

CULINARY
CAMP



TEEN CURRICULUM

ADDITIONAL LESSONS

PUBLIC SPEAKING

instructions:

- **Start by gauging everyone's comfort with public speaking:** ask the group to hold up the number of fingers that describe how they feel about talking to large groups (1 = "public speaking is *awful*", raise all 5 fingers if you *love* public speaking). This is a quick way to check in with the group as a starting point.
- Next, review the **5 tips for public speaking**.



1. BODY LANGUAGE MATTERS

Your physical behavior can help convey or express information, and help you feel and look more confident. **A)** Stand with your head up, shoulders back, with your feet shoulder-width apart. Avoid crossing your legs or leaning on something that could make you unsteady. If you feel fidgety, try putting your hands in your pockets or holding your hands in front of you. **B)** Use hand gestures to emphasize key points. When you stand with confidence, you tend to speak with confidence.

2. SLOW DOWN, SPEEDY

It's natural to talk fast when you're nervous. If you find yourself speeding through your lesson, take a deep breath. Speak clearly, and enunciate your words. Take a pause during key moments to help emphasize an important point. You can also slow down by engaging the audience. Try asking questions or encouraging their participation in an activity.

3. MAKE YOUR VOICE HEARD

Whether you're in a big auditorium or a classroom, you need to make sure everyone can hear you. You don't need to shout, but make sure you speak up and project your voice.

4. PRACTICE, PRACTICE, PRACTICE

How you present yourself is one thing, but you also need to know your stuff. Try practicing with a close friend, in front of a mirror, or alone in a quiet room. The more you practice, the more comfortable you'll become with the material.

5. HAVE FUN!

Most importantly, have fun! If you look and sound relaxed and comfortable, the audience will too.

- **Time to practice!** Break the group into small groups of 2-3: each group will present a lesson from the Culinary Camp guide. Ask each group to choose a lesson. Each group will have 15 minutes to read through the lesson and plan how they will present the lesson to the large group.
- **Have each group come upto the front and present their lesson.** Encourage the other groups to listen and provide feedback at the end. Did they nail all five tips? Are there areas where they can improve?

tip:

Want to mix it up? Have teens choose a lesson plan **and** have them draw a name/theme from a hat (news anchor, teacher, drill sergeant, etc.) to present their lesson as a different person. This added twist helps take the pressure off, and not take themselves too seriously.



READING FOOD LABELS

This lesson encourages teens to take a closer look at the nutrition label and decode what they're reading. Learn what to look for on a label to make healthier choices.

KEY OBJECTIVES

- Feel more comfortable reading nutrition labels to make informed food choices
- Learn how to interpret calorie counts, serving sizes, and nutrients' % of daily value

LESSON PLAN IDEAS

This activity is more fun with real food so people can snack throughout the lesson, but empty packages work too.

DETAILS

 45 min

MATERIALS NEEDED

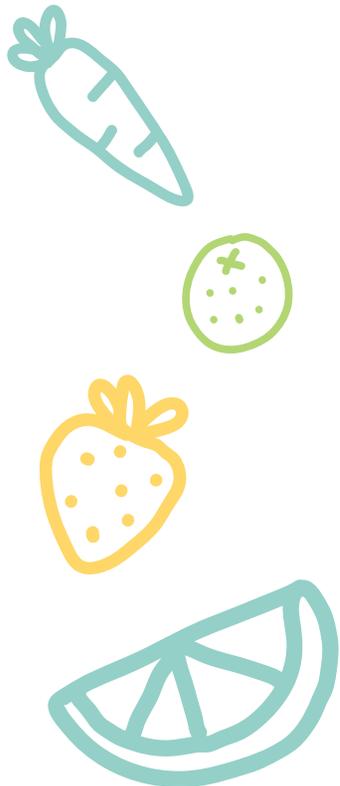
- Various food packages with nutrition labels
- Paper bowls, one per participant
- Measuring cups (optional)
- Spoons (optional)
- Markers

SOURCES

- Adapted from the FDA's Labeling Nutrition <https://www.fda.gov/downloads/Food/IngredientsPackagingLabeling/LabelingNutrition/UCM410659.pdf>
- www.fda.gov/nutritioneducation

tip:

Grab a mix of healthy and not-so-healthy snacks. Think cereal, popcorn, pretzels, cookies, trail mix, potato chips, etc.



