

## BANANA BREAD BONANZA

Volume 9 / Middle School

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### NASAFACS 8

8.2 Demonstrate food  
safety and sanitation  
procedures.



### Objectives

Students will...

- Make a standard loaf of banana bread
- Write about their knowledge on quick breads

### Materials

- Baking Fundamentals (WA32530)
- 9" x 5" Loaf Pan (WA25755)
- Measuring Set (WA33086)
- One Stop Chop (WA35145)
- Silicone Spatulas (WA28487)
- 2-Qt. Batter Bowl (WA35341)
- 8" Bread Knife (WA33577)



## Day 1

### Introduction (5 minutes):

Post a “What Am I?” chart using removable cards with all of the banana bread ingredients on them. Ask students to guess what the product is. As guesses are made, ask the students to state why they think their guess is correct. Once banana bread is guessed, do Activity 1.

### Activity 1 (15 minutes):

Ask for 10 volunteers. Each student will go to the “What Am I?” chart and remove one of the ingredients. Students can pair up if desired and use the web to research the function of their ingredient in the banana bread recipe (5 minutes).

Each group should take 1 minute to explain their ingredient’s role.

### Activity 2 (20-30 minutes):

Demonstrate the making of banana bread. During the demonstration, show a little gluten formation. Reinforce the function of each ingredient and the proper mixing technique. Also mention the sanitation and safety procedures you are using, from hand washing to using dry pot holders. Students will then plan a banana bread lab for the next day. If any students miss this demonstration, have them view Quick breads (section #10) of the *Baking Fundamentals* DVD.

## Day 2

### Introduction (5 minutes):

Do a rapid Q & A on the functions of 4 ingredients and 2 sanitation practices before sending students to their labs.

### Activity (Rest of the period):

Each lab group will prepare a loaf of “Best Ever Banana Bread” (found at the end of the downloaded lesson plan). Be sure the kitchens are checked at the end of the lab to make sure they are orderly and sanitary.

## Day 3

### Introduction (10-15 minutes):

Because class time ended before breads were done cooking on Day 2, the students would not have seen their completed products. Number each bread and set them out. Cut a slice from each loaf and lay it on a plate next to the loaf. Ask students to notice the differences in the breads. Ask why they might look different. Use guided questioning to get to the correct answers. Discuss texture, grain, color, crust, volume, etc.

### Activity (Rest of the period):

As the students are enjoying eating their breads, have them do a quick write-up on the following: What have you learned about the function of the following ingredients in the quick breads? Flour, oil, sugar, eggs, baking powder, or baking soda? What have you learned about mixing and making quick breads?



Offer students a few extra credit points if they make a quick bread at home for their family. Tell them they must bring one slice in to show the teacher, along with a note from a parent or guardian saying how they did and how well they cleaned up the kitchen afterwards.



Taste of Home



## Best Ever Banana Bread

★★★★☆

*Whenever I pass a display of bananas in the grocery store, I can almost smell the wonderful aroma of my best banana bread recipe. It really is that good! —Gert Kaiser, Kenosha, Wisconsin*

**TOTAL TIME:** Prep: 15 min. Bake: 1-1/4 hours + cooling

**YIELD:** 1 loaf (16 slices).

### Ingredients

1-3/4 cups all-purpose flour

1-1/2 cups sugar

1 teaspoon baking soda

1/2 teaspoon salt

2 large eggs, room temperature

2 medium ripe bananas, mashed (1 cup)

1/2 cup canola oil

1/4 cup plus 1 tablespoon buttermilk

1 teaspoon vanilla extract

1 cup chopped walnuts

### Directions

**1.** In a large bowl, stir together flour, sugar, baking soda and salt. In another bowl, combine the eggs, bananas, oil, buttermilk and vanilla; add to flour mixture, stirring just until combined. Fold in nuts.

**2.** Pour into a greased 9x5-in. loaf pan. Bake at 325° for 1-1/4 to 1-1/2 hours or until a toothpick comes out clean. Cool on wire rack.

# FCS handout

## LAB PLANNING SHEET

Volume 9

Food Prepared: \_\_\_\_\_ Period \_\_\_\_\_ Unit # \_\_\_\_\_

Recipe: \_\_\_\_\_ Page \_\_\_\_\_ Book \_\_\_\_\_

alterations to recipe, if any:

1.	2.	3.	4.
<b>CHEF</b>	<b>COOK</b>	<b>ASSISTANT COOK</b>	<b>MANAGER</b>
Read the recipe Fill out the lab sheet Main cook for the day Clean range Supervise other cleaning jobs	Assemble equipment Assist chef Clean the table Wipe the counters/walls Put laundry in basket Check clean-up	Preheat oven Get supplies for recipe Set table Wash dishes Clean the sink Wipe off table	Dry the dishes Put dishes away Sweep the floor Extra duty
<b>COOKING JOB</b>	<b>COOKING JOB</b>	<b>COOKING JOB</b>	<b>COOKING JOB</b>

ingredients + amounts needed to order for lab:

### evaluation

Lab sheet planned, filled out correctly, and turn in before and after lab	<b>10</b>		
Lab work — techniques used, followed directions	<b>5</b>		
Cooperation — working together and each doing specific responsibilities	<b>5</b>		
Product evaluation	<b>10</b>		
Dishes washed, dried, and put away in correct place	<b>5</b>		
Range, table, sink, and counters clean	<b>5</b>		
Unit conduct, appropriate behavior, manners, and etiquette	<b>5</b>		
Unit cleaned up, checked and ready to go before the bell rings	<b>5</b>		

<b>Total Points per Lab</b>	<b>50</b>		
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Unit  
Points

Teacher  
Points

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