

# Cooking with Kids

## **Overview**

Cooking with kids empowers children to prepare their own healthy snacks and make their own nutritional choices. It gives them a chance to see others enjoying healthy food, and provides time to discuss nutrition concepts and what makes some food or food prep techniques healthier than others. Furthermore, cooking and eating is a wonderful way to explore different cultures and their flavorful cuisines and customs.

In this section you will learn practical tips for cooking activities with children, and create a simple dish to share with the class. Organization and set-up is key! In addition, hands should be kept busy - everyone is assigned a task for food preparation and clean-up.

## **Demonstration Lessons**

“Bulgur Salad with Red Peppers, Cucumbers and Cheese” from ***Kids Cook Farm Fresh Food***, p 42

## **Logistics**

*Time required:* About 45 minutes

*Location:* In the classroom or teaching kitchen

*Materials List\**

### Knife Safety Lesson

- cutting board
- kitchen knife
- fresh fruit or veggie for slicing
- chart paper and markers

### Bulgur Salad

- See lesson for full materials list.
- Cooking Station Task Cards
- Clean Up Cards

*\*Summarized from the Demonstration Lesson. Refer to the original for a complete materials list.*

## Free Online Resources that Support Teaching about Cooking with Kids

***Kids Cook Farm Fresh Food***, “Cooking Equipment” from page xx. Comprehensive shopping list of equipment for classroom food preparation. (Grades 2-7)  
<http://www.cde.ca.gov/ls/nu/he/documents/kidscookcomplete.pdf>

***Harvesting Health***, North Coast Collaborative “Cooking Activity Methods.” Appendix 2 and “Sequential Nutrition Education Opportunities for Children” Appendix 1. (All grade levels)  
<http://www.northcoastnutrition.org/garden-based-nutrition-education>

***Grow It, Try It, Like It!*** - Hand Washing and Polite Food Tasting Instructions on page 43 of The Basics manual. This teaches students how to taste something new in an appropriate manner. (Preschool)  
<http://teammnutrition.usda.gov/Resources/growit.html>

**“Cooking Box Supply List”** Content suggestions from Gault Elementary School in Santa Cruz. (All grade levels)  
<http://www.healthyschoolenvironment.org/training-resources/nutrition-education>

## Recipe Resources (All grade levels)

***Cooking with California Food*** Internationally flavored recipes using seasonal produce. <http://www.ecoliteracy.org/cooking-with-california-food>

***Kids Cook Farm Fresh Food*** Activities; recipes featuring fresh produce; farmer profiles; and more in this free, downloadable curriculum for grades 4-8. Connected to CA content standards.  
<http://www.cde.ca.gov/ls/nu/he/documents/kidscookcomplete.pdf>

**Got Veggies?** “Cooking and Eating in the Garden,” pp 48-55.

**Garden Recipes from Life Lab's Programs** [www.lifelab.org/2012/08/garden-recipes](http://www.lifelab.org/2012/08/garden-recipes)

## Good Knives for Student Use

### Early Elementary

[www.montessoriservices.com](http://www.montessoriservices.com) – Wavy Chopper and others  
[www.curiouschef.com](http://www.curiouschef.com) - Curious Chef Knife

### Upper Elementary

[www.ablekitchen.com](http://www.ablekitchen.com) - Search for “rounded steak knives”

## ***Food for Thought***

- Can you envision preparing this recipe with your students? How might you modify it to fit your student population?
- How might you connect these activities to the garden and academic subjects?
- If you do not have a classroom with a stove or oven, how might you still be able to prepare these dishes with your students?
- How might you store and share materials to be used by multiple classrooms?
- Food is integral to culture. How can you incorporate ethnic foods into your cooking/nutrition lessons?

# Tips for Cooking with Kids

## ***Enjoying Food with Students***

Enjoying a fresh harvest is one of the best parts of gardening with students. Many teachers have noticed that students who have helped grow, harvest, and prepare fruits or vegetables are more likely to try them, like them, and want to eat them again. However, this openness does not come from teachers *requiring* their students to try new foods, and doing so may actually get in the way of students developing more positive attitudes toward fruits and vegetables.