READING FOOD LABELS

instructions:

1. Prepare for the lesson by **laying out the food packages**, label side down, as well as a stack of empty bowls.
2. Invite teens to choose a snack from the table and **fill their bowl**, encouraging them to pour out the amount they would typically eat.
3. Ask participants to sit in groups by types of foods (e.g. if you offered chips, cookies, and popcorn, ask everyone who chose popcorn to sit together). Ask them to **hold off on eating the snack (we'll get to that later)**. Make sure each group has their snack package in front of them.
4. Introduce the lesson by explaining that **today's focus is learning to read nutrition labels**. Ask how many of them currently read nutrition labels before they eat something.

If a lot of people respond, "yes," ask...

"What do you look for?" "Why does that matter?"

If you get a lot of "no's" ask...

"Why not?" "What keeps you from looking?"

5. **Explain the importance of understanding nutrition labels.** It helps us make better, more informed decisions and know what we are putting into our bodies. Will it give us energy? Is it packed with too much sugar? Am I eating more than I need? Today we'll learn how to read three major components of a nutrition label:

Serving Size | Calorie Count | Percentage of Daily Value

6. Starting with serving size, **ask students to turn over the package and look for the serving size**. Hint: the serving size is usually listed at the top of the label, just below the words "Nutrition Facts." Ask teens to take a look at their bowls: how close is the portion in their bowl to the serving size on the nutrition label? They can add more or less to their bowl to match the serving size. Discuss: How many of you needed to modify the amount in your bowl? Did the recommended amount surprise you? Why or why not? Everyone is welcome to snack from their bowls during the rest of the activities.
7. Next, ask teenagers to **guess the average amount of calories** a food label is based on by playing "High, Low." As people call out numbers, tell them if they are too high or low. (Answer: 2,000).

Nutrition labels are based on an average consumption of 2,000 calories per day. However, this average is not right for everyone. Your target daily amount of calories needed is based on a number of factors, including: daily exercise, height + weight, and age. You can find your daily target calorie count online at sites like choosemyplate.gov

8. If your target calorie count is 2,000 calories per day, an easy rule-of-thumb is 40 to 400; 40 is low, and 400 is high.
Tip: Challenge each group to create a theme song or jingle to remember "40 to 400" and ask everyone to share their songs.
9. Ask each group to **look at their labels**. What items were low? High? Within the range?
10. Review **Percentage Daily Value (%DV)**.

%DV is used to describe the amounts of nutrients recommended for you to eat each day. The percentage listed on the label tells you how much of a nutrient is in one serving of food.

Use this rule of thumb: 5 %DV is low, 20 %DV is high.

11. Make a list (or note cards) of typical nutrients listed on a label:

Sodium	(-)	Calcium	(+)
Saturated Fat	(-)	Fiber	(+)
Vitamin A	(+)	Potassium	(+)
Cholesterol	(-)	Vitamin C	(+)
Iron	(+)	Sugar	(-)

12. Have the group sort the items into two categories: things to get less of and things to get more of. **Note:** the answers are indicated above with (+) for more and (-) for less.
13. Recap the end of the session with a few discussion questions:
 - Where do you find the serving size on the label?*
 - Why is it important to read nutrition labels?*
 - What should you consider when counting about the calories on a nutrition label?*
 - On average, how many calories should you consume in one day?*
 - Name 3 nutrients to get more of and 3 to get less of.*
14. Encourage students to test what they learned by looking at the labels from at least two foods over the next week.

