

# **“S’more Fun! Cooking in the Outdoor Classroom”:**

## **Unit Roadmap**

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**Kindergarten**

*The purpose of this unit is to allow students to develop a positive connection with all different types of food, to learn about nutrition and self-sufficiency through cooking over the campfire. Students will have the opportunity to learn basic cooking skills which they can carry with them for their lifetime, while using a hands-on approach to learn about health and nutrition. They will gain practical skills while developing skills in reading, mathematics, and motor skills. In conjunction with a school garden or local farm stand, students will have the opportunity to gain real life experience with “farm to table.”*

### **Essential Questions:**

- Why is safety around the campfire important?
- What can we do to practice safety during campfire cookouts?
- What tools are used for campfire cookouts?
- What foods are important to include in your diet?

### **Engage:**

- Students will learn safety and nutrition in the outdoor setting. They will have opportunities to prepare, cook, and sample foods tasted over a campfire outdoors. They will read recipes, practice measurement skills, and learn to use cooking tools safely and appropriately. Students will learn about nutrition (food groups, healthy eating, portion control, etc.) in a hands-on, practical setting.

### **Students will understand:**

#### ***Next Generation Science Standards (NGSS):***

- K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
  - ESS2.D: Weather and Climate ▪ Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time.
- K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
  - ESS2.E: Biogeology ▪ Plants and animals can change their environment.
  - ESS3.C: Human Impacts on Earth Systems ▪ Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things.
- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
  - ESS3.A: Natural Resources—Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

#### ***National Health Education Standards (NHES):***

- HS.1: Students will comprehend the concepts related to health promotion and disease prevention to enhance health.
  - 2.1: Identify health behaviors that impact personal health.
- HS.7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.
  - 2.1: Demonstrate healthy practices and behaviors to maintain personal health.

**Students will know:**

- Fire safety, specifically (but not limited) to campfire safety
- How campfires help humans adapt
- How to reduce the impact of humans on the environment
- Cooking safety (relating to tools and cooking preparation)
- The importance of healthy eating as a means to promote personal wellness

**Students will be able to:**

- Demonstrate safe choices around the campfire.
- Explain how fires can be dangerous to others.
- Demonstrate safety with cooking tools.
- Prepare basic meals with the assistance of adults.
- Discuss the important of eating a balanced and healthy diet.

**Assessments of learning:**

- Nature Notebooks (recording observations and journaling)
- Whole- and small-group discussions
- Teacher observations

**Length of Unit:**

- September through May; outdoor fires used primarily for cooking in the warmer months, and used for cooking/warming in the colder months.

**Lesson Plans/Learning Activities to support learning targets:**

<b><i>Lesson:</i></b>	<b><i>Books/Activities/Assessments:</i></b>
<i>Introduction to the Outdoor Campfire</i>	<ul style="list-style-type: none"> <li>• Bring the portable campfire to the location where it will be kept. Do not start a fire in the fire pit today.</li> <li>• Explain to students about the purpose of the fire pit. Tell students that you plan to use the campfire as a means to warm up in the winter months, but also to cook over.</li> <li>• Discuss safety rules related to the fire:           <ul style="list-style-type: none"> <li>◦ Adult will also be located at the fire pit, student boundary around fire, not allowed near without an adult, no touching the fire pit, cooking/food prep to be done with an adult only, cooking to be completed by adult, etc.</li> </ul> </li> <li>• Ask students to share any rules regarding the fire pit that they feel are important.</li> <li>• Tell students that you will keep the fire in its location so students can get accustomed to its presence. Allow students to continue about their morning in the woods, reminding students about boundary when nearby.</li> <li>• <i>*Assessment:</i> During journal time, have students write/draw in their Nature Notebooks about two campfire safety rules.</li> </ul>

