

# Plant Part Salad or Saute

*Use your kitchen as a classroom!*

## Summary:

Students will learn to make salad dressing, assemble & dress a salad, while learning to identify all the parts and colors of the plants that they're eating.

## Supplies & Prep:

### INGREDIENTS FOR THE DRESSING

- 6 Tablespoons of a FAT, in the form of an oil: olive, safflower, sunflower, coconut, avocado, etc.
- 6 Tablespoons of an ACID, in the form of vinegar (apple cider, white, rice, balsamic, white balsamic, wine, etc.), or in the form of citrus (juice of a: lemon, lime, tangerine, grapefruit, etc.), or a combo of both; totaling 6 Tablespoons
- 2 Tablespoons of AROMATICS, in the form of alliums (onion, leek, scallion, shallot, chive, garlic chive); the equivalent of 3 scallions and 3 cloves of garlic
- Pinch of salt (can be flavored: lemon, truffle, garlic, rosemary, etc.) in a white ramekin
- Pinch of pepper (can be black, white, green, pink, mixed or flavored)
- \*Optional addition – other AROMATICS in the form of minced herbs (such as basil, thyme, etc.). If using, substitute some of the alliums out so that you have a total of 2 Tablespoons of AROMATICS
- \*Optional addition – a drizzle of SWEETNER (in the form of honey, agave, maple syrup)
- \*Optional addition – a dash of any other seasonings, such as ground spices (i.e. dry mustard, ground ginger)
- \*Optional addition – a tiny drizzle (you can always add more) of flavoring in the form of flavored oil (sesame, chili), liquid chili (Sambal, etc.), low-sodium soy sauce or tamari (use very little as they can make the dressing salty and there is already salt in the recipe)

### INGREDIENTS FOR THE SALAD or SAUTE

- 1 cup of leafy part of greens (kale, swiss chard, bok choy, arugula, spinach, lettuce, etc.)
- 1 cup of stems (asparagus, fennel, celery, etc.)
- 1 cup of grated roots (turnips, carrots, beets, rutabaga, radishes, kohlrabi, etc.)
- $\frac{1}{4}$  cup of seeds (peas: in or out of the pods, sunflower seeds, pumpkin seeds, etc.)
- $\frac{1}{4}$  cup of chopped nuts (almond, cashew, macadamia, etc.)
- \*Optional addition –  $\frac{1}{2}$  cup of flowers (pansies)
- \*Optional addition – 1 cup of diced fruit (fresh or dried)
- \*Optional addition –  $\frac{1}{2}$  cup of grated parmesan cheese

### TOOLS AND EQUIPMENT

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| <ul style="list-style-type: none"><li>• 1 micro plane</li><li>• Measuring cups</li><li>• Cutting board</li><li>• Knives</li><li>• Vegetable peeler</li></ul> | <ul style="list-style-type: none"><li>• Whisk</li><li>• A medium-sized jar with a tightfitting lid</li><li>• Dish towel</li><li>• 1 large bowl</li><li>• 1 pair of tongs</li></ul> |
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- The Plant Part Illustrations (pdf attachment): each picture contains a salad ingredient and its “stats”, including its color, form, taste, texture, color, and plant part.

## Resources:

<https://www.merriam-webster.com/dictionary/petal>  
<https://edibleschoolyard.org/resource-search>

## **Procedure Steps:**

### DRESSING PREP

Review the three parts of dressings: acids, oils, and seasonings. See if students can recall other dressing ingredients we have used in the past.

- Let the students work as independently as possible.
- Look at how the oil and vinegar separate in the jar.
- Talk about that oil and water-based liquids don't "get along" so we shake them up to combine them for a little while.

**\*Tip: when creating your own dressing, choose oils, acids, seasonings, flavorings that compliment each other. To be sure that they go together, close your eyes and smell them separately FIRST, before adding them together. If you don't trust the smell test, put a tiny dot of each ingredient on the tip of a spoon and taste it together before deciding to mix a whole batch.**

- In the jar, whisk together (or shake with lid on) 6T of FAT with 6T of ACID
- Open and add 2T of minced aromatics
- Add a pinch of each salt & pepper
- Add a dash of any seasonings, flavorings or sweeteners
- Whisk again, (or put the lid back on, and shake again)

### SALAD OR SAUTE PREP

Identify the different parts of the plant before cutting (i.e. leaf, root, stem, flower) and see if they can figure out the botanical roles of each part. **Remember to teach and supervise any knife, peeler, micro plane use if the child is using the tools.**

- Clean and dry produce
- Dice any fruit and put in a bowl
- Peel vegetable stems into long, skinny strips and put in a bowl
- Grate roots with micro plane and put in a bowl
- Shell and rinse edamame, if using, and put in a bowl
- Tear leafy greens into bite-sized pieces, and put in a bowl
- Mince any aromatics and put in a bowl
- Measure out any seeds/nuts/dried fruit and put in a bowl
- Mix all ingredients together for a salad **OR**
- Heat either Avocado; Corn; Canola; Olive oil over a medium-high heat before adding the veggies
- After a minute or so, add the seeds and nuts
- Stir frequently until veggies are soft but still bright
- Use a straining spoon to lift them out and put them in the bowl
- Add any flower petals, grated parmesan and dressing, tossing till dressing is evenly distributed
- Serve, using the tongs, and enjoy!

## **Vocabulary:**

Root - the part of the plant that is underground. It holds the plant in the soil and sucks up water

Leaf - the part of the plant that makes food from the sun's energy

Fruit - the part of the plant that holds and feeds the seed

Seed - the part of the plant that makes a new baby plant

Stem - the part of the plant that holds up the rest of the parts. The leaves and roots are both attached to it. The stem moves water from the roots to the leaves

Flower - the part of the plant that is colorful and attracts insects and birds, which move pollen from flower to flower. This helps the plant make new seeds.