SUMMER FOOD SAFETY

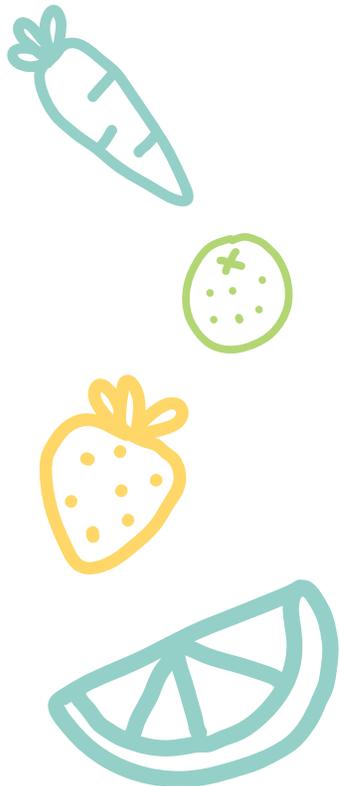
Test teens' knowledge of summer food safety by taking a true-false quiz. An Activity Sheet is included!

KEY OBJECTIVES

- Demonstrate knowledge of food handling and food safety during the summer.

LESSON PLAN IDEAS

This activity is more fun with real food so people can snack throughout the lesson, but empty packages work too.



DETAILS

⌚ 20 min

MATERIALS NEEDED

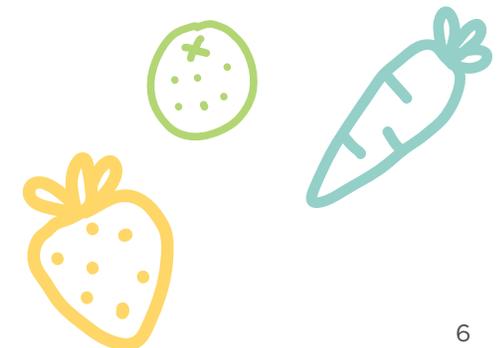
- Pencils or pens
- Food safety quiz (printable Activity Sheet)
- Computers with internet access or printouts of information from the website listed below:
Picnic Safety Tips (whatscookingamerica.net/picnic.htm)

SOURCES

- http://www.educationworld.com/a_lesson/00-2/lp2031.shtml

directions: 

1. Ask students what they and their families do when preparing food for a picnic. Tell students they will check their knowledge about summer food safety by taking a short quiz.
2. After students have completed the quiz, divide the class into pairs to exchange worksheets and check each other's answers using information from Picnic Safety Tips (whatscookingamerica.net/picnic.htm).



FOOD SAFETY QUIZ

Read each statement below.

Circle True if you think the statement is true. **Circle False** if you think the statement is false.

name :