<p><i>September: S'mores and Storytelling</i></p>	<ul style="list-style-type: none"> <li>• Tell students that they will be making Banana S'mores as their introduction to campfire cooking.</li> <li>• Preparation: Students will find a stick to put a marshmallow on for roasting, break their graham crackers into two pieces on their plates, place the piece of chocolate onto their graham crackers, and cut ¼ banana into slices.</li> <li>• Students can select a marshmallow and place on their sticks. The adult will roast the marshmallow and help students assemble (graham cracker, chocolate, marshmallow, banana, graham cracker).</li> <li>• Students will sit around the campfire and tell stories (either from previous camping experiences or make up stories as a class).</li> <li>• *Assessment: Write/draw the steps to making a banana s'more in Nature Notebook.</li> </ul>
<p><i>September: Farm Fresh Applesauce</i></p>	<ul style="list-style-type: none"> <li>• Use apples picked from a recent field trip to the Apple Orchard.</li> <li>• Tell students they will use the apples they picked during their field trip to make applesauce.</li> <li>• Preparation: Students can help peel/cut apples into chunks.</li> <li>• Place ingredients into a cast iron Dutch oven. Place over the campfire.</li> <li>• Cook for approximately 30 minutes, stirring often, or until apples are tender. Serve students some softened apples, and have them use their forks to mash prior to eating.</li> <li>• *Assessment: Write/draw the steps to making applesauce in Nature Notebook.</li> </ul>
<p><i>October: Popcorn</i></p>	<ul style="list-style-type: none"> <li>• Using dry corn cobs from a recent field trip to the Pumpkin Patch/Corn Maze.</li> <li>• Tell students they will use the dried corn cobs to make popcorn.</li> <li>• Preparation: Students will place corn cob in heavy duty aluminum foil (with enough space for air pocket).</li> <li>• Adult will carefully place over the fire until the popping sounds have slowed.</li> <li>• Carefully open the foil pouch and enjoy!</li> </ul>
<p><i>October: Dutch Oven Pumpkin Pie</i></p>	<ul style="list-style-type: none"> <li>• Use pie pumpkins picked from the Pumpkin Patch field trip.</li> <li>• Roast the pumpkins in the oven and use to make pie recipe.</li> <li>• Preparation: Students will place pie crust in pan and mix ingredients in bowl. Add ingredients in Dutch Oven.</li> <li>• Adult will place over the fire and cook until crust is cooked and mixture is set.</li> </ul>
<p><i>November: Campfire Roasted Autumn Vegetables</i></p>	<ul style="list-style-type: none"> <li>• Use root vegetables from a local farm stand.</li> <li>• Preparation: Students will cut vegetables and add to roasting pan with oil and salt.</li> <li>• Adult will roast over the fire.</li> <li>• Serve warm.</li> </ul>
<p><i>November: Dutch Oven Cranberry Sauce</i></p>	<ul style="list-style-type: none"> <li>• Note: Make to serve to students during the Thanksgiving Feast at school.</li> <li>• Preparation: Students will place cranberries, sugar, water, and orange peel in Dutch Oven.</li> <li>• Adult will place over the fire and cook until cranberries have popped and the sauce thickens.</li> <li>• Can serve warm or cold.</li> </ul>
<p><i>December: Campfire Fruit Cones</i></p>	<ul style="list-style-type: none"> <li>• Note: Use in conjunction with 3-D shape unit in mathematics. Select or cut fruits in various shapes (i.e. sphere: blueberries, cylinder: banana slices, cube: kiwi, etc.).</li> <li>• Show students the various items they will use to make their campfire fruit cones and ask students to identify the various 3-D shapes of the fruits.</li> <li>• Tell students they will use the ingredients to make a fruit cone to roast on the campfire.</li> <li>• Give each student a sugar cone and ask them to fill with the ingredients of their choice.</li> <li>• Wrap cone in foil and cook for 3-5 minutes.</li> <li>• Carefully open the foil for students and allow to cool prior to eating.</li> </ul>
<p><i>January: Stone Soup</i></p>	<ul style="list-style-type: none"> <li>• Note: Ask parents to send in a vegetable to donate to add to the soup.</li> </ul>

