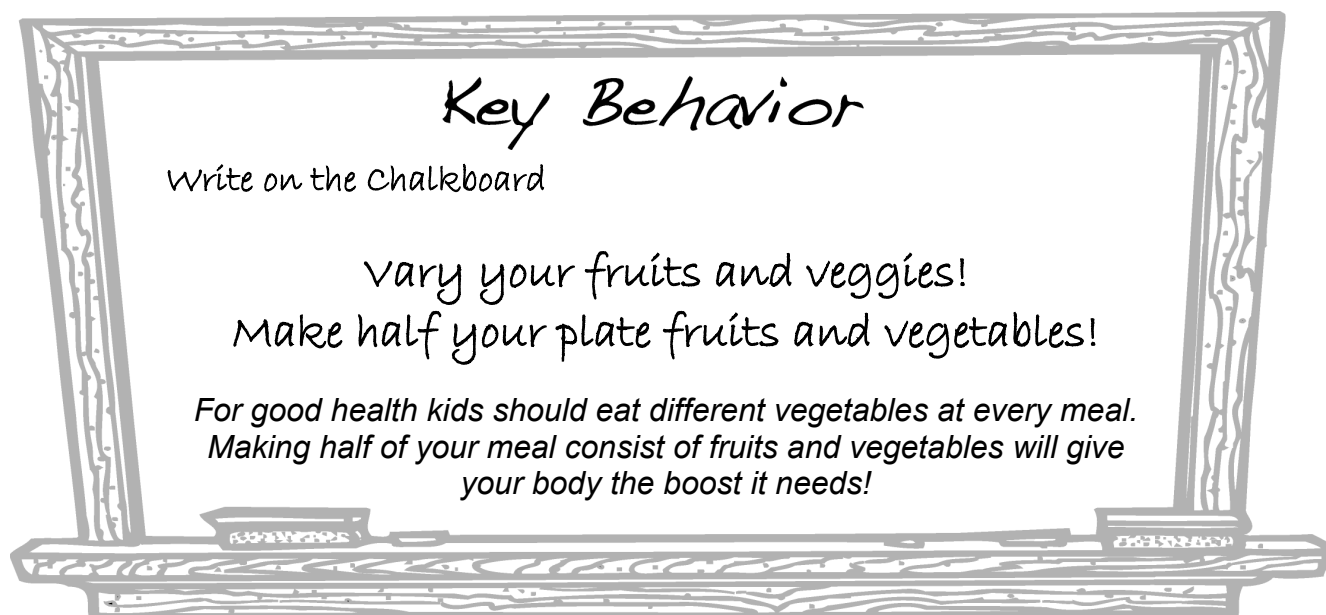


Invent-a-Salsa (5th Grade)



NUTRITION OBJECTIVES CHECK LIST

Students will be able to:

- ✓ **prepare food** and **taste** a vegetable/fruit salsa they invent.
- ✓ **express ways** they can **eat fruits and vegetables at every meal.**
- ✓ **explain** the **health benefits** of eating fruits and vegetables.
- ✓ **identify** that eating a variety of fruits and vegetables gives our bodies different vitamins and minerals that are important for good health.

MATERIALS AND INGREDIENTS

Bins	Teacher Provides	Will be Delivered
<u>In Kitchen Bin</u> <ul style="list-style-type: none"> - cutting board (teacher only) - chef knife (teacher only) - can opener - serving tray - 4 mixing bowls - 4 mixing spoons 	<ul style="list-style-type: none"> - activity sheet copies* - salsa descriptions (use on overhead) - napkins* 	<ul style="list-style-type: none"> - 3 tomatoes - 1 Anaheim chili pepper - 1 shallot - 1 red bell pepper - 2 limes - cilantro - corn low-salt (15 oz) - black beans (15 oz) - pineapple tidbits (20 oz) - bag tortilla chips (12-15 oz) - hot sauce - 25 serving containers - plastic coated paper plates* - family letter/recipe copies*
<u>In Paper Goods Bin</u> <ul style="list-style-type: none"> - plastic knives* - 16 plastic spoons - plastic gloves (two per student) 		

*one per student

Reinforcing Colorado Comprehensive Health Standards

Fifth Grade, Standard 2. Physical and Personal Wellness. 1. Apply knowledge and skills to engage in lifelong healthy eating.