1. You do not need to wash your hands before preparing food.

True *False*

2. Do not put cooked food on the same plate that held raw meat or fish.

True *False*

3. Put cold drinks in a cooler separate from meat or fish.

True *False*

4. A partially packed cooler does not need extra ice to keep a cold temperature.

True *False*

5. A container of potato salad sat in a cooler without any ice for a couple of hours.
The potato salad is OK to eat.

True *False*

6. You can partially grill chicken at home, then finish cooking it later at the picnic.

True *False*

7. Pack raw meat, fish, or chicken at the top of a cooler.

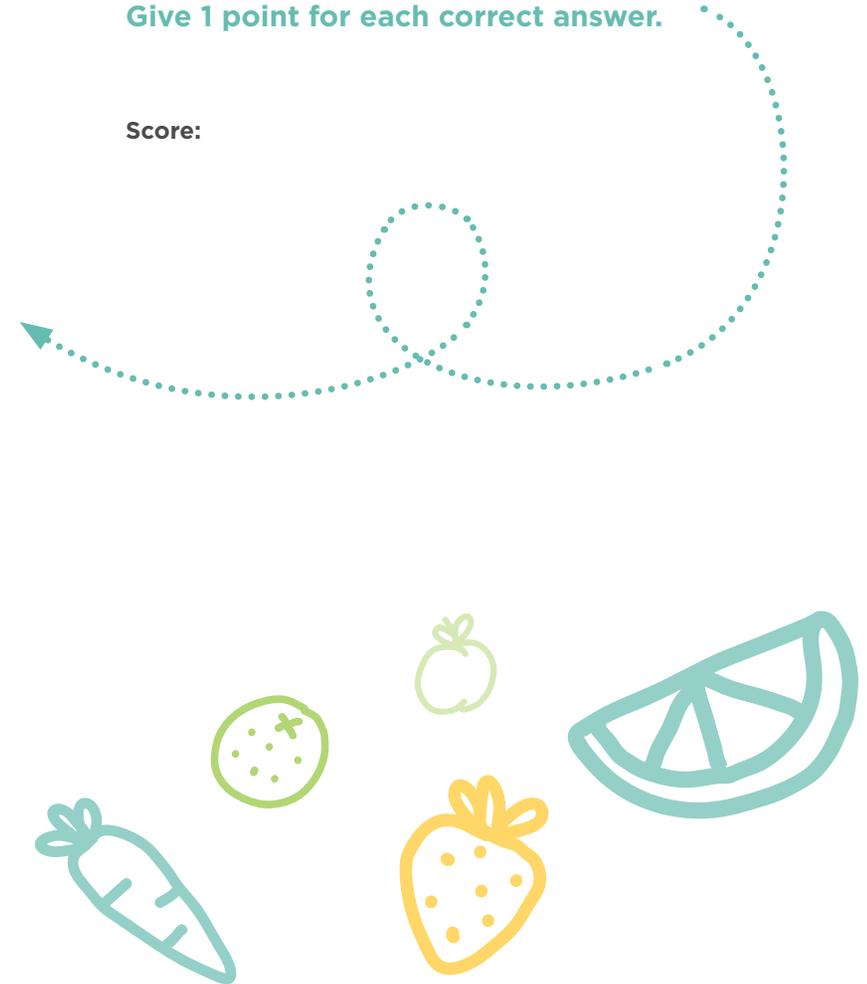
True *False*

8. Pack perishable picnic food right from the refrigerator.

True *False*

Exchange papers with your partner.
Give 1 point for each correct answer.

Score:



BUDGET GROCERY SHOPPING

This interactive game teaches teens how to shop for healthy meals on a limited budget by having students plan a meal.

KEY OBJECTIVES

- Teens will learn how to shop for a healthy meal on a limited budget.

LESSON PLAN IDEAS

This is a great activity to follow the “Reading Nutrition Labels” (page 4) activity.

DETAILS

 30 min

MATERIALS NEEDED

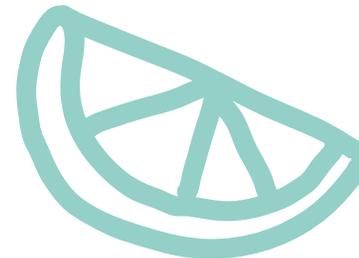
- Budget Grocery Shopping Activity Sheet (page 9-10)
- Pens or pencils

SOURCES

- Adapted from <https://www.shfb.org/docs/drives/GroupActivity.pdf>

ADDITIONAL SOURCES

- <https://www.healthyeating.org/Schools/Classroom-Programs/Nutrition-Lesson-Plans-for-Teens>
- <https://whatscooking.fns.usda.gov/sites/default/files/featuredlinks/MeetingYourMyPlateGoalsOnABudget.pdf>