Let your students know that you hope they will try new things, but that they will not be required to eat anything, and they will never have to finish anything they don't like. Some teachers tell students that if they take a bite of something and don't care for it, they can spit it out onto the soil, where it will decompose and help new plants grow. Many students, when given this freedom, feel less apprehensive about trying new fruits and vegetables.

Don't be discouraged if students don't try something the first, or even third, time it is offered. Some students may need to see a food several times before they accept it enough to try it; and they may need to try it a few times before they come to like it. Keep offering fresh snacks from the garden, and make sure the students see you enjoying the snacks yourself!

## ***Cooking Supplies***

The following is a list of basic supplies for cooking in the classroom or in the garden. Quantities are geared for up to five small groups of 2-4 students each. Some schools keep their cooking supplies on a rolling utility cart. This allows them to be shared among classes, put away easily, or even rolled outside for an outdoor cooking project. Many of the supplies below can be bought inexpensively at second-hand stores or donated by parents.

10	cutting boards, thin plastic	5	whisks
10	round-tipped steak knives	1	can opener
	Small, medium & large pots with lids	2	manual citrus juicers
2	large skillets	1	ladle
5	baking sheets	4	potholders
2	9"x13" baking pans	2	rolling pins
5	mixing bowls	1	salad spinner
1	colander	1	bottle of dishwashing soap
5	cheese graters	5	sponges with scrubbing side
5	liquid measuring cups	2	large dish tubs
5	sets of dry measuring cups	2	large dish-drying racks
5	sets of measuring spoons	5	kitchen towels
5	wooden spoons	1	electric skillet (optional)
5	spatulas	1	blender
1	steamer basket	1	hand mixer
5	vegetable peelers	2	electric hotplates
		1	first aid kit

## ***Food Safety***

Safety concerns should always be foremost in your mind when cooking with students. Be informed about any food allergies in your class, as well as your district's policies on food and health. Establish hand-washing routines and safety rules with your class.

## ***Washing Hands***

All participants in cooking activities should wash their hands before cooking, after taking a break from cooking, after touching their faces, sneezing, or coughing, and before drying or putting away dishes. Teach students to wash with warm water and soap for 20 seconds, then dry their hands with a clean cloth towel or paper towel. Demonstrate for students coughing into your shoulder, or "scratching" an itchy nose with your upper arm.

## ***Safe Food Handling***

- Cover all cuts on hands with bandages or gloves while cooking.
- Tie long hair back during cooking.
- Consider excluding ill students from cooking activities.
- Wash the sink with hot soapy water before and after washing fresh produce.
- Wash produce under running water, just before preparing or eating, unless it comes in a package that says it is pre-washed.
- When appropriate, scrub produce with a clean vegetable brush. Scrubbing is especially important with melons in particular, to remove any bacteria that may be on the rind before slicing through the rind and spreading the bacteria to the interior of the fruit. Sanitize the brush by placing in boiling water for 20 seconds or rinsing in a weak bleach solution (1 teaspoon chlorine bleach in a quart jar of water).
- Don't use dish soap or hand soap for washing produce, as it may remain on the fruit after rinsing.
- To dry fruits or vegetables after washing, use paper towels.
- Wash cutting boards before and after food preparation. If you have access to a dishwasher, use it to clean and sanitize cutting boards. If not, rinse them in a weak bleach solution (see above). Use separate cutting boards for produce and meat products. Do not place cooked foods on the same surface that was used to prepare the foods when raw; this is especially important for meat products but also applies to vegetables.
- Designate one person to serve each dish (for example, one person is in charge of ladling soup into bowls) rather than allowing every person to touch the same serving utensil.
- Keep hot foods hot if serving over an extended period of time.
- Store all cut vegetables or fruits and prepared foods in the refrigerator, letting them sit out for no more than two hours before refrigerating.

