



## TRACKS Lesson Plan

### **Philly Students Heat It Up**

*Spanish Cooking*

*Grade: 6-12*

#### **I. Nutrition Education Goal & Objective:**

Goal 1: Students will comprehend concepts consistent with USDA guidance related to eating and physical activity for good health.

Objective: As a result of Pennsylvania's SNAP-Ed plan, students will know, understand, analyze, and apply concepts, as developmentally appropriate, that are consistent with USDA guidance about the benefits of:

1. Eating a variety of whole grain products, fruits and vegetables, low fat milk, and calcium-rich foods for meals and/or snacks.
2. Practicing food safety.

#### **II. Pennsylvania Educational Standards:**

- A. 1.1 Learning to Read Independently
- B. 10.1 Concepts of Health
- C. 10.2 Healthful Living
- D. 11.3 Food Science and Nutrition
- E. 11.4 Child Development

#### **III. Outcomes:**

- A. Students will identify key messages from MyPlate: balancing calories, foods to increase, and foods to reduce.
- B. Students will discuss Spanish culture, cuisine, and cooking practices.
- C. Students will prepare and sample a healthful, easy to make Spanish dish.

#### **IV. Materials:**

- A. Visuals: MyPlate in English and Spanish (or alternatively can be used as handout)
- B. Handouts: Recipe: Mexican Pozole Soup (1/student)
- C. Food tasting: Mexican Pozole Soup; Quesadillas (Sub)
- D. Food and paper products needed for recipe preparation
- E. Electric Skillet, serving spoon, measuring cups and spoons, cutting boards, knives
- F. Hand wipes, gloves, hair nets
- G. Reinforcement that conveys the appropriate nutrition message
- H. Caregiver Newsletter: Vegetables and Your Health
- I. Extension Activities: "Name the Hispanic/Latino Country," Food Match Game

#### **V. Procedure:**

- A. Introductory:
  1. Introduction of Nutrition Educator and lesson topic

2. Icebreaker: Ask the students what they think of when they think of Spanish cuisine. How does it differ from American foods?
3. Review of what was covered last week as well as the recipe that was prepared.
4. Explanation of the food that will be prepared this week.

B. Developmental:

1. Review MyPlate.
  - a. Ask students if they have seen MyPlate and what they may know about it.
  - b. Introduce the graphic: Fill half your plate with fruits and vegetables. Make slightly less than  $\frac{1}{4}$  of your plate lean protein. Make slightly more than  $\frac{1}{4}$  of your plate grains. Top it off with fat-free or low-fat dairy.
  - c. Key messages:
    - i. Make half your plate fruits and vegetables; switch to skim or 1% milk; make at least half your grains whole; and vary your protein food choices.
    - ii. Balance Calories: Enjoy your food, but eat less. Avoid oversized portions. Being physically active also helps you balance calories. Using the ChooseMyPlate.gov website can help individual students learn about their own calorie needs.
    - iii. Foods to Eat More Often: Fruits, vegetables, whole grains, and fat-free or low-fat milk and dairy products.
    - iv. Foods to Eat Less Often: Cut back on foods high in solid fats, added sugars, and salt. Use the Nutrition Facts label to choose lower sodium versions of foods. Drink water instead of sugary drinks. Encourage participants to visit the MyPlate website, [ChooseMyPlate.gov](http://ChooseMyPlate.gov), to find out their own specific needs, track what they are eating, and learn more about healthy eating.
2. Using the MyPlate visuals, review food group names in English and Spanish (Frutas/Fruits, Vegetales/Vegetables, Granos/Grains, Proteína/Protein, Productos Lácteos/Dairy). Spanish cooking often uses a variety of vegetables, meats, and grains. Ask students what they think of when they think of Spanish foods or culture. Ask them to categorize foods that they associate with Spanish culture into the different food groups.
  - a. Example: Tacos/burritos: beans, meat, cheese, tortillas, tomatoes, lettuce. Have the students place these items in their appropriate food groups.
  - b. Ask the students which food groups comprise most of the Spanish diet. Which are less abundant?
3. There are many different Spanish cultures. One ingredient that remains constant across the cultures is vegetables. Many of the vegetables used in Spanish recipes are ones that we eat here in the United States.
  - a. Examples include: tomatoes, corn, lettuce, onions, garlic.
  - b. These vegetables offer many nutrients such as vitamins and minerals. Some of these include vitamins A, C, and K.
4. Review with students the importance of washing hands, surfaces, and vegetables before cooking begins.
  - a. Clean: Thoroughly wash vegetables and fruits to remove bacteria, dirt, and pesticides. Also, thoroughly wash your hands and cooking and preparation surfaces. This should be done before, after, and sometimes during the cooking process.
  - b. Separate: Separate raw, cooked, and ready-to-eat foods while shopping, preparing or storing foods. Use one cutting board for fresh produce and a separate one for raw meat, poultry and seafood.

