way, challenge students to guess the way the snack was processed. | |  | |  | |  | | Talk IT OVER | | **Reflect:** Are processed foods always healthy? How can we tell if a food that was processed before it got to the grocery store is healthy? Are there benefits to choosing unprocessed foods? Is it sometimes hard and does it take a long time to process foods? | |  | | **Apply:** Go to the grocery store and look at processed foods. Look at the label and see if you can guess what steps the food processor went through to make that food. | |  | | ENHANCE/Simplify | | **Enhance for Older Children:**  Give children a printed off example of a food label. Ask them to write down what they think the steps are that the processor went through to make that food? Is there steps that they can’t figure out? Are there ingredients they can’t pronounce? Compare their answers to the actual process that the food went through. | |  | | **Simplify for Younger Children:**  Tell the kids the making food usually follows recipes. Inform them that some foods must be prepared before they can be eaten. Ask students for any meals that they may have seen prepared before. What are some of the steps that the person preparing the food had to follow? | |  | |  | | HELPFUL Hints:  If students have a hard time figuring out what steps the food they choose to make underwent, ask them to be as simple as possible. Limit food choices for processing to fruits and vegetables if the class is not grasping the concepts. | |  | |  | | ADDITIONAL Web LINKS:  Wood County 3rd Grade Curriculum Farm to School  <http://getactive.co.wood.wi.us/Portals/0/Doc/Grade%203%20for%20web%20w-%20bookmarks.pdf> | |  | |  | |  | |