

Recipe Exploration

Grades 6-8

Overview

This is an inquiry-based lesson that supports students with building food literacy by reflecting on food's physical properties, how it can be prepared and how it's eaten.

This lesson is designed to explore and increase students' exposure to a variety of foods. Helping students build their comfort, familiarity, and positive attitudes with different foods is foundational nutrition education because it can support the development of life-long food skills.

What Students Will Learn

- Students will identify and describe how food can be used in different recipes.
- Students will demonstrate their understanding of food properties, recipes and cooking methods.

Time



- 30 minutes - 1 hour (varies by grade level and whether extension activities are included)

Materials

- Paper and Pen
- Recipe Card Activity Sheet (provided below)
- Cookbooks/Simple Recipes or
- Computer/Tablet with Internet access
- Recipe Marketing Campaign Activity Sheet (optional – Grade 8)



Curricular Links

- Physical & Health Education
- Science
- English Language Arts
- Mathematics

BC Curriculum Competencies 6-8

- Identify and explore a variety of foods
- Begin to explore and consider food choices
- Identify factors that influence health messages from a variety of sources, and analyze their influence on behaviour
- Recognize how different genres of text (e.g. recipes) reflect various purposes and messages
- Estimate reasonably cooking time and ingredient amounts
- Demonstrate curiosity about a topic of personal interest

TEACHING TIP

Encourage students to explore foods from Canada's food guide that they are familiar with or a staple food from their culture. These foods should be readily available and affordable for students and their families. Examples include: rice, bok choy, dried beans or lentils, tomatoes, carrots, leafy greens, eggs, milk, oats, root vegetables, fish or shellfish, wild game, yogurt, seaweed.

Note for Navigating Food Talk: Talking about foods in a neutral way helps students develop a positive relationship with all foods. "Eating different foods gives us what we need to grow, play and learn" can be one way to discuss the concept of variety that is inclusive of student's diverse food experiences. To learn more about these important concepts visit teachfoodfirst.ca.

Recipe Exploration Activities

1. Discuss as a class the versatility of food and how foods can be combined and prepared in a number of ways to create enjoyable meals. For example, tomatoes can be raw in salads, cooked to make a pasta sauce or made into ketchup. Bok choy can be raw in salads or cooked and added to a stir-fry. Deer can be cooked and served with vegetables or made into a chilli or stew.

2. Have each student pick a food that they would like to explore.

Foods to explore can include:

- A favourite food
- A culturally significant food (i.e. foods eaten for holidays or family traditions)
- A familiar food
- A new food the student is interested in learning more about

3. Encourage students to research and explore more about their food.

Exploration can include browsing through cookbooks or online recipes. If time permits, have students explore the food they chose with family members, elders, cooks, farmers, hunters or harvesters.

4. Ask students to make a list of three recipes that can be prepared with their food.

Recipes can be for snacks, meals and/or beverages.

5. Have students create a recipe that includes their food using the recipe activity sheet.

Grade Specific Considerations:

- **Grade 6:** Have students discuss whether their food would have a food label in each recipe (e.g. if using raw tomato, fresh salmon = no food label; if using prepared tomato sauce, canned salmon = food label). Consider some of the differences between foods with and without labels, for example food preservation (canning, freezing), convenience, shelf-life. Talking about all foods in neutral ways supports inquiry and is sensitive to students' diverse home contexts related to food availability, supports and culture.
- **Grade 7:** When looking for recipes, consider recipes that use ingredients from all three food groupings of the Canada's food guide snapshot (Vegetables and Fruits, Whole Grains and Protein Foods). Talk about food in a neutral and non-judgemental manner. Be sensitive to and inclusive of foods that hold cultural, personal or religious significance to students and their families.
- **Grade 8:** Have students also consider community, social, family and media influences and create a marketing campaign to promote the food or recipe they selected. Use the Recipe Marketing Campaign activity sheet to get students started.

Extension Activities

- *Think-Pair-Share:* In pairs, have students share their food item, three recipe ideas and creative recipe. Time permitting, pairs can share their recipes with the rest of the class.
- As a class, vote on a food or recipe the students would like to make. Brainstorm together the grocery list and non-food items (e.g. pot, pan, knife) that are required to make the dish. If possible, make and enjoy the dish together as a class.

Additional Resources

- [Teach Food First: An Educator's Toolkit for Exploring Canada's Food Guide](#)
- [Canada's food guide snapshot](#)
- UnlockFood.ca – [Cooking and Food](#)
- Food Allergy Canada - [Food Allergies in School](#)
- For students looking to try preparing their finished recipes, remember [Food Safety Principles](#)

Date: _____

Student Name: _____

Recipe Title: _____

Prep Time: _____

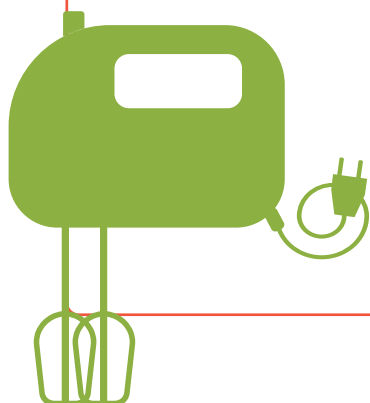
Cook Time: _____

Total Time: _____

Ingredient List:



Recipe Directions:



Date: _____

Student Name: _____

Recipe Marketing Campaign

Describe in detail your marketing campaign to advertise your food or recipe to customers.

