

# LEMONADE GARNISHING

## GRADES K-5, 50-MINUTE EXPERIENCE

### DESCRIPTION

A lemonade expert will teach your class the basics of taste science, lemonade making and beverage food safety. Teams of students will apply what they learn through a hands-on exercise where they create a unique lemonade recipe by garnishing onto pre-made lemonade. Teams record recipes on a 1-page Menu Card that includes, recipe name, ingredients and drawing of product.

### GRADES: K-5

### LENGTH OF SESSION

50 minutes (or longer)

### SESSION GOALS

1. Learn the science of taste.
2. Learn how to tell a food story.
3. Learn food safety for beverages.
4. Apply learning through mixology.

### SITE REQUIREMENTS

Water

Washing facilities (for hands & fruit)

Drawing Supplies

### MATERIALS

Provide the following or purchase from Lemonade Alley for \$5/student/class:

1. Jelly beans (3 per student).
2. Small cups (3 oz).
3. Marker to name cups.
4. Bottled or dry mix lemonade.
5. Garnishes (citrus, berries, herbs, syrups, Pop Rocks, Red Vines, etc.).

### EQUIPMENT

Lemonade Alley will supply the following:

1. 1 pitcher per team.
2. Mixing utensils (OPTIONAL: if citrus, adult cutting & student squeezing).
3. Showcase team menu holders.

### PRE-CLASS PREPARATION

1. Add 3 jelly beans into & student name on each cup.
2. Prepare a pitcher of lemonade.
3. Prepare garnishes on a display table.
4. Make copies of handouts, one per student.



# SURVEY: RETURN TO BIZGENICS

## LEMONADE GARNISHING, GRADES K-5

**SCHOOL:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**CLASS(ES):** \_\_\_\_\_

**GRADES:** \_\_\_\_\_

**TEACHER(S):** \_\_\_\_\_

**CIRCLE ONE:** Public | Public Charter | Public Title 1 | Private | Other Youth Group

### GENDER BREAKDOWN

#Female:

# Male:

# Other Gender:

### ETHNIC BREAKDOWN

# American Indians or Alaskan Natives:	
# Asians or Asian Americans:	
# Hawaiian (any percentage):	
# Other Pacific Islanders:	
# Blacks or African Americans:	
# Puerto Ricans:	
# Other Hispanic Latinos:	
# White Europeans or Caucasians:	
# Mixed Race or other ethnicities:	

### FEEDBACK

What I liked best:

Suggestions for improvement:

OPTIONAL Testimonial:

Your Name:

Your Title:

# CLASS INSTRUCTION

## LEMONADE GARNISHING, GRADES K-5

### INTRODUCE LEMONADE EXPERT(S)

#### THE SCIENCE OF TASTE

1. Distribute cups/jelly beans.
2. **JELLY #1 – HOLD YOUR NOSE:** Students hold noses and eat a jelly bean:
  - a. Ask, “Can you tell what flavor it is?”
  - b. Ask, “What parts of your tongue taste sweetness?”
  - c. Take a hand count of where sweetness is on the tongue.
  - d. Explain that sweetness is normally more pronounced on the tip or sides of the tongue while salty on tip and front sides, sour on back sides and bitter on back.
3. **JELLY #2 - HOLD/USE YOUR NOSE:** Students eat with plugged nose, then UNPLUG while eating:
  - a. Ask, “Can you taste the flavor better?”
  - b. Take a hand count of who can taste the flavor better.
  - c. Explain that flavor should be bigger as the human nose can detect 10,000 different aromas while the tongue only 5 flavors (sweet, salty, sour, bitter and umami ~ umami is savoriness coupled with an aroma). Studies show that smell is 75-90% of flavor senses.
4. **JELLY #3 - TASTE FOR THE STORY:** Have students determine the jelly bean’s story.
  - a. Explain taste as a story with a smell setup, a beginning taste, a middle taste and an end taste. Getting all of these “notes” right makes beautiful music in the mouth.
    - i. Ask, “what is the opening aroma or smell?” (break the bean in half to smell).
    - ii. Ask, “What is the first flavor?” (sweet, salty, sour, bitter?)
    - iii. Ask, “What is the middle flavor?”
    - iv. Ask, “What is the end or “after-taste” flavor?”

#### FOOD SAFETY

Wash hands before mixing. Do not touch body parts and if so, wash again. For tasting, pour into cups.

#### CREATE TEAMS

3-5 students per team.

#### ADJUST LEMONADE

1. Explain that garnishes adjust sweet and sour balance and add flavor “overtones”, aromas & textures.
2. Explain tastings must pour from pitcher to cups or use straws ~ no tasting directly out of pitcher.
3. Distribute Menu Cards, one per student.
4. Provide pitchers of lemonade to teams.
5. Direct students to taste a small sample from their own cup. Is it well balanced?
6. Direct students to make their unique recipe IN THEIR PITCHER and complete their Menu Card.

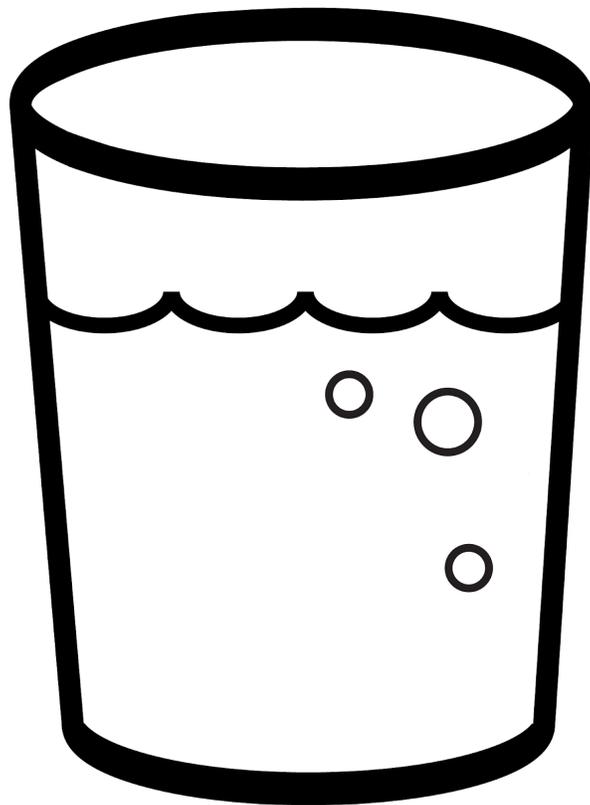
#### PRESENTATIONS & SHARING

Each team talks through their recipe. All teams share lemonade with each other.

# MENU

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Lemonade Name



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Ingredients

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Your Name(s)