BUDGET GROCERY SHOPPING

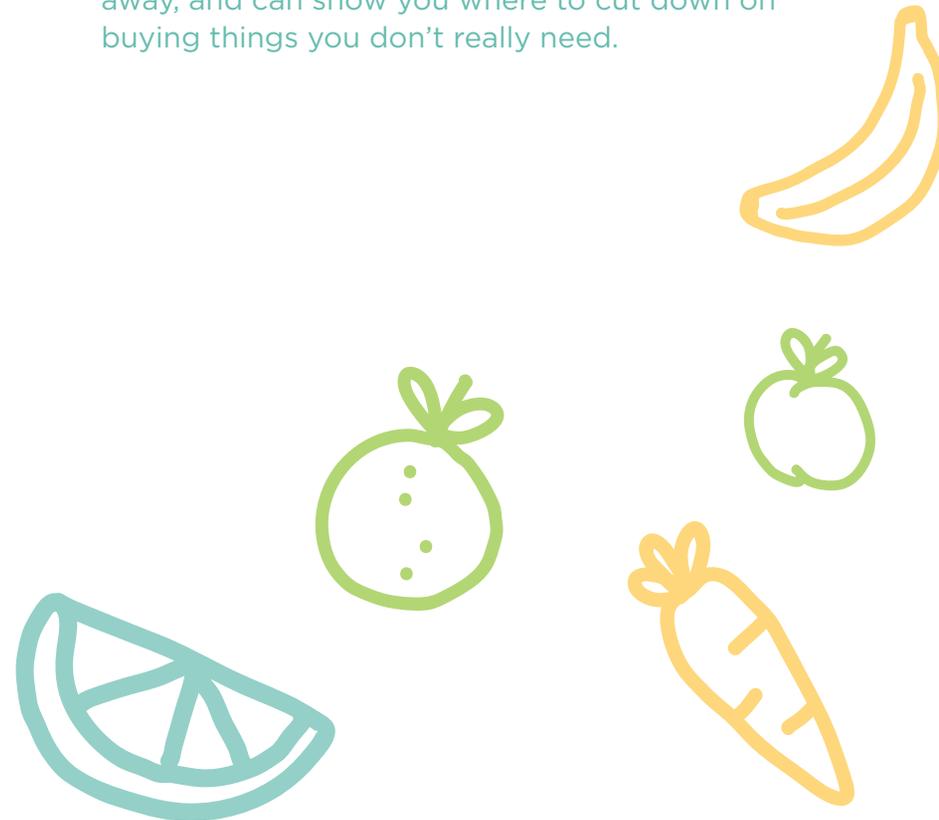
instructions:

- 1. Introduce the lesson by asking students if anyone uses a budget.** What is it? Why is it important to have a budget? Discuss as a class.
2. Inform students that they'll be learning how to build a budget by **planning a meal** and "shopping" for healthy foods.
3. Have students work together in groups or individually to **plan breakfast** for a group of 4 friends that costs \$15 or less.
4. Use the **sample Breakfast Foods menu** (page 10) (or make/add your own) to create a meal plan within the \$15 budget. Encourage students to make healthy choices. Reference MyPlate for guidance. <https://www.choosemyplate.gov/ten-tips-build-healthy-meal>
- 5. Add up the totals** in the Budget Grocery Shopping ACTivity Sheet (page X). Use the budget worksheet to add up your total grocery bill.
6. To give your students insight into what a healthy and nutritious meal looks like, **points are awarded for every healthy item.** Ask students to award themselves one point for each item their menu includes:
 - **One dairy item**
 - **Two fruits and/or vegetables**
 - **One whole-grain item**
 - **A food that is high in fiber**
 - **A food that is high in protein**
- 7. Discuss as a class:** what surprised you about this activity? What are some ways you can save money while eating healthy?

what is a budget?

A budget is a plan that shows how much income you will have, how much money you will spend, and how much money, if any, will be left over.

It is an important tool for saving and investing money because it helps you stretch your money, save for things you cannot afford to buy right away, and can show you where to cut down on buying things you don't really need.



BUDGET GROCERY SHOPPING

sample breakfast food menu

Lean Protein  High Fiber 

Corn Flakes and 2% Milk

\$5.00
12 servings



Cinnamon Rolls

\$2.99
6 servings



Yogurt and Strawberries

\$5.99
4 servings



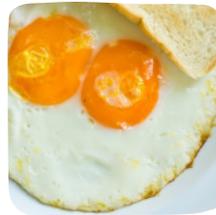
Frozen Waffles

\$3.75
4 servings



Eggs

\$1.25
12 servings



Turkey Sausage Links

\$3.75
4 servings



Fruit and Cereal Bars

\$3.96
8 servings



Oranges

\$1.75
8 servings



Toaster Pastries

\$2.20
8 servings



Whole Wheat Toast with PB and Banana

\$1.20
1 serving



Whole-Wheat Bagels

\$2.75
6 servings



Doughnut

\$1.00
1 serving



