

YUMMY VERMONT APPLESAUCE

Apples are a local food that can be made into many things.
Take a few apples or many to make delicious applesauce!



Ingredients

Apples
Cinnamon (optional)
Maple Syrup (optional)

Materials

Apple corer or knife
Large pot for the stove
Food mill
Large bowl

Directions

1. Boil $\frac{1}{2}$ – 1" of water in a pot.
2. Peel apples*.
3. Core each apple. If you do not have a corer, you can cut the apple into quarters.
4. Fill the bottom of the large pot with 1 inch of water and the apples.
5. Cook over low heat until the apples are soft.
6. Cool apples for a few minutes.
7. Place food mill in a large bowl. Spoon apples into the food mill to mash (you can also mash with a spoon).
8. Eat as is or flavor with cinnamon or sweeten with local maple syrup.

**If using a food mill (NOT a food processor), you can keep the skin on and the core in. Just cut the apples into pieces. When very soft, the apple pulp will squeeze through the mill and leave seeds and skin behind.*

APPLE TASTE TEST

Students taste 5 different varieties of apples and compare the different appearances and tastes. Encourage movement by setting up stations around the room and having kids move around the room to draw the apples.

1. Explain to the students that a single food can have many different varieties, or types, and can taste slightly different and be used for different things. Some are great to store for the winter and others are really sweet right off the tree in the fall. To help us understand varieties, I have brought in some apple varieties* for us to compare!
2. Set up five stations, each with an apple and its variety name tag.
3. Pass out journal sheets and evenly disperse colored pencils.
4. Explain that not all apples are created equal. What might we look for in apples? (Color, Size, Taste — eating, cooking, sauce, Storage, Pest-free)

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5. Ask for the students to begin their life drawing of the apple and rotate stations as they finish with each variety.
6. Once everyone is finished with their drawing, gather together at one apple station.
7. Slice the apple for the taste test as you ask the students to predict what the apple will taste like. Place apple slices on individual plates or napkins. Remind the students that there will be a blind taste test and that they should try hard to observe the flavors and textures of each apple that they taste!
8. After they all taste it, ask them to describe its taste. Ask for some descriptive words; try to get them to include the thickness and taste of the skin. Have them use all of their senses! Encourage them to come up with descriptive words that they would not normally use: crisp, fresh, tangy, tart, etc. Each apple should have a different word so they can tell them apart later.
9. Have students record their descriptions on their worksheets.
10. Continue to do taste tests for the remaining apple varieties.
11. Graph the taste test findings and report these in a school newsletter and to the school nutrition staff. Ask if you can help the school nutrition staff run an apple variety taste test for other classrooms in the cafeteria.

**In order to tie this tasting to the cafeteria, before selecting the apple varieties, check with school nutrition staff to see which apple varieties they are able to order.*

Extension: This activity can also be done with vegetable varieties such as: cabbage, carrots, kale, lettuce mixes.

BLINFOLDED APPLE TASTE TEST!

Do you think that you could tell apple varieties apart if you tasted them with your eyes closed? Gather the apples* together and explain that students are going to do a blindfolded taste test! Students will use their sense of taste to identify the apple variety.

1. Have all students close their eyes and hold out their hands.
2. Place a piece of the same apple in each hand of the students. Ask them to taste it without looking.
3. After all students have tasted it, then have them silently try to identify which variety it was.
4. On the count of three, have them say the variety name and reveal the correct answer.
5. Try to trick students by repeating an apple variety so they don't automatically know the last apple.

Did all of the apples taste different? Take a survey of which apples tasted the best by asking students to raise their hands.

*** Extension:** This activity can also be done with vegetable varieties such as: cabbage, carrots, kale, lettuce mixes

EATING A RAINBOW

Encouraging students to try new fruits and vegetables

Students make their own rainbow kabobs using a variety of fruits and vegetables.



- When preparing for this activity, try to include at least one item from each color group. Some suggested foods are in the table. If certain colors aren't available in fresh form, use dried or frozen produce. If serving only vegetables, provide a dressing or dip.
- Cut produce into bite-sized pieces and put into separate containers. Do as much prep ahead of time as possible.
- Have students wash hands.
- Give the students wooden kabob skewers, reminding the students that the skewers are sharp. They will take turns making their rainbow snack.
- As students eat their snack, ask them to remember what they liked and why.