## **General Cooking Safety**

- Turn pot handles to the back of the stove.
- Turn burners off when not in use.
- Keep flammable items away from the stove.
- Keep electrical cords away from water and wet hands, and secure them so that no one gets accidentally caught by them (taping them down can lessen the tripping hazard).
- Keep the cooking area free of things that students might trip over.
- Ask students to walk, not run, in the cooking area.
- Warn students when items such as electric skillets are turned on.
- Wait to serve hot food until it is cool enough to safely eat, but also teach students to test the temperature with their fingers and blow on the food if necessary.

## **Basic Knife Safety Rules**

Consult your school's policy on knife use before introducing knives in the classroom. Make a poster of simple knife use rules, and discuss knife safety every time knives are used.

- **Elbow Room:** Make sure you have plenty of space before starting to use a knife (some teachers advocate spacing students more than an arm's reach apart).
- **Eyes on the Task:** Watch what you are doing while using a knife. If you need to look up, stop cutting for a moment.
- **Claw & Saw:** The hand holding the food should be in a claw shape, with fingers curved and the thumb behind the fingers. The cutting hand "saws" with the knife well away from the fingers. Alternatively, the non-cutting hand can be placed on top of the hand with the knife.
- **Low & Slow:** Take your time when cutting, and keep your knife at the cutting board, not waving through the air.
- **Cut Away From Yourself:** Cut away from your body, not toward your body. Keep the knife tip facing the center of the table, and the blade facing down toward the cutting board.
- **Knives in the Basket:** When you are done with your knife, place it in the knife basket in the center of the table. Never walk away with your knife, and never place knives in a sink or dish tub full of water; someone washing dishes could accidentally take hold of a knife and get hurt.
- **Hand it Over Carefully:** If you need to hand someone a knife, offer the handle and point the blade toward the floor, so he or she doesn't accidentally grab the blade,

If your students will be cutting round, hard things like beets or carrots, have an adult cut the items in half so that they have a flat surface that can be placed down on the cutting board, and won't roll around while the students are cutting. For younger students, boiling or steaming vegetables first makes them easier to cut.

When selecting knives for use with students, consider age level and the tasks at hand. Round-tipped steak knives are great for older elementary students, and work well for most vegetables. The serrated edge works well with a “sawing” motion. For younger students cutting soft foods, some teachers use nylon knives or pumpkin carving knives, which are serrated without being sharp.

## ***Strategies for Cooking with Students Successfully***

Cooking with students requires thorough preparation and a plan for organizing the activity. Make sure you have all ingredients and needed equipment; make sure you have enough copies of the recipe; and figure out how you will divide up the tasks in the recipe.

### ***Getting Organized***

There are several ways to organize a cooking activity with students.

- Small Groups - divide the students into small groups and have each group prepare the same recipe, each group has everything—all the ingredients and equipment to make the recipe.
- Large Group - divide into small groups and have each group harvest and prepare a different part of the same recipe; then combine the ingredients.
- Cooking Show - imitate a cooking show, with the teacher at the front of the class doing the bulk of the cooking, but inviting students to the front to help with certain tasks. This method is less participatory, but can be fun and appropriate for certain recipes.
- Production Line - use an assembly-line approach. The ingredients are lined up in one location, and students travel down the line adding each item to their plates or bowls. This is useful for simple recipes such as trail mix or salads. It is helpful to have instructions at each item such as “Take one spoonful.”

When planning to cook in small groups, some teachers place all supplies and ingredients on one central table, so that one student from each group can get each item as needed and then put it back for other groups to use. Other teachers prefer to give each group a tray loaded with everything they need. Give each group a large-print copy of the recipe they will be using, so that the whole group can read it together. Laminating these copies will make it easy to reuse them next year.

It is ideal, when cooking in small groups, to have one adult per group of 5-10 students. To achieve this student-to-adult ratio, you may invite parent volunteers to lead the lesson with small groups simultaneously, or you might engage your class in an independent learning activity while you do the lesson with one small group at a time.

Prepare the cooking area ahead of time, so that when students arrive, they can simply wash their hands, watch a demonstration of how to do the specific tasks in the recipes, and then split into groups and complete the tasks. Depending on your students’ grade level and

abilities, you may assign each student specific tasks, or you may allow them to choose their own tasks within their small groups.

