

Lesson Developed by:



## Lesson: Create Your Own Recipe!

**Lesson Description:** Within small groups students will be guided to go through three large steps in creating their own recipe, which could be broken up into three different lessons, or one long lesson.

3 lessons within the theme:

Lesson 1 - Developing what kind of creation with Maine grown ingredients (blueberries, potatoes, apples, maple syrup, etc) youth want to make, and creating at least 2 recipes

Lesson 2 - Testing out recipes

Lesson 3 - Official taste test and finalizing recipe. (This could be a lead-up for the label design lesson)

Ideas - Bars, fruit leathers, jam, syrup, juice, smoothies, etc. The sky's the limit! But the idea is that the end product is tasty and only uses ingredients from the state of Maine

### Learning Objectives:

Students will...

- be able to compare and contrast aspects of different recipes and explain why they chose each recipe.
- be able to analyze what worked well for each recipe.
- be able to analyze what tasted better during their taste test of the recipes.

### Essential Questions:

How many different careers in the Maine Food system are represented in this activity? (Producers, growers, distributors, food science, marketing, etc. Because even to buy the ingredients of Maine grown products that takes a farmer, and a distributor at least...)

Is it possible to make a tasty value added product with only ingredients from Maine?

Why is the recipe important for a value added product?

How are you going to make sure that your recipe includes your value added product being preserved safely?





### **Vocabulary List:**

Maine Food System; 'A system in which policy, research, production, processing, commerce, nutrition, and food security and safety are integral and interrelated.' Coop Ext Website

<https://extension.umaine.edu/maine-food-system/farming/>

Value-added product; 'A change in the physical state or form of the product (such as milling wheat into flour or making strawberries into jam). USDA definition.'

<https://www.agmrc.org/business-development/getting-prepared/valueadded-agriculture/articles/usda-value-added-ag-definition>

### **Materials:**

Sample Recipes

Main(e) ingredient; Blueberries most likely frozen

Examples of Maine-made VAP (Value Added Products) including blueberries

Ingredients from Maine

Cooking implements -bowls, cutting boards, pans, pots, knives, etc

Kitchen space or use of space with sink, outlets for plug ins, blenders, etc.

*Most of the materials needed will be supplied by the facilitator, families, etc. Also, this can be done where the cooking is done at participants homes and the taste tests and brainstorms are done with one another as an alternative to using a kitchen space all together.*

### **Background Information:**

This lesson and kit are part of the Growing Aspirations project, a collaboration between University of Maine Cooperative Extension, and Family and Consumer Sciences teachers to have curriculum for the 'Growing Maine' video series. Please check out the other 'Growing Maine' videos in the series, as well as the other lessons in this curriculum.

### **Process:**

#### **Engage:**

Firstly, begin by watching one of these 3 Growing Aspirations videos created by Extension Faculty Leslie Forstadt about the Maine Food System and small business owners:

<https://extension.umaine.edu/growing-maine/>

Simply Macaroons

Worcester's Blueberries

Maine Maple Jillison Family Farm



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**Explain:**

Discussion - After watching this video, let's think back in time where they started, do you think they had a plan all laid out for what their recipes and products were? Who they would market to? What their label would look like?

We're going to begin a project that is oriented towards the beginning of a business venture within the Maine food system. We shall be looking to create an awesome label for a Value Added Product! Are you up for the challenge?

Ideas- Bars, fruit leathers, jam, syrup, juice, smoothies, etc. The sky's the limit! But the idea is that the end product is tasty and only uses ingredients from the state of Maine

**Explain:**

Lesson/Day 1 Choosing what to make and recipe brainstorm

Discussion of the overall goal of the activity, create an outstanding recipe incorporating blueberries and ingredients only from the state of Maine.

Look at the examples already brought.

Brainstorm in small groups some ideas about end products.

Begin to do research on the ingredients that might be needed for those products and see about their existence in Maine.

Come up with an ingredient list, along with a few examples of recipes of things that are similar to your end goal. Discuss how you would change the recipes of those you found, changing ingredients, amounts, timing of how long they cook for, etc.

End the day with at least 2 different recipes that you've adapted within your group, as well as a plan for who will do what on the cooking day. And lastly what kind of container their food creation will go into once it is done being made, jar, tupperware, plastic bag, etc.

Debrief with the rest of the class of what everyone's plans are, what they learned, and what they are going to do differently than other recipes and predictions about their outcome.

Lesson/Day 2 Following through on the recipes!

Recap the plan for each group. Set up stations with ingredients, utensils, materials, etc.

Create a logistics plan in terms of who will be needing the oven, the stove, etc and how long.

WASH HANDS!

Have each group test out at least two recipes they adapted and have a plan for safety in terms of utilizing the stove, cutting procedures, etc.

When done place each food creation in the necessary container.



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Debrief what went well, what was challenging, thanks to someone for help, and predictions around which one they think will end up tasting better and why.

Depending on the timing, Day 2 and Day 3 can blend together with the creation and taste test/final selection of the recipe. However that would need more time to complete, potentially 2 hours or more.

**Elaborate:**

Lesson/Day 3 Taste Test and Recipe Selection!

Each group will find their food creations and have a table each to display and make a plan for the taste test. Also, each group will need to have their recipe and ingredient list on the table corresponding to each creation for folks to see.

One group at a time will explain what they made and nothing further about different ingredients or process. Everyone will taste test, could do blind taste test, or not. Folks vote which they liked better. Afterwards the first group will explain the difference between each recipe. They will also be asked to share if they would do anything differently or if any new information came up that they weren't anticipating that would change their recipe.

And then the rest of the groups go in the same fashion. Presentation of what they made, taste test, voting, description of each recipe, and then follow up with what the groups would have changed, etc.

At the end the youth need to pick which recipe they want to focus on and can either continue to work on and adapt that recipe, or stick with their original adaptation.

Debrief the whole experience for everyone - what was that like? Were there any surprises? How did the utilizing only Maine ingredients affect the recipe? Was that difficult? What did you learn about sourcing ingredients from Maine? What about creating a recipe? Can you think of any ways you can transfer this experience to other parts of your life?

**Evaluate:**

Sharing and also asking questions such as 'What was the most challenging part of this activity? Is there anything you would do differently next time? Were there any materials you wish you had that were not here? Did anything surprise you?'

Also, in real life, do you think the recipe creation process is similar to what you experienced? How so? How not?

Discussion around factors involved in testing out recipes, ingredients, time, etc.



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So all in all, why is it important for small businesses to test the recipes they create? Will you ever eat the same way again!?

Discussion linking the experience to the life skills wheel -

Did you use skills in all 4 quadrants to complete this project? (Hands, Head, Heart, and Health)

Why or why not?

Did this project help you focus on a quadrant or two in particular? Please elaborate

How do you feel these life skills were applied in this project?

What intrigued you most after going through this process?

How would you make this project or lessons better for the future?

**Additional Resources:**

The Growing Aspirations STEM 4-H Toolkit, and the Growing Aspirations Curriculum

Maine Ag in the Classroom

FoodCorps

Maine School Garden Network

**Standards:**

**National Family Consumer Sciences Standards**

8.1 Analyze career paths within the food production and food services industry

8.5 Demonstrate food preservation methods and techniques to produce a variety of food products.



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