

VEGETABLE DIP

GRADE: K
LENGTH: 30 minutes

Essential Question

How can we make a healthy dip for vegetables?

Alabama Curriculum Standards

Health K.1.2 Identify healthy foods choices.

Recipe

Ingredients:

- 1 cup plain Greek yogurt
- 1 sprig of fresh dill, chopped (or 1 tsp. dried)
- ½ tsp. garlic powder (or 1 tsp. minced garlic)
- 1 lemon, juiced
- Salt and pepper, to taste
- 1 Tbsp. Dijon mustard (optional)
- 2 tsp. honey (optional)
- Raw veggies for serving

Directions:

1. Add all ingredients to a bowl or jar and stir or shake until smooth.
2. Add salt and pepper to taste.
3. Serve with fresh vegetables and enjoy!

Preparation

Acquire all lesson materials. Photocopy recipe cards. Set up cooking area inside or outside. Set up a wash station, if harvesting veggies during the lesson. Recruit an extra adult or two for help before, during, and/or after the lesson. Review basic food safety. Watch our YouTube video [Cooking in the Classroom](#). Have students wash their hands with warm soapy water before class begins.

Objectives

- To use produce in the garden to make a healthy snack.
- To explore the appearance, texture, smell and taste of vegetables.
- To learn the difference between healthy snacks and unhealthy snacks.

Materials

- Recipe cards
- Measuring cups
- Measuring spoons
- Juicer
- Small bowl or jar with lid
- Serving spoon
- Serving cups or plates

Vocabulary

- raw
- healthy snacks
- unhealthy snacks
- nutrients • farm
- factory

Opening Circle

- Tell students that they will be trying the vegetables they grew in their school garden and will make a dip to try them with. Explain that a lot of vegetables can be eaten **raw**, meaning they not have to be cooked or heated up.
- Ask students if they can name other foods that can be eaten raw. (*Peas, strawberries, apples, carrots, lettuce, etc.*)
- Are there foods that need to be cooked? (*Meat, seafood, eggs, etc.*)
 - Raw meat, seafood and eggs can carry harmful bacteria on the outside, so it is important to cook these foods to properly kill the bacteria that can cause food poisoning.
- Explain to students there are many different vegetables and many different ways to prepare them. It is important to try new combinations of flavors to find the ones that you like.
- Ask students if vegetables are **healthy** or **unhealthy snacks**. (*Healthy*)
- Review with students the difference between healthy snacks and unhealthy snacks. (*See Teacher Background.*)
 - The difference between a healthy snack and an unhealthy snack is what it provides your body.
 - Healthy snacks are full of **nutrients** that provide your body with what it needs to grow healthy and strong.
 - Unhealthy snacks may give us energy and make us feel full but are nutrient poor.
- Explain to students that an easy way to tell the difference between healthy snacks and unhealthy snacks is how they look and where they came from.
 - Many healthy snacks, especially fruits and vegetables, come from **farms** and have not been changed in any way. They look just like they did when they were picked from the plant or out of the ground.
 - Many unhealthy snacks are made in **factories** and have had lots of additional ingredients such as salt, sugar and fat added to them. They usually come with a lot of packaging.

Activity

PART 1: HARVEST AND WASH

- 1 Lead students to the garden to harvest vegetables for the dip.
- 2 Lead students to the washing station to wash their vegetables.
- 3 Collect all washed vegetables and return to cooking area.

PART 2: PREPARING THE RECIPE

- 4 Complete the steps of the recipe, calling on students as needed. (*See Teacher Background for an example of how students may participate.*)
- 5 Pass around a stem of fresh dill for students to smell. Ask them if it reminds them of another snack they might like to eat. (*Dill pickles*)

PART 3: TASTING

- 6 Remind students to be respectful and curious when tasting. (*See the Cooking Promise in Chapter 1 for more ideas on how to encourage students to try new foods.*)
- 7 First have students try a small piece of the vegetable without the dip.
 - Instruct students to observe the vegetable. What does it look like? What does it smell like? What does it feel like?
 - Share vegetable fun facts with students.
- 8 Serve each student a small amount of dip in their own cup and instruct students to try the vegetable with the dip.

Closing Circle

Have students reflect on what they learned and share their thoughts about eating the vegetables from the garden. Ask students:

- How did the vegetables look, smell and taste before and after dipping? Which way do you prefer to eat it?
- Would you try this recipe at home? Would you add or subtract any ingredients from the dip?
- What is the difference between a healthy snack and an unhealthy snack?

Extension

- 1 Have students write and draw about their sensory experiences of eating the vegetable. What does the vegetable look, smell, feel and taste like?
- 2 Call on students to share more snack examples and decide if the snack is healthy or unhealthy.

teacher

BACKGROUND

HARVESTING

For specific information on when and how to harvest and wash different types of vegetables, see the Appendix.

MAKING THE VEGETABLE DIP

This lesson can easily be done as a cooking demonstration, with the teacher completing all steps and students watching, like a cooking TV show.

Or engage students in the process:

- Have a few students help measure and pour the yogurt, dill, or garlic powder into a jar.
- Have 1-2 students help juice the lemon and pour into the jar.
- Have 1-2 students help shake salt and pepper into the jar.
- Pass the jar around and have every student help mix all the ingredients together by shaking the jar.
Tip: Have students say aloud "One, Two, Three, Pass" to signal when to pass the jar.
- Have a couple students help serve.

EXPLAINING HEALTHY AND UNHEALTHY FOODS

Teaching nutrition education to young learners can be difficult, as many terms and body mechanisms will be new and abstract at this age. At this age it is appropriate to identify the five food groups, differentiate between healthy and unhealthy foods, and break down what certain foods do for your body. It is important not to demonize foods but to stress the importance of balance and consuming fruits and vegetables.

Students can learn how to identify the five food groups: fruits, vegetables, protein foods, grains, and dairy. These five food groups, when minimally processed, provide us with the necessary nutrients we need for our bodies to function. Nutrient requirements are influenced by factors including age, growth stage and activity.

Unhealthy foods, are nutrient poor, meaning they do not contain the nutrition your body needs to function. Rather, the food is full of energy (so you won't feel hungry), but it is void of other essential nutrients that your body needs.

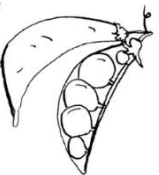
DISCUSSION IDEAS

For more discussion questions to ask students throughout the lesson or to use as a writing prompt see page 83.

VEGETABLE DIP

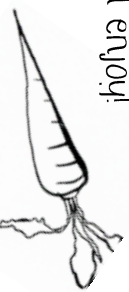
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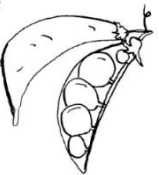
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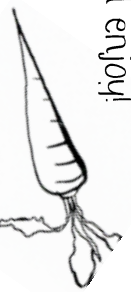
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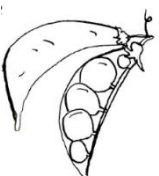
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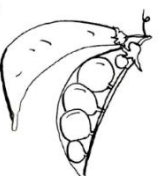
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