While INEP nutrition lessons focus on the Colorado Comprehensive Health Standards, you will find you may utilize lessons to reinforce mathematics, physical education, reading, writing & communicating, science & social studies standards for your class.

SET-UP

IMPORTANT: This lesson has a lengthy set up!

1. Four groups of students will be inventing their own salsa.
2. Each of the four groups will have a different base ingredient- tomato salsa, corn salsa, black beans salsa or pineapple salsa.
3. The other ingredients are for students to pick and choose to add to their salsa.
4. Each group will need to divide their salsa into four serving containers so each of the groups can taste each of the salsas.

Alternative and Time Saving Options:

1. Get rid of base ingredients for salsas and let each group make choices using all ingredients. This option's success depends on students' ability to work well in groups.
2. Do not have groups share their salsas but just eat their own creations.
3. Do not do group presentations.

Copies:

- Make copies of Invent-a-Salsa activity sheet (each student or group).

Work-area:

- Students will work in four groups. Have work areas ready for four groups.
- Have nutrition table ready for lesson ingredients and materials.

Food-prep:

- Wash the vegetables and the limes.

Base Salsa Ingredients (each of the four groups will work with one):

Pineapple, Black Beans, Corn, Tomatoes

Choice Salsa Ingredients (each of the four groups choose from these):

Tomatoes, Anaheim Chili Pepper, Red Bell Pepper, Cilantro, Shallot (similar to an onion)

- Open and drain the cans of corn, black beans, and pineapple. Rinse black beans and cut up 2 of the 3 tomatoes to create the tomato base.
- Put corn, black beans, pineapple and tomatoes into separate mixing bowls. Each of these bowls will be delivered to a group. The groups will add their salsa ingredients to the bowl containing the base ingredient.

- Cut each of the choice vegetables into the following pieces and place in a 12 oz bowl:
Important: Save 2 tomatoes as the “base ingredient” for the tomato salsa group.

1 tomato	cut into 4 pieces
1 Anaheim chili pepper	cut into 4 pieces
1 shallot (like an onion)	cut into 4 pieces
1 red bell pepper	cut into 4 pieces
2 limes	cut each lime in half (each group will get one)
1 bunch of cilantro	divide into 4 bunches

Note: For students unfamiliar with cilantro have them take a small taste before adding to their salsa. Some people have a gene that makes cilantro taste like soap to them.

- Each group will get one half of lime and a base ingredient.
- Arrange cut-up vegetables on the serving tray on the nutrition table. Keep the hot sauce where the teacher can distribute it.
- Pass out the salsa bases, a mixing spoon, half a lime (for squeezing), 2 plastic gloves per student, enough plastic-coated paper plates and plastic knives for each group.
- Have serving containers, small paper plates, plastic spoons, tortilla chips and napkins ready to pass out to each student in each group for tasting salsa.

Other prep:

- Write salsa base ingredients in one column on the board and salsa choice ingredients in separate column on the board. (The list of the base and choice ingredients are in the activity sheet.)
- Have salsa descriptions from Chipotle ready to show on overhead device.

INTRODUCTION WITH STUDENTS

Let's Wake Up Our Brains! Brain Boost Exercise! Move Your Body! Let's get our hearts pumping!



- ♥ Jog in place. (30 seconds)
- ♥ Jump in place. (30 seconds)
- ♥ Squat up and down. (30 seconds)
- ♥ High knees in place. (30 seconds)
- ♥ Reach up to the sky and down to the ground. (30 seconds)

Now that our minds are ready to go, let's get started on our nutrition lesson.

- What do you think it means to eat lots of different (a variety of) vegetables?
- **Refer to the Key Behavior on the board “Vary your veggies” and tell students that today they will learn one way to eat many different vegetables. Not only should students vary their veggies they should also “Make half their plate fruits and vegetables” to ensure they are eating enough of them!**
- Explain that different vegetables have different vitamins and minerals that our bodies need. For example, tomatoes have a lot of vitamin C and vitamin A while black beans have a lot of iron and fiber.