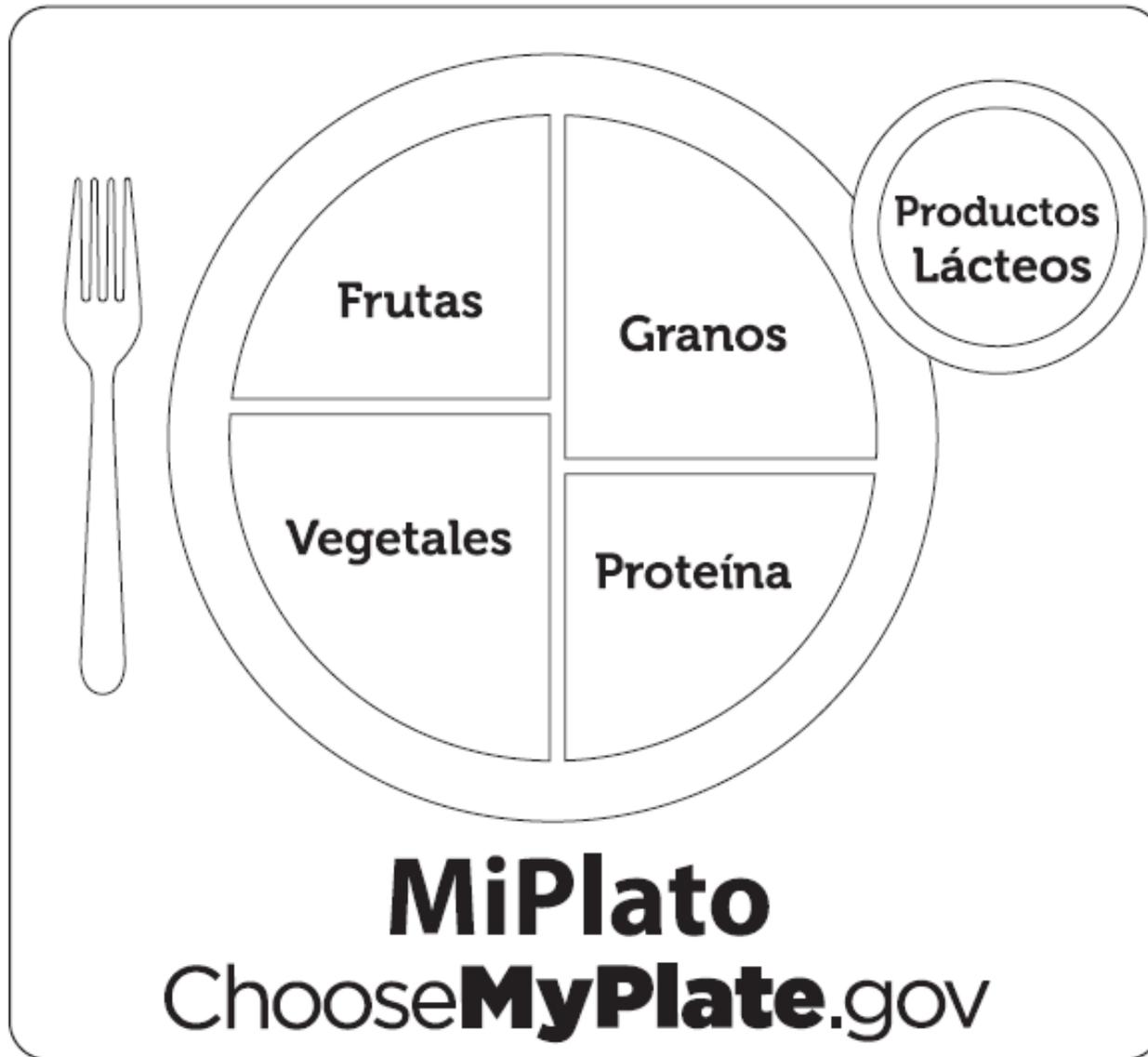
- c. Cook: Cook foods to a safe temperature to kill microorganisms. You can't tell when a food is safely cooked just by looking at it. Use a thermometer to make sure.
  - d. Chill: Refrigerate perishable foods promptly and defrost foods properly. Refrigerate perishable foods so total time at room temperature is less than 2 hours. Perishable foods include: meat, poultry, fish, eggs, tofu, dairy products, cooked pasta and rice, cooked dishes, cooked vegetables, and peeled/cut fruits and vegetables.
  - e. Review the appropriate ways to handle knives and cut vegetables.
5. Vocabulary for the day:
- a. Pozole: A thick, hearty soup usually consisting of pork (sometimes chicken), broth, hominy, onion, garlic, dried chiles and cilantro.
6. Activity: Food preparation and cooking procedures.
- a. Allow students to practice measuring ingredients needed in the recipe.
  - b. Allow students to practice safe cutting procedures with both vegetables and meat.
  - c. Allow students to practice proper cooking procedures such as keeping meats and raw foods separate, cooking meats to a safe temperature, and combining measured ingredients to create the final Spanish meal.
7. Recipe preparation and taste-testing: Mexican Pozole Soup/Quesadillas
- a. Fresh, frozen, or canned vegetables may be used.
  - b. Students may be asked to do some simple cutting, pouring and mixing.
  - c. Serving size for cooking club will be ½ cup soup per student or ½ quesadilla per student.

