

## Casserole Lesson

### Intro: Play Word Association

Ask students to write down the first food that comes to mind when they hear the following words: one dish meal, easy to prepare, convenient, mixed foods, economical.

Hang these words on butcher paper around the room and have students circulate and add their words. Look at each and discuss responses.

\*Many foods shared are convenience products that are premade, processed and not so nutritious for us even though the food industry has tried to tell us differently.

Ask: How many of you actually cook dinner for your family? What do you make? When your parent(s) cook dinner, what do they make? Are they pulling a premade processed meal out of the freezer or making it up from scratch? If they are relying on processed, premade dinners, ask why?

Discuss/View: It's time to "Reclaim our Kitchens"—what does this mean? View the video clip to explain.

<https://www.youtube.com/watch?v=Nm1AMm-O49g>

In class we are going to start reclaiming our kitchens by learning to prepare easy, convenient, economical one-dish meals that fall into the mixed foods category because they use a variety of ingredients.

### Introducing....the CASSEROLE

Activity: To learn more about the casserole, view: Alton Brown's Good Eats "Casserole Over" and complete the guide sheet while viewing. Go over the information after viewing for correctness and to discuss in more detail.

Discuss: how casseroles can be a good representation of MyPlate and nutrients. Proteins with the meats and/or beans used, Carbohydrates with the noodles, rice or potatoes, Vitamins and Minerals with vegetables and dairy products.

Activity: Explore the 5 Parts: Divide the class into small groups and assign them a part of the casserole (protein, sauce/binder, starch/extender, vegetables, topping). They must create and present a visual (using class/internet resources) that includes:

- Title (Part)
- Function of the Part
- Examples
- Pictures of Examples

Assignment: Using Google Slides, create a slideshow of your favorite casserole. The first slide is the title and picture, the second slide the ingredient list with amounts. On the third slide, create a key of the

parts based on your ingredient list. You will present this and the class will practice identifying the parts as review.

Activity: Have students brainstorm a list of advantages and disadvantages of making/serving casseroles. Share and create a master list on the board. There are usually a lot more advantages than disadvantages.

Here is a list of possibilities:

Advantages: easy, saves cook time/energy, includes a variety of foods, bake/serve in one dish, simple clean-up, economical, great use of leftovers, can be nutrient rich, can be made ahead and frozen

Disadvantages: takes more time on prep side, if using processed, convenience foods....they can be high in fat, sugar, sodium, must apply food safety rules to decrease FBI, must be consumed within 2-3 days, and combinations of ingredients can be weird (play roll the casserole game)

Lab: Jyll McNeill's Create a Casserole Activity

Put students into their cooking groups and have each group draw 5 slips of paper (1 with a ingredient for each part to a recipe) and then they create a recipe from those 5 ingredients. Students can trade with other groups to find the best combination.

Fill out the Casserole lab plan using the selected ingredients. Use the lab taste test evaluation form for students to complete as they sample the casseroles.

Assignment: Persuasive Casserole Brochure

Use all of your information about casseroles to create a brochure ***persuading*** individuals and families to prepare and serve casseroles as a way of "Reclaiming our Kitchens". Include: What they are, why we should prepare/serve, types/parts, and a recipe that uses minimal processed food ingredients.