- ✓ Vitamin C helps heal cuts and helps us fight against colds and the flu.
 - ✓ Vitamin A helps our eyes work properly, helps our skin and helps bones grow.
 - ✓ Iron helps our blood get oxygen to all parts of our body.
 - ✓ Fiber is very important for cleaning out our digestive system.
- Our bodies need all of these nutrients to function properly and one way to ensure that we get them is to eat many different vegetables.
 - Tell students that today they are going to become chefs and create their own salsa that is full of lots of different vegetables.
 - Explain to students that salsa means “sauce” in Spanish and there are many different kinds of salsa; the one they are most familiar with in this country is a tomato-based salsa. We often purchase pre-made salsa in jars and bottles.
 - Display the salsa descriptions from Chipotle and read over with class. Discuss the different salsas and how they are described and have students start thinking of their own their salsas.

PROCESS

- Step 1: Have students wash their hands with soap and warm water. Divide the class into four groups.
- Step 2: Brainstorm with students what they might need to make a salsa. Point out the ingredients on the board.
- Step 3: Show the base ingredients and the choice ingredients. Explain that each group will be assigned a base ingredient and that each group can then choose their choice ingredients.
- Base Salsa Ingredients** *(each of the four groups will work with one):*
Pineapple, Black Beans, Corn, Tomatoes
- Choice Salsa Ingredients** *(each of the four groups choose from these):*
Tomatoes, Anaheim Chili Pepper, Red Bell Pepper, Cilantro, Shallot (similar to an onion)
- Note:** For students unfamiliar with cilantro have them take a small taste before adding to their salsa. Some people have a gene that makes cilantro taste like soap to them.
- Step 4: After you have assigned the base ingredient to each group and each group has decided on their choice ingredients, have one person from each group come up to the nutrition table to get their choice ingredients.
- Step 5: Pass out the base ingredient bowl, ½ lime, mixing spoon, plastic coated paper plates, plastic knives and plastic gloves to each group.
- Step 6: Have students start making their salsa. Tell the students that they should squeeze the juice of the lime over their salsa (it is not for cutting).
Important: Have students use hot sauce sparingly.

- Step 7: After groups finish making their salsas pass out the chips and have them eat and enjoy their salsa.
- Step 8: Pass out the activity sheets and have students discuss their salsa and come up with a good name and description for it.
- Step 9: **Let's Eat, Let's Talk.** After students have tasted their salsas ask students what they learned about ways they can eat lots of different vegetables. Let students know only they can make the choice to eat a variety of vegetables. Ask the questions in the box **Make Health Happen.**
- Step 10: Remind students to take home the recipes they invented to share with their families.

Sharing and Presentations Option:

- ✓ Have students use serving containers and divide their salsas into 4 different containers (one for each group, including their own).
- ✓ Have groups taste their own salsa and use the activity sheets to come up with their salsa names and descriptions.
- ✓ Have groups present their salsa names and descriptions to the class as students taste each salsa.

Make Health Happen

☒

How many different vegetables did you try today?

☒

What are some other foods you could eat that have a variety of vegetables? (salads, soups)

☒

What could you do today to make sure to get the fruits and vegetables your body needs?

BACKGROUND INFORMATION

- The “Invent a Salsa” lessons provides an opportunity for students to experience what it’s like to be a chef. A chef exhibits special skills. For example, they are knowledgeable about foods, flavor, nutrition, and food safety. They are competent in food preparation. They are careful observers and record keepers. Plus, they enjoy sharing their foods with other people, and are willing to accept feedback to improve their recipes and make their food taste better. Another important aspect to being a chef is that they must sell their creations to make a profit in most situations. On menus, chefs describe their delicious foods in easy-to-understand yet catchy words to make customers want to buy their foods.
- This lesson is focused on being a chef and using the scientific mind to conduct an edible experiment (i.e., create a salsa). It is also about being a salesperson who wants to sell their special salsa to classmates. Students will create an enticing description of their salsa to encourage other students to try their salsa.
- Salsa means “sauce” in Spanish. There are many kinds of salsa; the one we are most familiar with in the United States is a tomato-based salsa.
- Many of the commercial salsas are high in sodium. By creating your own fresh salsa, you can control how much sodium goes into the recipe.
- Salsa can include many different vegetables and fruits. Tomatoes, chilies, peppers, onion, corn, cilantro, lime juice, and mango are all very popular salsa ingredients. Preparing and tasting fresh salsa is a fun and nutritious way to eat vegetables and fruit. Canned fruit and vegetables (i.e., tomatoes and pineapple) are a great substitute in salsa if fresh ones are not available.