When deciding how to break a recipe into individual tasks, remember that students will be more concerned with having jobs to do than with efficiency. So for example, if a recipe calls for 2 ½ cups of flour, and your students are working in groups of five, passing the bag of flour and asking each student to add ½ cup of flour often works better than having one student measure all the flour. Rotating the task of stirring is also helpful.

### ***Modeling Cooking Skills***

Demonstrate good cooking skills for your students, and ask classroom volunteers to do the same. When beginning a recipe with students, ask students to read through the recipe out loud, to check that they have all the necessary ingredients and supplies assembled and to make sure that they understand all the steps of the recipe.

Before allowing students to measure, demonstrate using a dry measuring cup for dry ingredients and leveling it off; demonstrate using a liquid measuring cup for wet ingredients, setting it on a level surface and getting your eyes level with the liquid to judge the accuracy of the measurement. Demonstrate how to measure accurately with measuring spoons, holding the spoon over a separate bowl while filling it, so that if it is overfilled, the empty bowl will catch the mess and the excess will not end up in the recipe.

If you will be cooking a recipe that would benefit from students' tasting it to adjust seasonings, model a way to taste without sharing germs. Use a clean spoon, take a small amount of food, exaggerate blowing on it and checking the temperature, taste, and then deposit the spoon in the dish tub (with an enthusiastic "Mmm!" or "Needs a bit more salt!").

After you have demonstrated a task, such as chopping carrots into half-rounds or slicing a bell pepper into 2-inch strips, leave your sample out. Students can then look back at the example on the cutting board to remember what the final product should look like.

## Age-Appropriate Cooking Tasks

Kids love to help prepare food. In addition, the more involved they are in harvesting and preparing healthy foods, the more likely they are to eat them. Of course, the ways kids can be involved will depend on their dexterity, their ability to follow directions, and their age and experience.

The following is a list of age-appropriate food preparation tasks brainstormed by teachers attending Life Lab workshops. These are all recommended for supervised groups of about six children at a time.

### Grades K-2

- Cracking eggs
- Crumbling
- Cutting soft items (with scissors or nylon Curious Chef knives; you can parboil carrots and other hard veggies to make them softer)
- Grinding
- Juicing
- Kneading
- Mashing
- Measuring (you can pre-measure and then have each child measure part, knowing that the entire amount will eventually get mixed in)
- Picking off stems
- Presentation (e.g., decorating with flowers)
- Pushing buttons (on a blender, for example)
- Rolling/Wrapping
- Scooping
- Spinning salad
- Spreading
- Sprinkling
- Squeezing
- Stirring
- Tearing leaves, etc.
- Using an apple peeler
- Using an egg separator
- Using a food mill
- Using a mortar and pestle
- Washing (you can give each child 1-2 leaves)

### Grades 3-6

- Blending
- Chopping, slicing, dicing, and mincing with round-tipped steak knives
- Collecting compost
- Doubling or tripling recipes
- Grating
- Reading recipes
- Sautéing
- Seasoning
- Washing

### Grades 7-12

With appropriate supervision and instruction, children in this age group are generally capable of just about any task described in a recipe. Cooking with this age group also provides us with excellent opportunities to teach or reinforce their math skills, such as adding or multiplying fractions or graphing food waste over time. For on-going cooking instruction, children this age can start to improvise in the kitchen or use their own ideas to improve upon recipes.

## **Serving**

Once the recipe is prepared, we recommend cleaning the entire cooking area first. In many cooking activities, this can be done while the meal is on the stove or in the oven. Then, once the entire area is clean, make sure that students are seated before serving the food. Give them a few minutes to enjoy what they have made before guiding students into further discussions. Allow students a chance to share what they liked, and what they might do differently if they made the meal next time. Then conclude with any relevant discussion topics, such as where the ingredients came from.

## **Cleaning Up**

Use a set of laminated “Clean Up Cards” that students pull from a hat to assign and guide them in clean up tasks. *See next page for printable Clean Up Cards.* You may need to adapt these cards to fit the specific clean up needs of your food preparation area.

