

GROW YOUR PALS PROGRAM GUIDE



THE NATIONAL FFA MENTORING PROGRAM

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LESSON 1.18

Raw Food Match-Up!

Unit:
FIELD TO FORK

PRECEPTS

- B. Relationships
 - B5. Participate effectively as a team member



Lesson Type:
Large Group

NATIONAL STANDARDS

- CS.01.02.04.b. Establish team ground rules for expected individual behaviors on the team.
- FPP.04.02.01.a. Identify and describe foods derived from meat, egg, poultry, fish and dairy products.
- FPP.04.02.02.a. Identify and describe products derived from fruits and vegetables.
- FPP.04.02.03.a. Identify and describe products derived from grains, legumes and oilseeds.
- NS.K-4.1 Science as Inquiry
- NS.K-4.3 Life Science

STUDENT LEARNING OBJECTIVES

As a result of this lesson, the student will ...

- Match processed food products to their correct *raw food*.
- Create butter from heavy cream.





TIME

Instruction time for this lesson: **45 minutes**.



RESOURCES

Tomatoes to Ketchup, Chickens to Omelets. Project Food, Land and People.
National FFA Organization. (2003). LifeKnowledge Precepts and Signs of Success



TOOLS, EQUIPMENT AND SUPPLIES

- ✓ PALS1.18.LG.TM.A
- ✓ PALS1.18.LG.AS.A
- ✓ Poster paper - one for each group of three
- ✓ Old magazines
- ✓ Crayons
- ✓ Scissors - one per each student
- ✓ Glue-sticks - one per each group
- ✓ Tape
- ✓ Heavy cream - enough to make butter for all students
- ✓ Crackers - one for each student
- ✓ Bowl
- ✓ Wisk

KEY TERMS



The following term is presented in this lesson and appears in ***bold italics***:

Raw Food



CONTENT OUTLINE

- I. ***Raw food*** vs. processed food
 - A. Define
 - B. Give examples of ***raw foods***
- II. ***Raw food*** match-up
 - A. Cut out examples of processed foods from magazines
 - B. Match-up ***raw food*** examples to their finished food products
- III. Create butter

INTEREST APPROACH

Before you get started, place images from PALS1.18.LG.AS.A around the room, taped to the wall.

In this interest approach, you are going to get the students talking about their favorite food products. Have them close their eyes and visualize their favorite aisle in the grocery store. Have them pretend to pick out items and place them in their cart. After the visualization they will draw items in the cart using PALS1.18.LG.AS.A.



Raise your hand if you like food. Look around the room at all those hands. Let's play a game to start today off. Today we are going to imagine that we are going grocery shopping for our absolute favorite foods. Close your eyes and imagine that you are now walking down your favorite aisle in the grocery store. Imagine all the food products around you. What kinds of food do you see? Reach out your hands in front of you. You are picking out your favorite food to put it in the cart.

You can now open your eyes! Turn to your friend sitting next to you and tell them all about the food products you put in your cart.

Allow for 30 seconds of conversation.



Now it is time to draw our favorite food in our grocery cart. We are going to take four minutes and draw out our favorite food in our grocery cart. You can use the crayons that I have at the front of the room.

Announce when students have one minute left.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 1. | Match processed food products to their correct *raw food*.



We just finished drawing some great pictures of our favorite food items. I wonder what all these foods are made from. Let's explore where our food comes from.

*Help students define **raw food** and give them a background of where the food at the grocery store comes from.*



Food just does not magically appear in the grocery store. Somebody has to grow this food and change the food into something we eat. Who do you think grows this food?

Wait until students respond with farmers.



That's right, farmers grow this food. This food is called **raw food**, because it has not been changed at all. Eventually, we will process this food into the other food you find at the store.

*Give the students examples of **raw food** products to help reinforce the difference between **raw foods** and processed foods. Use PALS1.18.LG.TM.A.*



Take a look around the room. We have many examples of **raw food** products.

Referring to the pictures from PALS1.18.LG.TM.A



I bet that most of the food that we drew in our shopping carts started from one of these **raw food** examples.

Let's work one together. My favorite food is ice cream! Give me two thumbs up if you love ice cream too! Awesome! The main **raw food** item in ice cream is milk. Who can tell us where milk comes from? That's right, a dairy cow. So if it were not for that dairy farmer who milks those cows every day, we would not have any ice cream to eat.

When you hear SHOP take 36 seconds and drive your cart over to a **raw food** item you think your food drawing is made from. Once you have it taped by the **raw food** item you can go back to your seat. What questions do you have?