Sample Salsa Descriptions from Chipotle

Fresh Tomato Salsa (mild)

Chopped red, ripe sweet tomatoes mixed with red onions, jalapeño peppers and freshly chopped cilantro for a mildly tangy refreshing taste. Vegetarian.

Roasted Chili-Corn Salsa (medium)

Sweet, succulent corn, blended with roasted poblano peppers, jalapeño peppers, red onions and freshly chopped cilantro. This unique, robust salsa is both sweet and mildly hot. Vegetarian.

Tomatillo Green-Chili Salsa (medium-hot)

A distinctive combination of tomatillos, tomatoes, jalapeño peppers, red onions, freshly chopped cilantro and several spices. A rousing addition to a barbacoa or carnitas burrito. Vegetarian.

Tomatillo Red-Chili Salsa (hot)

This salsa of pureed chilies de arbol, tomatillos and fresh spices is smooth, full-bodied and a rich, rusty red, very hot. Vegetarian.

Thank you Chipotle for letting us use your menu descriptions.
<http://www.chipotle.com/>



Descripciones de Salsas de Chipotle

Salsa Fresca de Tomate (suave)

Tomates rojos maduros dulces picados mezclados con cebollas rojas o moradas, jalapeño y cilantro recién picado para lograr un refrescante sabor ligeramente picante. Vegetariana.

Salsa de Chile Asado y Maíz (medio)

Dulce y succulento maíz mezclado con pimientos poblano asado, pimientos jalapeños, cebollas rojas y cilantro recién picado. Esta salsa especial densa es dulce y ligeramente picante. Vegetariana.

Salsa Verde de Tomatillo (medio-picante)

Una combinación distintiva de tomatillo, tomates, pimientos jalapeños, cebollas rojas, cilantro picado fresco y especias varias. Un acompañamiento ideal para una barbacoa o burrito de carnitas. Vegetariana.

Salsa Rojo de Tomatillo (picante)

Esta salsa hecha de puré de chiles de árbol, tomatillos y especias frescas es suave, con cuerpo y un rico color rojo oxido. Muy picante. Vegetariano.

**Gracias Chipotle por permitirnos usar sus descripciones de menú.
<http://www.Chipotle.com/>**

Invent-a-Salsa



Name: _____ Date: _____

1. Name your salsa.

2. Mark the ingredients that you put in your salsa.

Base ingredients

- _____ tomato
- _____ black beans
- _____ corn
- _____ pineapple
- _____ lime
- _____ hot sauce

pick Choice ingredients

- _____ tomato
- _____ Anaheim chili pepper
- _____ red bell pepper
- _____ shallot (similar to onion)
- _____ cilantro

3. Use your senses to describe your salsa (taste, sight, smell).

4. Pretend you are the chef. Explain why other people would want to try your special salsa. Don't forget to say it is full of vegetables and healthy to eat!

Inventa-una-Salsa



Nombre: _____ Fecha: _____

1. Nombra tu salsa.

2. Marca los ingredientes que vas a poner en tu salsa.

Ingredientes Base

- _____ tomate
- _____ frijoles negros
- _____ maíz
- _____ piña
- _____ lima
- _____ Salsa picante

Escoge ingredientes de tu elección

- _____ tomate
- _____ chile Anaheim
- _____ chile morón
- _____ chalote (parecido a una cebolla)
- _____ cilantro

3. Usa tus sentidos para describir tu salsa (el sabor, la vista, el olor).

4. Haz de cuenta que eres el jefe de cocina/chef. Explica por qué otras personas querrían probar tu salsa especial. ¡No se te olvide decir que tiene muchas verduras y es muy saludable!