**Dish Washer: Scrub all dishes with soap and warm water**

**Counter Cleaner: Bring dirty dishes to sink and clean counter**

**Dish Rinser: Rinse soap off of dishes**

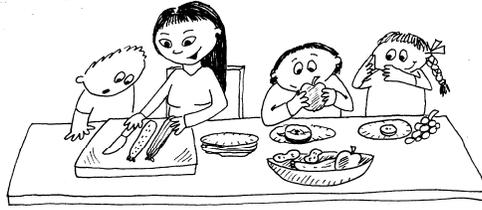
**Store Food, Compost, Recycle, Garbage: Put leftover food in refrigerator, food scraps in compost bin, and recycle or throw away any remaining garbage**

**Dish Dryer: Dry each dish with a clean dish towel**

**Supply Organizer: Put away aprons, cooking equipment, unused ingredients, stools, etc.**

**Dish Organizer: Put away dry dishes**

**Sweeper: Sweep the floor**



## Knife Safety Lesson

**Grade Level: 2-8**

**Description:**

In this lesson, students will discuss the hazards of working with sharp knives and then the teacher will demonstrate procedures for working with knives safely. This lesson is best done directly before the first food preparation lesson that involves kitchen knives.

**Objective:**

Students will know how to use a knife safely, and they will understand that they must follow safe knife use protocol in order to participate in food preparation that involves kitchen knives.

**Teacher Background:**

While cooking can be a highly engaging and educational activity, it can also be dangerous. This is particularly true when using kitchen knives. Nonetheless, by effectively establishing procedures at the outset and sufficiently supervising students, students can safely use kitchen knives to participate in a wide variety of food preparation activities. We only recommend allowing students to use knives in groups of 8 or less with 1 or more adults. You can do this by running a cutting station while other students work independently on a separate project, or by inviting in other adult volunteers to supervise small groups.

**Materials:**

- 1 clean work surface
- 1 cutting board
- 1 kitchen knife (we recommend round tipped serrated steak knives)
- 1 fresh fruit or vegetable for slicing
- Chart paper
- Markers

**Preparation:**

Set out all materials onto a clean work surface in an area where all of your students can see you at once.

**Class Discussion:**

*In this class, we are going to use knives. Of course, knives can be dangerous, and you will only be allowed to use these knives if you agree to use them properly. Knives are tools in the*

*kitchen, but they are not toys to be played with, even jokingly. What can knives help us do in the kitchen (chop vegetables, slice fruit, etc.)? Of course, if we are not careful with knives, we can cut ourselves or others. Who here has ever used a sharp knife? Keep your hand up if you can tell us one tip for using a knife safely?*

Create a Safe Knife Use procedures list, and make sure it includes the following tips:

- Give yourself space - Only use a sharp knife when you know that no one else is within an arm's reach of you.
- Claw and Saw - To keep your fingers out of the way of the blade, you can hold your fruit or vegetable with a "claw" rather than with straight fingers and then use the knife to "saw".
- Cut round things in half, and then place the flat edge down to cut more.
- Always leave knives at the table - When students are finished with their knives, they can wipe them down with the wet towel on the table and place them in the bucket for cleaning later.
- Stay focused - Take your time and pay attention to your work. If someone calls your name, for example, you can stop what you're doing to look up and respond.

### **Action:**

*I. Now that we have this list, I will demonstrate safe knife use for you. As I am working, please raise your hand when you see me following one of the guidelines. (between each step listed below, pause, put your knife down on your cutting board, and call on people with their hands raised.)*

- Wash your hands and your fruit or vegetable with soap and warm water. Explain that you already washed the knife and cutting board.
- Before you pick up a knife, stretch your arms out and swing them in front of you and out to the sides. Then say, "Okay, no one is too close to me. I can safely use a knife here."
- Make a claw with one hand by bending all fingers. Using the claw, pick up your fruit or vegetable.
- Pick up a knife and begin to slice the fruit or vegetable you have, keeping your knife as far from your "claw" as possible. Turn your fruit or vegetable so that you are clearly able to cut away from your hand and body.
- Wipe your knife off with the wet towel and place it in the bucket.