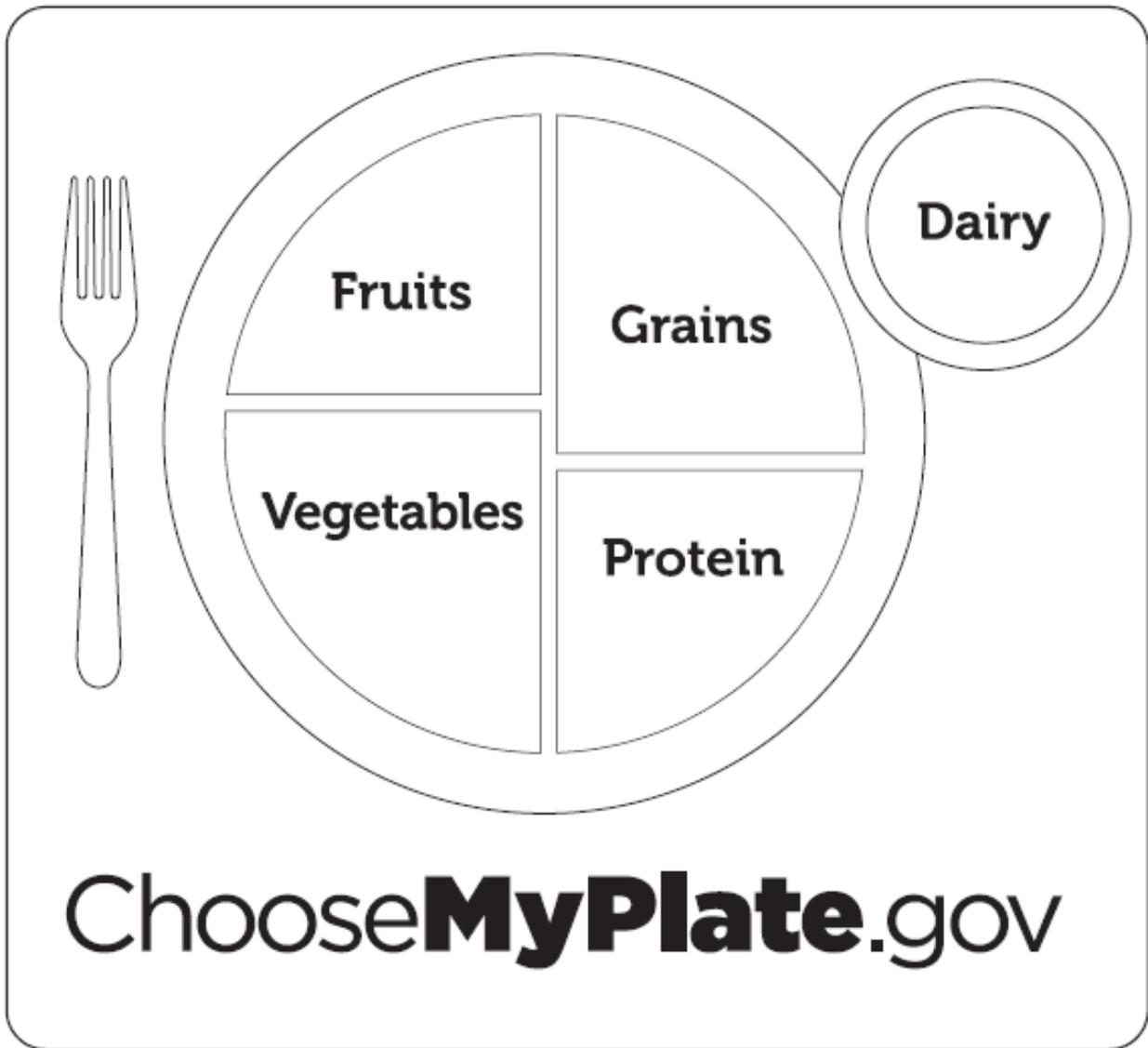
## VI. Conclusion of Lesson:

- A. Distribute the reinforcement, read the message and/or explain why they are getting the reinforcement.
- B. Distribute Caregiver Newsletters.
- C. Thank the students for their participation and answer any questions they may have.
- D. Provide each student with an extension activity relating to what was covered in today's lesson.