Family Letter: Invent a Salsa



Scan this QR code to watch how to make a similar snack to what your student made in class.

Dear Families,

Today your student made their own salsa recipe. Their class prepared four different salsa recipes and voted on which one they liked best.

Fun Fact: Students enjoy fruits and vegetables more when they are able to help prepare them. How can your student help in the kitchen?

Invent a Salsa

Mark the ingredients that you will add to your salsa.

Base ingredients

- ☐ tomato
- ☐ black beans
- ☐ corn
- ☐ pineapple
- ☐ lime
- ☐ hot sauce

Pick 3 other ingredients

- ☐ 1/2 tomato
- ☐ 1/4 Anaheim chili pepper
- ☐ 1/4 green bell pepper
- ☐ 1/4 red onion
- ☐ 1/4 red bell pepper
- ☐ 1/3 bunch cilantro

Directions

1. Everyone washes their hands.
2. Wash and cut up vegetables and fruit.
3. Add ingredients together and mix.
4. Add hot sauce and juice of the limes.
5. Eat with tortilla chips and enjoy.

**Feel free to adjust ingredients depending on allergies and/or what you have at home.*



Movement is about nourishing the mind and the body!

Even a five-minute video that gets you moving benefits your overall health. Follow the QR code for a fun activity.

In Your Seat: 

On your Feet: 



Understanding Expiration Dates on Food:

Foods often come with an expiration date, and sometimes the wording for this date can get confusing. Use the list below to help you determine how long your food will stay fresh.

- **"Best if Used By/Before"** tells us best flavor or quality. It is not a safety date.
- **"Sell-By"** indicates how long the store can store the product for sale.
- **"Use-By"** date is the last date recommended to eat the food at peak quality.

Carta familiar: Inventa una salsa



Escanee este código QR para ver cómo hacer una merienda similar a la que hicimos en clase.

Queridas familias,

Hoy su estudiante hizo su propia receta de salsa. Su clase preparó cuatro recetas de salsas diferentes y votaron cuál les gustaba más.

Dato curioso: los estudiantes disfrutaban más de las frutas y verduras cuando pueden ayudar a prepararlas. ¿Cómo puede su estudiante ayudar en la cocina?

Inventa una salsa

Marque los ingredientes que agregará a su salsa.

Ingredientes base

- ☐ tomate
- ☐ frijoles negros
- ☐ maíz
- ☐ piña
- ☐ lima
- ☐ salsa picante

Escoge otros 3 ingredientes

- ☐ 1/2 tomate
- ☐ 1/4 pimiento de chile de Anaheim
- ☐ 1/4 pimiento morrón verde
- ☐ 1/4 cebolla roja
- ☐ 1/4 pimiento morrón rojo
- ☐ 1/3 puño de cilantro

Instrucciones

1. Lave y corte las frutas y verduras.
2. Agregue todo junto y mezcle.
3. Añada la salsa picante y el jugo de las limas.
4. ¡Cómala con chips de tortilla y disfrute!

**Cambie los ingredientes que quiera según las alergias y/o lo que ya tengan en casa.*



¡El movimiento se trata de nutrir al cuerpo y al cerebro!

Incluso un video de cinco minutos que le ayude a moverse beneficia su salud en general. Siga este código QR para hacer una actividad divertida. Videos en ingles.



En su asiento



En sus pies



Comprender las fechas de caducidad de los alimentos:

Los alimentos a menudo vienen con una fecha de caducidad y, a veces, la redacción de esta fecha puede resultar confusa. Use la lista a continuación para ayudarlo a determinar cuánto tiempo permanecerán frescos sus alimentos.

"Mejor si es usado por/antes" - "Best if Used By/Before" nos dice el mejor sabor o calidad. No es una fecha de seguridad.

"Vender antes de" - "Sell-By" indica cuánto tiempo la tienda puede almacenar el producto para la venta.

"La fecha de caducidad" - "Use-By" es la última fecha recomendada para consumir un alimento con la máxima calidad