



Stage 8 - Making Granola Bars

Stage Overview:

Reminder: Before beginning this stage, consult with the school principal about any requirements concerning in-school food preparation or bake sales.

In this stage, students will work in groups to bake their bars, based on the work that they did to develop their own recipe in stage seven. They will practice safety in the kitchen when doing food preparation – an essential life-skill. Measurement is a key focus of this stage. Teachers are encouraged to arrange photography during the practical elements, either by themselves, or a selected student.

Learning Objective:

- To produce granola bars for selling.
- To safely prepare ingredients.
- To measure ingredients and read scales accurately.
- To use fractions to half the required ingredients.
- To write instructions.

Materials Needed:

- Basic granola bar recipes that have been adapted by the students
- Additional ingredients for student recipes
- Weighing scales
- Measuring jugs
- Mixing bowls
- Vegetable knives
- Tablespoons
- Teaspoons
- Mixing spoons

Time Frame: 1 hour

Curriculum Connections: These lesson plans are mapped to curriculum objectives. Find all the details on page 3.

Presentation Notes

Slide 3: Food Safety	<ul style="list-style-type: none">• Explain that before we can begin preparing our food products, we need to wash our hands thoroughly with soap and water, tie back long hair, roll up our sleeves, put on an apron, and clean our work surfaces.
Slide 4: Kitchen Hazards	<ul style="list-style-type: none">• Ask the students to look around the room and spot the potential hazards, e.g. sharp knives, peelers, graters, hot ovens, pans, liquids, or foods that have spilled.• Take feedback and make sure the student's attention is drawn to the hazards before they begin preparing their products.



<p>Slide 5: Making a Test Batch</p>	<ul style="list-style-type: none"> • Ask students what we need to do if we wanted to make half of the amount on the recipe so that we can test and adapt it before making a final batch. • Agree that all the ingredients need to be divided by two and model the method you would like the students to use and then allow time for them to complete this.
<p>Slide 6 - 7: Measuring Accurately</p>	<ul style="list-style-type: none"> • Model how to measure liquid ingredients accurately using a measuring cup. • Model how to estimate the amount of dry ingredients needed and then measure them accurately using weighing scales. • Ask students to estimate the amount of dry ingredients they would need before measuring it accurately. • Remind students to take a photo of each stage of making their recipe.
<p>Slide 8 - 11: Knife safety</p>	<ul style="list-style-type: none"> • Before students make their granola bars, use the presentation to model how to safely prepare the ingredients. These slides could also be printed and laminated so that students can refer to them while they work. • Instruct your class to start making their recipe. Remind them to take pictures of each of the steps to help them later on in this project when they write down or visualize their recipe.
<p>Slide 12: Evaluation</p>	<ul style="list-style-type: none"> • Once the students have made their product using the recipe, give them the opportunity to evaluate their work using the question prompts on the presentation. • If they have any changes they would like to make to their recipe, encourage them to write them down after they have tasted and evaluated it. • Give the students the opportunity to make a full batch of their newly improved granola bar recipe to be sold.
<p>Slide 13: Writing Your Recipes</p>	<ul style="list-style-type: none"> • Recap the features of a set of instructions and display them using the presentation. • Ask the students to write a detailed set of instructions for their new recipe in child-friendly language. • The students could then use the 'Comicbook!' iPad application to make a visual guide to making granola bars. They could include their photographs of each stage of the making and add captions, speech bubbles, thought bubbles, stickers, and filters to enhance their work. • As an extension, they could also use a green screen iPad application such as 'DoInk' to create a cooking show. The students could star as TV chefs creating granola bars, and talking about what they have learned along the way, e.g. kitchen safety, where the ingredients have come from etc.



Curricular Connections:



Mathematics

- **E2.3** use non-standard units appropriately to estimate, measure, and compare capacity, and explain the effect that overfilling or underfilling, and gaps between units, have on accuracy.
- **E2.4** compare, estimate, and measure the mass of various objects, using a pan balance and non-standard units.
- **E2.5** use various units of different sizes to measure the same attribute of a given item, and demonstrate that even though using different-sized units produces a different count, the size of the attribute remains the same.
- **E2.6** use analog and digital clocks and timers to tell time in hours, minutes, and seconds.



Health and Physical Education

- **D2.2** apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom, including online (e.g., guidelines for water safety; guidelines and protocols for safe drinking water; safe routes and practices for going to school; home fire safety and emergency plans; safe camping checklists; guidelines for safe online communication; guidelines for personal hygiene and the prevention of infectious diseases; guidelines for proper use of hand sanitizers; wildlife safety precautions; guidelines for managing allergies; Halloween safety practices; rules for behaviour around guide dogs, other service animals, and animals in general) [A1.6 Thinking].
- **D3.1** explain how local foods and foods from various cultures (e.g., berries, curries, chapatis, lychees, kale, lentils, corn, naan, wild game, fish, tourtière) can be used to expand their range of healthy eating choices.