

Lesson 4: Recipe Makeover

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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

During this lesson your students will be asked to bring in their favorite recipes and assess their nutritional value using SuperTracker. Your students will then review the nutritional value of each team member's recipe and discuss ways to make them healthier. The goal for this session is to select one recipe for each group to 'make over' and present at the final session.

Getting Started

- **Why is this lesson important?** This is your students' first chance to try out some of the practical skills they've been learning and to apply it. We know that when it comes to what teens are deciding to eat, taste and convenience are two of the most important factors. Allowing your students to make over their own favorite recipes will help them understand how to balance taste and health when creating meals.
- **What can you do about it?** Frame the lesson as an opportunity for your students to take charge of what they eat and understand that food can be both healthy and tasty. Use this opportunity to help your students reflect on why certain foods are their favorites. It is also a chance for your students to learn about and try new, healthier foods that they may not have tried before in place of their "old favorites."

Teacher's Lesson Preparation

Preparation	<ul style="list-style-type: none">● Review the daily recommendations for each of the MyPlate food groups and the MyPlate section on teens: https://www.choosemyplate.gov/teens
Setup	<ul style="list-style-type: none">● Computers with Internet access for each student in your classroom; if not available, then try to arrange for another location, such as a library or a computer lab, with internet access.● Screen and projector.

Lesson Objectives

1. Select a recipe to make over substituting healthier ingredients or modifying preparation.
2. Using SuperTracker, select healthy substitutions for recipe ingredients.
3. Depending on the recipe, consider whether an alternative cooking approach would make the recipe more healthful, e.g., baking instead of frying.

Teaching Instructions

1. Consider beginning with a stretch and exercise break (suggested activities found on page 13-14).
2. Then, start the lesson by providing a brief overview of the group activity for the day.
3. Ask your students to break into their teams to discuss the recipes that they brought to class.
 - Prompt your students to discuss the reasons why these recipes are their favorites (e.g., taste, texture, memory or feeling it provokes).
 - Have your students discuss whether they think their favorite foods are healthy. How do they fit into the MyPlate guidelines as discussed previously? Have they ever thought about ways to make their favorite recipes healthier?
4. Have teams take turns putting their recipe into SuperTracker to assess its health qualities (e.g., variety of food groups, nutrient amounts and percent of daily target or limit).
5. After the content of all of the team's recipes have been analyzed by SuperTracker, ask your students to discuss the results of each recipe. Were they surprised at how healthy or unhealthy their favorite dish is? Ask your students to brainstorm ideas, or conduct online research, for potential substitutions to make their recipes healthier (e.g., skim milk in place of whole milk; ground turkey in place of ground beef; fresh tomatoes in place of tomato sauce with added sugar).
6. Ask teams to select one recipe that they would like to "make over" as part of the group activity. The teams should select an entrée or main dish for ease of comparison between the various recipe options.
 - Remind your students of the parameters that will be used to select a winning team, including:
 - Most improved nutrient density 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 (i.e. supportive and encouraging of teammates, good communication and equal division of responsibility among teammates).
7. Have your students input their "makeover" recipe into SuperTracker and substitute different, healthy ingredients in the recipe to increase nutrients and lower calories.

8. Help your students assess their “makeover” recipes to consider whether or not their proposed swaps will work well. Have them consider multiple ingredient choices and have them decide which options are best based on criteria such as:
 - Is the consistency similar to the original ingredient? (e.g., yogurt is more similar to sour cream than cottage cheese)
 - Is the texture similar to the original ingredient (e.g., sweet potato compared to regular potato)?
 - Is the flavor appropriate for the recipe (e.g., taking into account savory vs. sweet, spicy vs. bland)?
9. Ask your students to finalize their selection for the makeover recipe, as well as the healthy ingredients and any preparation changes they will make in the updated version.
 - NOTE: Instruct your students on next steps, depending on which final presentation format you have decided for the class. Potential considerations include:
 - Whether your students will present in class, at a larger school event or via video.
 - Whether your students will do a “real life” or virtual makeover.
 - Whether your students will cook at home or at school.



Beyond the Classroom

In School

Develop a list of catchy prompts for use by school food service to make recipes sound more healthful, intriguing and tasty to students.

Out of School

Share updated recipes with family and try them at home, and consider making both the before and after recipes to prompt discussion.

Wellness Council

Work with administration to explore possibility of spotlighting a student recipe on the school lunch menu once a month.