### **Wrap Up:**

Reiterate the importance and seriousness of knife safety.

### **Digging Deeper:**

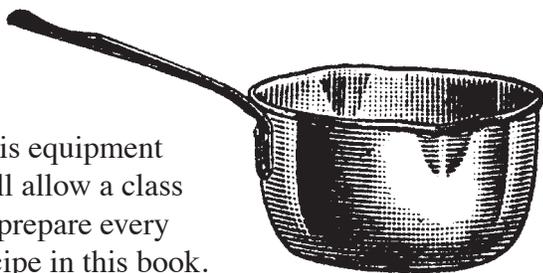
Without using a real knife, have student volunteers act out one of the knife safety tips and allow the class to guess which tip they are acting out.

# Cooking Equipment

The recipes and activities in this guide may be prepared with everyday kitchen equipment and materials, much of which can be borrowed from home or from the school cafeteria. Try to choose sizes appropriate for a large family. Remember that 20 children is the maximum number of students that is recommended for a safe and quality cooking experience.

If you have the resources for a more permanent set-up, a rolling cart equipped with all the necessary cooking equipment can be a wonderful asset for the school. Properly cared for, it can be used by many classes over many years.

The following kitchen kit includes all the equipment and materials needed for a class of 20 students to perform all the recipes in this guide except those involving an oven. All equipment and materials listed are available at most large drugstores, department stores, or discount stores. The cost of the kit will depend on the quality of materials but may range from \$450 to \$700. Better-quality equipment will last longer and give more satisfactory results; it is often well worth the added expense. A portable convection oven will add about \$250 to the cost.



This equipment will allow a class to prepare every recipe in this book.

As all resourceful teachers and classroom volunteers know, a few pieces of equipment will suffice for many of the recipes. Equipment may be obtained through donations or at thrift stores. For assistance with funding, contact your school's parent-teacher association for information. See also Appendix B, "Farm to School Resources."

## Class Equipment

- 2 electric hot plates
- 2 large (12- to 14-inch) nonstick frying pans or skillets
- 1 blender
- Assorted sizes of pots with lids
- 1 steamer insert for saucepan
- 1 chef's knife
- 2 large wooden spoons
- 2 spatulas
- 1 set of tongs
- 3 whisks, assorted sizes
- 1 egg beater
- 3 mixing bowls, assorted sizes
- 1 colander
- 1 ladle
- 1 slotted spoon
- 1 potato masher
- 1 can opener
- 1 salad spinner
- 2 large plastic tubs
- 5 sponges with rough side
- 1 bottle of dishwashing liquid
- 4 kitchen towels
- 4 pot holders
- 2 baking sheets
- 2 large baking pans or dishes
- 2 canisters for salt and pepper
- 1 food mill
- 1 rolling cart
- 3 large plastic containers to store equipment
- first aid kit

## Additional Optional Equipment

- electric skillet
- food processor

## Student Equipment

- 10 small plastic cutting boards
- 10 serrated knives with rounded ends
- 5 vegetable peelers
- 5 sets of measuring spoons
- 5 sets of measuring cups
- 5 box graters
- 5 small citrus juicers
- 5 medium whisks
- 20 spoons
- 20 plastic bowls
- 20 plastic plates

Kids Cook Farm Fresh Food  
Bulgur Salad

**Station #1 (4 people) -**

Materials:

2 cutting boards

2 knives

2 bowls

4 napkins

4 forks

4 plates

Journals

4 roasted red bell peppers

2 garlic cloves

Directions:

1. Peel off the skin of the roasted red peppers and cut the peppers into  $\frac{1}{4}$  inch strips, about 2 inches long.
2. Mince the garlic finely.
3. Bring chopped ingredients to the large mixing bowl in the front of the classroom.
4. Bring compostable food scraps to the compost pail.

Kids Cook Farm Fresh Food  
Bulgur Salad

**Station #2 (4 people) -**

Materials:

2 cutting boards

2 knives

2 bowls

4 napkins

4 forks

4 plates

Journals

2 cucumbers

1 large bunch scallions

Directions:

1. Wash, peel, and dice cucumber into  $\frac{1}{4}$  inch cubes.
2. Wash and chop scallions finely.
3. Bring chopped ingredients to the large mixing bowl in the front of the classroom.
4. Bring compostable food scraps to the compost pail.

