

Approximate Instructional Time: 45 minutes

Lesson Overview: Students will learn about the pickling process while safely making refrigerator pickles

Learning Outcomes:

- Students can define pickling and identify the conditions essential for pickles.
- Students will learn basic knife handling skills and safety.
- Students can provide examples of spices and ingredients essential to making refrigerator pickles.

Materials:

- Easy Refrigerator Pickles recipe
- pH strips and small bowls of vinegar
- The following video: <https://www.youtube.com/watch?v=wVJUD8SSQRA>
OR materials to demonstrate knife skills to students (cucumber, cutting board and knife)

Preparation & Set-Up:

- Wash and slice 1 large English hothouse cucumber or 4 mini cucumbers
- Peel 4 garlic cloves
- Sanitize a large (1-quart or 1-litre) jar with lid
- Set up tables with ingredients, utensils and equipment

LESSON

Activating Discussion:

- What is the difference between a cucumber and a pickle?
- How do we know if vegetable has spoiled? (Mold, bad smells, shriveled, soggy, etc.)
- Some pickles can last up to 2 years in the fridge. What keeps pickles from going bad?

Learning Plan:

1. Acquire:
 - a. Explain that pickling increases how long something is good to eat by keeping the cucumber (or other pickled food) from going bad. This was especially important before refrigeration so that people could still eat vegetables when they couldn't be grown outside.

- b. Give each student 2 cucumber slices. Place salt on top of one slice of cucumber and leave one slice unsalted.
 - i. Ask: What do you notice?
 - ii. Water is drawn out by the salt and that tiny little bacteria, which can cause some food to not be good to eat, may not be able to make food go bad when water is removed. Taking the water out of the food can make it less likely for bacteria to grow in the food. Explain that the pickles found in stores also have sterilized jars and air removed so that they last longer than the week that these pickles will last. Remind students that pickles generally use a lot of salt, partially for preservation, and so they should not eat too many.
 - iii. Watch 'The Claw Grip' knife skills YouTube video or demonstrate the claw grip to students cutting the cucumber.

2. Apply:

- a. Have students dip pH strips in bowls of vinegar and explain the change in colour means the food is acidic, which also stops bacteria from growing and causing food to go bad. Make pickles and ask students what ingredients gives pickles flavour

3. Sensory Engagement and Reflection:

- a. Mindful eating is an important practice involving all of the senses, have students explore their senses with this food.

Sensory Reflection Questions

LOOK:	How does the food look? What colours and shapes do you see? Does it make you want to eat the food?
SMELL:	What does the food smell like? Does it make you want to eat the food?
TOUCH:	How does the food feel? Is it smooth, rough, soft, hard?
TASTE:	Ask students to put some food in their mouth, on their tongue, but not to chew it. How does it feel? How does it taste? Start to chew – does the flavour change? Are there different flavours?
LISTEN:	How does the food sound? Does it make a sound before you eat it? Does it make a sound while you are eating it?

Activity Options:

Option 1: Easy Refrigerators Pickles recipe

Students can create a large jar of pickles in groups or help the teacher make the recipe

Appendices:

- Easy Refrigerator Pickles recipe
- 'The Claw Grip' Knife skills video: <https://www.youtube.com/watch?v=wVJUD8SSQRA>