	<ul style="list-style-type: none"> <li>• Prior to lesson, read the book “Stone Soup” to students.</li> <li>• Preparation: Students will cut and prep whatever ingredients they brought in to add to the soup.</li> <li>• Place ingredients in a large pot and place over the fire.</li> <li>• Length of cooking time depends on how vegetables used.</li> <li>• <i>*Assessment:</i> Students will create our own classroom “Stone Soup” story with a beginning, middle, and end; can be whole group or independent.</li> </ul>
<p><i>January: Can Campfires Keep You Warm?</i></p>	<ul style="list-style-type: none"> <li>• Conduct an experiment to show students how the radiant heat from the campfire can actually be used to keep warm.</li> <li>• In a large glass mason jars, fill 3 jars with snow. Tell students you will place the jars in 3 separate locations; one far away from the fire, one at the student boundary line, and one next to the fire.</li> <li>• Tell students that you will leave the jars in each location for the duration of the outdoor time and encourage students to check on the jars regularly and note any changes that occur.</li> <li>• In Nature Notebooks, ask students to draw the 3 jars as they look now. Ask students to write/draw what they predict will happen to each jar.</li> <li>• Have students check in with the jars at random increments throughout their outdoor time.</li> <li>• Before heading back indoors, ask students to observe each of the jars and discuss what occurred.</li> <li>• Ask students to draw the results in their Nature Notebooks.</li> <li>• <i>*Assessment:</i> Ask students to answer the following question, either verbally or in writing: Where is the best place to stay warm while outdoors?</li> </ul>
<p><i>February: Community Helper Cooking</i></p>	<ul style="list-style-type: none"> <li>• In conjunction with ELA Community Helpers unit, invite a chef from a local restaurant or the school chef to join you outdoors to cook a meal/snack over the campfire.</li> <li>• Discuss the role of the chef, and ask students to shares ways in which a chef is an important part of a community.</li> <li>• Work with the guest to create the meal/snack of their choice, supporting as necessary.</li> <li>• <i>*Assessment:</i> Writing Prompt: Describe how a chef is considered a Community Helper.</li> </ul>
<p><i>February: Campfire Pizza</i></p>	<ul style="list-style-type: none"> <li>• In conjunction with ELA Community Helpers unit, create an outdoor pizza place.</li> <li>• Preparation: Students will roll out their pizza dough and add their toppings.</li> <li>• Place on a grill top and cook pizza until crust is cooked and toppings are melted. You can opt to grill crust first (or purchase pre-made crusts), have students add toppings and warm/melt over the fire.</li> </ul>
<p><i>March: Around the World Chinese Fried Rice</i></p>	<ul style="list-style-type: none"> <li>• In conjunction with ELA Around the World unit, students will make a recipe from a country/continent in which they have been studying.</li> <li>• Remind students about the country in which they have been learning about this week. Ask students to share some facts that they remember from their studies.</li> <li>• Tell students they will make a traditional recipe from China on the campfire today; fried rice. Show students the ingredients which will be used in the fried rice, as well as a wok. Explain to students what a wok is and how it is used for cooking in China.</li> <li>• Preparation with students: Students can help cut vegetables and measure ingredients into a pan.</li> <li>• Cook the vegetables until tender, and add the rice and wet ingredients at the end. Allow to cool slightly before serving to students.</li> </ul>
<p><i>March: Around the World Brazilian Grilled Pineapple</i></p>	<ul style="list-style-type: none"> <li>• In conjunction with ELA Around the World unit, students will make a recipe from a country/continent in which they have been studying.</li> <li>• Remind students about the country in which they have been learning about this week. Ask students to share some facts that they remember from their studies.</li> <li>• Tell students that they will make a tradition recipe from Brazil today; grilled pineapple.</li> </ul>

	<ul style="list-style-type: none"> <li>• Show students the ingredients that will be used to make this snack.</li> <li>• Preparation with students: Students can help to slice the pineapple (after an adult has prepared the pineapple accordingly) and measure the ingredients needed for the glaze.</li> <li>• Dip the pineapple slices into the glaze, and grill on the fire for 3-5 minutes each side, or until heated through.</li> <li>• Remove from the grill and allow to cool before serving.</li> </ul>
<p><i>April: Around the World "Waakye" (Traditional African Rice and Beans)</i></p>	<ul style="list-style-type: none"> <li>• In conjunction with ELA Around the World unit, students will make a recipe from a country/continent in which they have been studying.</li> <li>• Remind students about the country in which they have been learning about this week. Ask students to share some facts that they remember from their studies.</li> <li>• Tell students that they will make a tradition recipe from Africa today; "Waakye" or African Rice and Beans.</li> <li>• Remind students that the campfire is often how people in Africa cook their food, as many of the population does not have electricity.</li> <li>• Show students the ingredients in which you will use to make the recipe today.</li> <li>• Preparation with students: Cut some of the vegetables and measure the ingredients.</li> <li>• Place the ingredients in a large cast iron Dutch oven. Follow the directions on the recipe for cook times.</li> </ul>
<p><i>April: Dutch Oven Monkey Bread</i></p>	<ul style="list-style-type: none"> <li>• Preparation: Cut pre-made biscuits into quarters. Place in Ziploc bag with cinnamon and sugar. Toss until coated.</li> <li>• Place in greased Dutch over (or line with foil).</li> <li>• Adult places over fire and cooks for about 20-30 minutes, until biscuits are cooked.</li> <li>• Serve warm.</li> </ul>
<p><i>May: Cinco de Mayo Grilled Quesadillas</i></p>	<ul style="list-style-type: none"> <li>• Preparation: Students will add ingredients to the inside of their tortillas.</li> <li>• Adult will place over grill of campfire and cook until insides are melted and tortillas are browned.</li> <li>• Cut and serve.</li> </ul>
<p><i>May: End of the Year Campfire Brownies</i></p>	<ul style="list-style-type: none"> <li>• Preparation: Students will measure and mix the ingredients in a large bowl.</li> <li>• Place ingredients in a greased Dutch oven.</li> <li>• Cook over the fire for about 30 minutes.</li> <li>• Serve warm, with a scoop of ice cream as an added treat! 😊</li> </ul>

### Supporting resources:

- **Content Specialists:**
  - Beth Roy—Upper Valley Farm to School Program coordinator
  - Amy Richardson—Farm to School Coordinator