Kids Cook Farm Fresh Food  
Bulgur Salad

**Station #3 (4 people) -**

Materials:

2 cutting boards

2 knives

2 bowls

4 napkins

4 forks

4 plates

Journals

Feta Cheese

Mint

Cilantro

Salt

Black Pepper

2 Lemons

Olive oil

Directions:

1. Crumble enough cheese to measure 2 cups.
2. Squeeze lemons to get 6 Tablespoons lemon juice.
3. Chop enough mint to get 4 Tablespoons.
4. Chop enough cilantro to get 4 Tablespoons.
5. Prepare the dressing – mix lemon juice, 1 t. salt, and 1/8 t. pepper. Then stir in ½ c. olive oil. Finally, mix in the herbs.
6. Bring cheese and dressing to the large mixing bowl in the front of the classroom.
7. Bring compostable food scraps to the compost pail.

# Bulgur Salad with Red Peppers, Cucumbers, & Cheese

Preparation Time: 30 minutes  
 Cooking Time: 30 minutes  
 Total Lesson Time: 1 hour and 15 minutes  
 Recipe Level: Advanced

## Background

This Moroccan salad is a staple for the people of the Atlas Mountains in northern Africa. It is a wonderful lesson in which to discuss ethnic foods and foods grown in specific regions throughout the world. The recipe is a bit time-consuming, but it allows students to experience several facets of cooking: preparing the vegetables, roasting the peppers, observing the bulgur absorb the water, and mixing the ingredients together into a salad.

## Objectives

*Students will be able to:*

Observe, demonstrate, and name the different facets of the cooking process (preparing, roasting, absorbing, and mixing).

Understand the functions of different tools for cooking.

## Ingredients

*For a class of 20:*

6 red bell peppers  
 3 cups bulgur  
 5 cups water  
 2 bunches scallions  
 3 cucumbers  
 3 garlic cloves (2 if large)  
 6 tablespoons chopped mint  
 6 tablespoons chopped cilantro  
 3 cups feta cheese, crumbled  
 9 tablespoons lemon juice  
 salt and pepper  
 ¾ cup olive oil

## Materials

*For the class:*

1 large mixing bowl  
 hot plate  
 colander  
 measuring spoons  
 2-quart pot  
 oven

*For each group of 4:*

2 cutting boards  
 2 knives  
 2 bowls  
 4 napkins  
 4 forks  
 4 plates  
 journals

**Preparation**

1. Wash vegetables and dry them in the colander.
2. Have students wash their hands. Discuss proper methods of handling food.
3. Preheat the oven to 400°F and put water on the hot plate to boil.

**Safety Precautions**

Review safety precautions for using knives, the hot plate, and the oven.

**Making the Recipe**

1. Place the peppers in the preheated oven for 20 minutes and roast them until skins are blistering.
2. Place the bulgur in a bowl and add the boiling water. Keep the bulgur covered for 20 minutes.
3. Demonstrate how to chop scallions, cucumbers, garlic, mint, and cilantro. Provide each group with a portion of these ingredients to prepare.
4. Have groups prepare the ingredients and place them into separate bowls.
5. Have one group crumble the cheese.
6. When the peppers are ready, give students time to examine the whole roasted peppers. Peel off the skin and then cut the peppers into ¼-inch strips.
7. In a small bowl, mix the lemon juice with 1½ teaspoons salt and ¼ teaspoon pepper, then stir in the olive oil. Now add and stir in the chopped herbs.
8. Show students the bulgur, pointing out how it absorbed the water. Stir the oil mixture into the bulgur and add the chopped vegetables. Stir and taste for salt and pepper seasoning. Add crumbled cheese and serve on small paper plates.
9. While students eat, review with them the different tasks involved in the cooking process.
10. Clean up materials. If you have a school or classroom compost or worm bin, place the food scraps there.