*Next, students will be working together to create food collages. Divide students into groups of three. Give each group one to two **raw food** products. Have them look through an old magazine for food advertisements that match their raw product. They will be cutting out these items in order to create the collage.*

*The **raw food** item groups match up with PALS1.18.LG.TM.A: apple, chicken, corn, oranges, dairy cow, grapes, pig, potatoes, wheat, tomatoes, peanuts, beef animals, chicken eggs, rice and soybeans.*



We are going to see if we can find even more food products that match up with our **raw foods**. You will be working with the people at your table group to create a collage of food pictures! I will assign each group a different **raw food** item. Your goal is to look through these magazines to find a picture of food that come from your **raw food**.

Give students about 20 minutes to locate and paste pictures to their posters. Help the students find pictures if needed. If students are having problems locating a picture, encourage them to draw it on their poster.

After they have finished their posters, have them share them with the class and talk about the products we get from that particular **raw food** item.

Raw food Item:

<i>Apple:</i>	<i>apple juice, applesauce, dried apples, fruit rollups, jelly</i>
<i>Beef animal:</i>	<i>bologna, corned beef, hamburger, liver, roast beef, steak</i>
<i>Chicken:</i>	<i>broth, chicken meat parts, patties, soup</i>
<i>Chicken eggs:</i>	<i>bread, brownies, cakes, cookies, donuts, egg rolls, ice cream, mayonnaise, noodles, omelettes, pastries, pickled eggs, powdered egg whites, quiche</i>
<i>Corn:</i>	<i>cereal, corn chips, corn meal, corn oil, corn syrup, popcorn, tortillas</i>
<i>Dairy cow:</i>	<i>butter, cheese, ice cream, milk, yogurt</i>
<i>Grapes:</i>	<i>fruit rollups, grape juice, jelly, raisins</i>
<i>Hog:</i>	<i>bacon, bologna, ham, hot dogs, pork chops, pork roasts, ribs, sausage</i>
<i>Oranges:</i>	<i>marmalade, orange juice, orange slices</i>
<i>Peanuts:</i>	<i>nuts, peanut butter, peanut oil</i>
<i>Potatoes:</i>	<i>French fries, hash browns, instant mashed potatoes, mashed potatoes, potato chips</i>
<i>Rice:</i>	<i>baby food, bread, brown rice, candy, cereal, pastries, pet foods, rice cakes, rice flour, rice pilaf, rice pudding, rice snacks, rice syrup, soup, Spanish rice, white rice</i>
<i>Soybeans:</i>	<i>bean sprouts, cooking oil, flour, margarine, shortening, soy milk, soy sauce, tofu</i>
<i>Tomatoes:</i>	<i>canned tomatoes, ketchup, pizza sauce, salsa, stewed tomatoes, sun-dried tomatoes, tomato juice, tomato paste, tomato sauce, tomato soup</i>
<i>Wheat:</i>	<i>bread, cereal, flour pancakes, pasta</i>



You all did a great job in creating your poster collages. We learned a lot about where our food comes from. Now let's see if we can take a **raw food** product and turn it into something we can eat.

SUMMARY OF CONTENT AND TEACHING STRATEGIES

OBJECTIVE 2. | Create butter from heavy cream.



Have students guess what will happen if we whisk heavy cream in a bowl. Lead them into guessing that it will make whipped cream and eventually it would also create butter.



I am holding in my hand some heavy cream. Where do you think we get heavy cream? That's right we can make heavy cream from milk. However, we can make even more food products just from beating the cream with this whisk. Who thinks they might know what food product we can make?

Lead to the answer of whipped cream and butter.



Let's work together to take this raw product and process it into something different. It is important we work together and take turns stirring.



Next have volunteers come to the front to pour the cream and help mix the cream. At the end have the students eat the butter on crackers.



REVIEW / SUMMARY

Using the cut outs of **raw food** products from PALS1.18.LG.TM.A, hold up a **raw food** product and have students tell their partner one food product that comes from the **raw food**.



Let's do a quick review! When I hold up one of these pictures that show a **raw food** products you will turn to a partner and tell them one processed food product that comes from that picture on the card. You want to do this as fast as possible.

Go ahead and identify your partner by giving them a high five! Let's get started!

Show each of the **raw food** cards and encourage right answers.

APPLICATION



One-on-One Idea

Take the student to the grocery store. Pick one to two **raw food** items and have them find items that match that **raw food** item.

Continued Discussion

Have student's watch America's Heartland Episode #322, segment Cheddar is Better. KVIE. 2006, 2007, and 2008. <http://www.americasheartland.org>.



PALS1.18.LG.ASSESS.A | EVALUATION ANSWER KEY

Use the posters collage that the students create as their evaluation.

PALS1.18.LG.AS.A



PALS1.18.LG.TM.A

Raw Food Items: Apple, chicken, corn, oranges, dairy cow, grapes, pig, potatoes, wheat, tomatoes, peanuts, beef cow, chicken eggs, rice and soybeans.