Funded by the Pennsylvania (PA) Department of Human Services (DHS) through PA Nutrition Education Tracks, a part of USDA's Supplemental Nutrition Assistance Program (SNAP). To find out how SNAP can help you buy healthy foods, contact the DHS toll-free Helpline at 800-692-7462 or 215-430-0556. USDA is an equal opportunity provider and employer.





# Mexican Pozole Soup

Serving Size: 1 cup  
Yield: 10 servings

## Ingredients:

2 cups pre-cooked cubed lean beef  
1 Tablespoon olive oil  
1 large onion  
1 finely chopped garlic clove  
1/4 teaspoon salt  
1/8 teaspoon pepper  
1/4 cup cilantro  
1 can (15 ounces) stewed tomatoes  
2 ounces tomato paste  
1 can (1 lb. 13 ounce) hominy

## Instructions:

1. In a large pot, heat oil. Sauté cooked beef.
2. Add onion, garlic, salt, pepper, cilantro, and enough water to cover the meat. Cover pot and cook over low heat until meat is warmed through.
3. Add tomatoes and tomato paste. Continue cooking for about 20 minutes.
4. Add hominy and continue cooking another 15 minutes, stirring occasionally, over low heat. If too thick, add water for desired consistency.

**Note:** Skinless, boneless chicken breasts may be used instead of beef cubes.

## Cost:

Per Recipe: \$ 9.74  
Per Serving: \$ 0.97

## Source:

Adapted from:  
Delicious Heart Healthy Latino Recipes  
**National Heart, Lung and Blood Institute**

[http://recipefinder.nal.usda.gov/index.php?mode=display&rec\\_id=30](http://recipefinder.nal.usda.gov/index.php?mode=display&rec_id=30)

Nutrition Facts	
Serving Size 1 cup prepared soup, 1/10 of recipe (238g) Servings Per Container	
Amount Per Serving	
Calories 220	Calories from Fat 60
% Daily Value*	
<b>Total Fat</b> 7g	<b>11%</b>
Saturated Fat 2g	<b>10%</b>
Trans Fat 0g	
<b>Cholesterol</b> 60mg	<b>20%</b>
<b>Sodium</b> 400mg	<b>17%</b>
<b>Total Carbohydrate</b> 18g	<b>6%</b>
Dietary Fiber 3g	<b>12%</b>
Sugars 5g	
<b>Protein</b> 22g	
Vitamin A 6%	• Vitamin C 10%
Calcium 4%	• Iron 15%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories 2,000 2,500
Total Fat	Less Than 65g 80g
Saturated Fat	Less Than 20g 25g
Cholesterol	Less Than 300mg 300 mg
Sodium	Less Than 2,400mg 2,400mg
Total Carbohydrate	300g 375g
Dietary Fiber	25g 30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	



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# Quesadillas

Serving Size: 1 quesadilla  
Yield: 2 servings

## Ingredients:

- Nonstick cooking spray
- 2 (6 inch) whole wheat tortillas
- ¼ cup reduced-fat cheddar cheese, shredded
- 1/3 cup fresh tomatoes, finely chopped
- 1/3 cup onions, finely chopped
- 1/3 cup fresh mushrooms, sliced
- 1/3 cup green bell peppers, chopped

## Instructions:

1. Spray skillet with nonstick cooking spray. Have skillet set on medium heat.
2. Place one tortilla in skillet and spread cheese on the tortilla.
3. Sprinkle tomatoes, onions, mushrooms, and green peppers. Sprinkle a little extra cheddar cheese if desired.
4. Top with second tortilla. Press down with spatula until cheese melts.
5. Turn over and cook for 1 minute. Cut into 4 pieces and serve.

## Source:

Cool Fuel Cookbook For Kids pg 36 [www.pbhfoundation.org](http://www.pbhfoundation.org)

## Nutrition Facts

Serving Size 1 Quesadilla  
Servings Per Recipe 2

Amount Per Serving	
<b>Calories</b> 239	Calories from Fat 60
<b>Total Fat</b> 3g	
Saturated Fat 1.4g	
Polyunsaturated fat 1g	
<b>Cholesterol</b> 6mg	
<b>Sodium</b> 442mg	
<b>Potassium</b> 523mg	
<b>Total Carbohydrate</b> 41g	
Dietary Fiber 6g	
<b>Protein</b> 14g	
Vitamin A	7%
Vitamin C	68%
Calcium	15%
Iron	13%

\* Percent daily values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:

	Calories: 2,000	2,500
Total Fat	Less than 65g	80g
Sat Fat	Less than 20g	25g
Cholesterol	Less than 300mg	300mg
Sodium	Less than 2,400mg	2,400mg
Potassium	3,500mg	3,500mg
Total Carbohydrate	300g	375g
Dietary Fiber	25g	30g
Protein	50g	65g



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