



Lesson 2:
Recipe Makeover -
Team Project Kickoff

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Time Required:

Estimated lesson timing is 40-60 minutes; however, this lesson can be expanded or shortened, as needed. We encourage you to tailor it to fit within the available class time. If time is limited, we recommend focusing on the Getting Started, Teaching Instructions and Reflections sections.

Audience

High school students grades 9-12

Lesson Overview

Create student teams; these will be part of the rest of the program. In this session, students learn about the group project, including overall goals, suggested recipe budget and final presentation. Each team is then tasked to choose a team name and select a team captain.

Getting Started

- **Why is this activity important?** This activity sets up an interactive group dynamic for the rest of Power Up!. The specific activity is designed to help your students apply what they learn in class to the real-life food choices they make outside of the classroom. Because this session kicks off a group project that will last throughout the class, it's important to set the stage for a productive dynamic.
- **What can you do about it?** Present the group activity as a fun and social way for your students to take charge of their own meal planning. Assign individuals to groups in advance to avoid your students self-selecting to work with their friends. Note: if students do not know the members of their own group, a team building activity will be especially helpful. Provide your expectations to your students about how you expect the groups to function (i.e., all members contribute, respect each member's ideas, allow for differences of opinion).



Have teams conduct a short team-building activity to kick off the lesson. For example, play "Knots", where teams form a circle and then grab hands with another person across the circle. Then the team must "untangle" themselves to form an unbroken circle (Link: https://www.fns.usda.gov/sites/default/files/EmpYouth_ch4.pdf under "4. Games for Small Spaces"). Additional icebreaker ideas are available here: <https://snaped.fns.usda.gov/training/icebreakers-and-training-tools>



Explore these guidelines for improving group work among students.

Link: <http://www.facultyfocus.com/articles/effective-teaching-strategies/10-recommendations-improving-group-work/>

Teacher's Lesson Preparation

Lesson Preparation	<ul style="list-style-type: none">• Assign your student teams in advance of the class.• Review proposed group activities for the semester and determine which activities you plan to incorporate into the class. Power Up! is designed with six activities, but can be condensed to fit your school and classroom's constraints. There are also several supplemental team activities that are described in the appendix and may be considered as alternatives.• Become familiar with options for budget, presentation and prizes so that these can be shared with your students.
Setup	<ul style="list-style-type: none">• None required.

Additional Considerations

Before conducting this lesson, consider the following factors and choices that will affect how you implement the group activity.

1. Final Presentation

Power Up! is designed to culminate in final team presentations which can be made in class or at a school assembly. Alternatively, students could create videos instead of presenting live. Determine at the beginning of the semester what works best for your class, and make the assignment as appropriate.

2. Budget

The group project involves a "recipe makeover," where your students create and test a recipe. We have included suggested budget parameters, but understand that funds may not be available for your students to actually purchase the ingredients.

We suggest working with your school administrator to determine if there is funding for your students to purchase ingredients for this challenge. It is also possible that a local grocery store would be willing to donate gift cards to cover associated costs. However, if there are budget constraints, then this activity could be done as a "virtual" recipe makeover. In this scenario, students use online grocery store websites to "shop" for ingredients within the proposed budget and do not actually prepare the recipes.

For clarification on allowable costs in SNAP-Ed programming, please refer to the current year's SNAP-Ed Plan Guidance, Section 3: Financial and Cost Policy. <https://snaped.fns.usda.gov/administration/snap-ed-plan-guidance-and-templates>

3. Prizes

At the culmination of the project, it is suggested that the “winning” teams be awarded a prize. While we have provided options for non-monetary prizes, such as extra credit or an interview and picture in the school paper, it may be possible to work with school administrators to determine if funds or in-kind rewards (e.g., basketball game tickets) can be provided. Alternatively, you could approach local businesses to ask for in-kind donations or gift cards. Determine what’s possible at the beginning of the semester before the project is introduced.

Lesson Objectives

1. Create opportunity for student interaction and engagement.
2. Understand group activity process.
3. Practice team building skills.