RAINBOW COLORS	FRUITS	VEGETABLES
Red	cranberries raspberries red apples strawberries	beets (C)* radishes
Yellow/ Orange	grapefruit oranges peaches yellow pears	carrots squash sweet potatoes (C)
Green	green apples green grapes green pears kiwi	broccoli kale cabbage chard spinach
Blue/Purple	plums purple grapes	purple cabbage
White	bananas white peaches	mild turnips potatoes (C)

*(C) = needs to be cooked



ROLE-PLAY DIGESTION

Through a role-play, students will briefly review how their bodies utilize nutrients from food by absorbing the nutrients through their digestive systems.

**To make ahead of time
(with or without your students):**

Food tube: Lay out two parallel lines of tape or rope on the floor, 3' apart and long enough for half of the class to stand shoulder to shoulder on one side of the parallel lines. Put the food particle to be eaten (a large plastic bag with contents described below) at one end, large trash can or tub at the other.

Food particle: The food particle consists of small pieces of food (baby carrots) placed in small zip-lock bags. These are placed in wadded newspapers in small paper sacks. Place small sacks in large sacks with added newspapers. Place all sacks and add newspapers until the large plastic bag is full. The bag is then taped or tied closed to complete the food particle.

Action:

1. Share a digestive system visual with the students before beginning the active roleplay. You can either have a student's body traced on a large piece of butcher paper, and labeled, or you can use the attached handout. While holding the visual, ask each student to share his/her role. Then identify where in the system the parts are found and discuss the function of each part (see table on reverse side of this page.)
2. Give each student a role in the digestive system by giving them a label to wear around their neck: molars, saliva, pancreatic juices, small intestines, blood, large intestine, rectum
3. Have students line up on both lines facing each other in the location they belong along the digestive system. As the food particle reaches them, they will interact with the food for 5 seconds before it moves to the next person. Talk the students through the process so they know what to do.

continued on reverse.

Suggestions:

Every student should have a part. Several students can play the same part or other parts can be created. As the food comes to them, have the students tell what they are about to do, or narrate the action ("I'm a grinding tooth and I crush food like I break this bag.")

Limit the degree of destruction at each organ. Have the "nutrients" (carrots) passed to the "blood" given to teacher when found and then returned to the "blood" for distribution to all participants AFTER clean up (i.e. Bring extra carrots if students want to snack on them).



ROLE-PLAY DIGESTION (*continued*)

PART	PROP/ACTION	PURPOSE
Molars	Tear food apart / break plastic bag	The molars grind up food into small pieces that will be digested by the stomach.
Saliva	Use spray bottle to squirt on food	At the beginning of the digestive process, saliva, or spit, begins to form in your mouth. The saliva makes the food mushy and easy to swallow.
Stomach	Use plastic bag to hold food	Once the food has passed through the esophagus, it enters the stomach, where food is stored, food is broken down even more into a liquid mixture. The stomach slowly empties that mixture into the small intestines.
Pancreatic Juices	Use spray bottle to spray on food	The pancreas makes juices that help the small intestine do its job: They help the body digest fats and proteins.
Small Intestines	Find plastic bags of candy and pass to blood	The small intestine sits below your stomach. An adult's small intestine measures about 22 feet long! The small intestine breaks down food even more so that your body can absorb the nutrients.
Blood	Distribute the food to every cell/participant	Once food has spent time in the small intestine, it is passed into the blood. The blood carries those nutrients to the rest of the body.
Large Intestine	Sponge up water on the floor	The leftovers — whatever the body cannot use — gets passed through the large intestine, and moisture gets reabsorbed.
Rectum	Put the waste papers in the trash can	This is the last step in the digestive process. Here, the waste gets flushed out of the body.

Source: Kidshealth.org



RACE AROUND THE WORLD

Students explore where food comes from through a game.

DIRECTIONS:

1. Show students the different continents (one on each piece of paper), and make sure they know where that continent is in relation to the United States and what countries are in that continent.
2. As you introduce the continents, place or hang up them up in different places around the room or in a large space on the floor (try to put them in a logical placement).
3. Show the students a food item or a picture of a food item and have them walk or run to the continent they think we get that food item from.
4. Once all of the students are at a spot, give them the correct answer, explain the food item if necessary, and give the item to a student who got it right (try to make sure every student has at least one item at the end).