Teaching Instructions

1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
2. Then, start the class by providing an overview of the group activity plans for the semester. Explain that students will work together in teams to compete with each other to create the best “healthy” version of a favorite recipe. If possible, the students will have the opportunity to cook and share their made over recipes. Independent judges will determine the best recipe makeover. The first place team could even win a prize!
3. Assign your student teams (groups of four to seven students, depending on class size).
4. Discuss the purpose, timing and expectations of group activity.
 - A. Your students will remain working in their teams for all group activities.
 - B. Let your students know that the group activities are planned to let them practice what they’re learning and to think about how they might use these skills outside of school.
 - C. Explain that each team will be asked to pick a favorite recipe to remake in a healthier way, with ingredients substitutions and perhaps a new way to cook the dish.
 - D. Point out that budgeting is part of most families’ meal planning. Explain that each team is provided a budget parameter in which to create their recipe.
 - Twenty dollars for six to eight servings is a suggested budget limit to ensure that the groups are creating recipes with equivalent values. Work with your school administrator to determine if there is funding for your students to actually purchase ingredients for this challenge. Alternatively, you could see if a local grocery store would be willing to donate gift cards for these costs. However, if there are budget constraints, then this activity could be done as a “virtual” recipe makeover, using an online grocery store website to price out ingredients for the recipe.
 - E. Explain that the group activity culminates in a class or school event, where teams demonstrate what they’ve learned and present their final makeover. The final presentation will include nutrition information from their SuperTracker analysis, the food groups represented, the physical activity necessary to burn off the calories and budget.
 - **NOTE:** See above considerations on options for final presentation, and inform your students accordingly based on what works best for your school. This could include:

- Cooking at home and presenting via video.
 - Cooking at home, then presenting in class/at school.
 - Cooking and sampling the recipe in school.
- F. The winning team presentation will be scored by independent judges on a variety of parameters in order to select a winner with the most MyPlate “Stars.” **Ask your students** to participate in discussion about parameters for selecting the winner. Judges will consider some or all of the following:
- Most significant calorie difference between original and updated recipe.
 - Largest representation of food groups in updated recipe.
 - Most innovative interpretation of updated recipe (e.g., use of unusual ingredients).
 - Best tasting recipe.
 - Best presentation (i.e. most attractive plating, most delicious looking recipe, most colorful).
 - Most budget friendly.
 - Best teamwork.
- G. **Ask your students** to find out what reward would be exciting to them and add to the list below.
NOTE: For items with a monetary value, work with school administrators to determine if there are funds available. Alternatively, approach local businesses to ask for in-kind donations or gift cards.
- Gift card to local restaurant.
 - Extra class credit.
 - Certificate for a workout class at a local gym.
 - Ability to skip a homework assignment.
 - Team photo in cafeteria.
5. **Ask your student teams** to select a team name and a team captain and share with the class.
6. Have your students begin to prepare and plan for the group activity:
- A. Set up a timeline to help your students plan their presentation. Include intermediate milestones to keep students on track. Basic steps could include:
- Assigning team roles.
 - Conducting research on recipe options.
 - Conducting research on ingredient costs.
 - Recipe testing.
 - Developing final presentation.
 - Practicing final presentation.

- B. Help them assign roles for the presentation, from designing a PowerPoint presentation to speaking roles and arranging for any equipment needed to presentation.
- C. Schedule a dress rehearsal as time permits.



Beyond the Classroom

In School

Engage cafeteria staff to participate in a recipe makeover contest for one of the school menu items – e.g., promote contest in the cafeteria, as well as provide space/materials for student preparations and tasting. Food service staff could also serve as judges and/or provide prizes.

Wellness Council

Explore the possibility of making the contest an annual event to raise health consciousness, engage students, as well as improve nutrition and appeal of one or more menu items for the school.



Tip

Sometimes in our day-to-day lives it feels impossible to make healthy eating habits and fit in physical activity. Between school commitments, friends and family, part time jobs and extracurricular activities, students have a lot of competing priorities. The good news is that incorporating healthy eating habits and physical activity into your day doesn't have to be a chore; it simply requires some planning.

- Think of healthy eating as a part of your day, every day – Don't think of eating healthfully or adding physical activity as an "extra" to do. Make it part of your regular activities just like sleeping.
- Look for small ways to incorporate physical activity throughout the day – Walk while talking to your friends on the phone, stretch during commercials during your favorite show, walk home from school, take the stairs instead of the elevator. Little additions of physical activity can add up over a day or week!
- Have some healthy food options on hand for when you are on the go – Buy frozen or canned vegetables, beans or fish to base a healthy meal on when time is scarce. A little planning can go a long way to establishing good eating habits.
- Plan your week – Review your schedule for the week on Sunday and figure out where you can add a little physical activity. Maybe you've got an extra hour after school before you have to be home or to practice. Use that time to walk the track at school for some extra physical activity.
- Keep it simple – Don't get too focused on counting calories, focus instead on incorporating color, texture, variety and fresh ingredients into your diet.
- Control portion sizes – Make sure that you are eating the correct amount of different foods for each meal. Just controlling portions can go a long way to establishing better eating habits. Mindless eating can result in eating more and not realizing you are full.