FOOD ITEMS:

Avocados - NORTH AMERICA: most avocados are grown in Mexico, but they are eaten around the world.

Apples - NORTH AMERICA OR ASIA: We can grow apples where we live, so we get them from here. But apples originated in China and most of the apples produced now still come from there.

Cinnamon - ASIA: from the inner bark of certain evergreen trees and shrubs (genus Cinnamomum)

Lemon - NORTH AMERICA: They originated in Asia, but most lemons today are produced in Mexico

Limes - NORTH AMERICA: originated in Central America

Rice - ASIA: originated in Asia and parts of Africa. It is produced today mostly in China and India.

Chocolate - AFRICA: comes from the cocoa bean and most cocoa beans are grown off the coast of Africa in the Ivory Coast

Salt - NORTH AMERICA: Salt is produced by evaporating seawater or brine and by mining rock salt. The top producer is the United States, then China

Butter - NORTH AMERICA: is made from the cream of milk, mostly cow's milk. Since we have cows and milk in the US, our butter comes from here.

Tomatoes - NORTH AMERICA: California produces 90% of US tomatoes and 35% of the worlds! China, however, produces the most.

Olive oil - EUROPE: Olive oil comes from pressed olives. 95% of olive trees are in the Mediterranean and most global production comes from Southern Europe, North Africa and the Near East.

Bananas - SOUTH AMERICA: India produces the most bananas, but our bananas more than likely come from Central or South America.

Coconut - NORTH AMERICA: when we buy whole coconuts, they may come from Mexico. However, most coconuts are grown near Malaysia (ocean islands between Thailand and Australia). In some places they train small monkeys called macaques to harvest the coconuts!

Garlic - NORTH AMERICA OR ASIA: garlic can be grown in the US and Europe, but most is grown in China

Chickpeas - ASIA: India grows the most chickpeas followed by Pakistan and Turkey.



HANDWASHING ACTIVITY

Discuss:

Where do bacteria live?

Everywhere! On our skin, hands, hair, nose, under fingernails, in our throats.

How do harmful bacteria make us sick?

One way is that bacteria get into the food we eat, then invade our tissues and produce a poison that makes us sick.

Are all bacteria harmful?

No, there are many good types of bacteria in our bodies, and bacteria that help us make cheese and yogurt.

What is one good way to keep harmful bacteria out of our food?

Wash our hands using proper hand-washing skills.

PART 1: Spreading Germs

1. Instructor places 2-3 drops of vegetable oil and sprinkle glitter all over hands
2. Instructor shakes hands with each student
3. Have students rub their nose, pick up a pot, etc.

Reflect:

What happened? How many surfaces were contaminated by the “glitter germs”? What did you learn about the ways germs are spread? What other ways can bacteria get into our food?

PART 2: Washing Hands

Divide students into four groups. Explain that each group is going to wash their hands using a different method, so listen closely to instructions (or write each group’s instructions on a piece of paper)

Group 1: Wash hands with cold water, no soap, and no friction (rubbing hands together). Rinse with cold water, towel dry

Group 2: Wash with cold water and soap, no friction, do not rinse, towel dry

Group 3: Use cold water, soap, and friction (rub hands together for 20 seconds), rinse with warm water and towel dry

Group 4: Use warm running water, soap, and friction, rinse with warm water and towel dry

Have each group explain to the larger group how they washed their hands. Examine how many “germs” are left and which group had the cleanest hands.

Reflect:

What are some times we need to remember to wash our hands?

What did you learn about the importance of rubbing your hands together?

Why is it important to use warm water?



PLANT HERB SEEDS

Students plant herbs seeds for the cafeteria and garden.

1. Start by designating groups or partners who will plant an herb.
2. Pass out materials or point out materials: soil, seed tray, seeds, water.
3. Have students fill seed trays with soil (make sure there is a tarp underneath the soil bin). After the trays are filled, have students water the soil over a bucket.
4. After soil has been filled and watered, have students return to their seats.
5. Pass out seeds to groups/partners. Ask them to read their seed packet to each other. (When planting, since all group members or partners have heard the same information they can “check” to make sure their partner is planting the seed correctly.)
6. Have the group “design” their seed sign to be placed by the seeds. Sign needs to have name of seed and date sown.
7. Once seeds have properly been sown, place in a sunny window on a tray or on the grow lab under the lights.
8. Discuss how to properly care for seeds. What does a seed need in order to grow?