

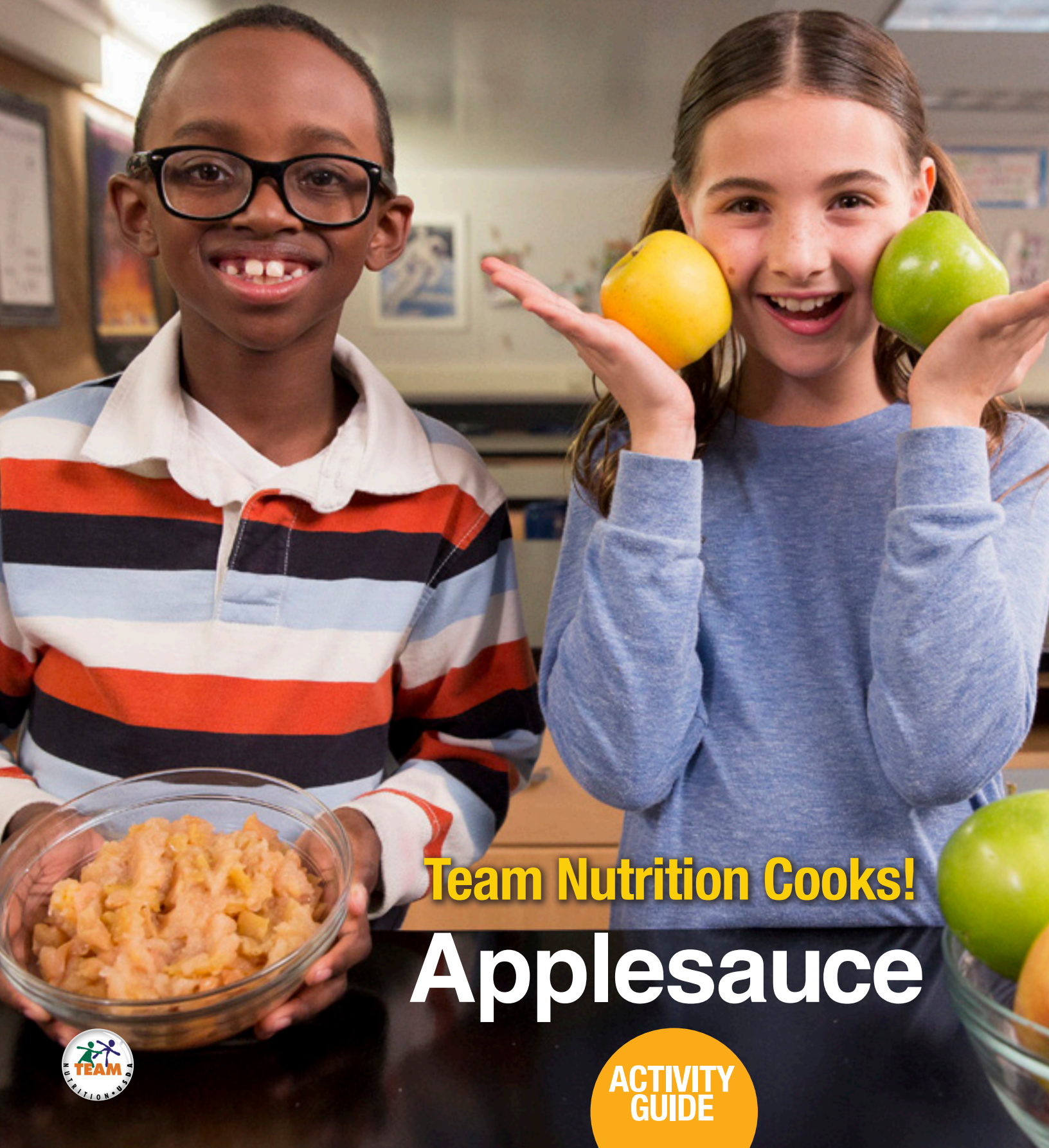


United States Department of Agriculture

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RETAIN FOR YOUR RECORDS

Attachment M: Stimuli for IDIs – Team Nutrition
Cooks! Activity Guides



Team Nutrition Cooks! Applesauce



**ACTIVITY
GUIDE**

Applesauce Activity Guide

INTRODUCTION:

Why Teaching Children To Cook Matters

Team Nutrition Cooks! is a series of activities for out-of-school and afterschool programs to teach children basic cooking skills. There are many reasons to include cooking activities in your program. Children love creating and preparing new foods, and they will learn skills they'll use for life. Food preparation is also a great way to get children interested in healthy food choices. When children help to prepare fruits, vegetables, and whole grains, they are more likely to try them.

Overview

You can use this Applesauce Activity Guide alone or together with other *Team Nutrition Cooks!* activity guides as a series. Each *Team Nutrition Cooks!* session is designed for children 8 to 12 years old and takes 1 to 1½ hours to complete. Videos of key cooking skills are provided at <http://www.fns.usda.gov/tn/team-nutrition-cooks> and on the DVD that is included with the printed activity guides. All activity guides include handouts so that children can make the recipes at home with their families.



Preparation

- **Before starting, be sure to review all policies related to your program or facility regarding food preparation.** Check with your local health department about food safety requirements specific to your area.
- **Read this activity guide before you start.** Pay special attention to notes marked “**Do Ahead**,” “**Safety Tip**,” “**Bright Idea**,” or “**Instructor Tip**.”
- **Review the Ingredients and Supplies list on page 11.** Make sure you have all the ingredients, materials, and handouts needed.
- **Practice preparing the recipe.** Use all of the cooking tools in the room and area where the session will take place.
- **Plan for the time you have.** If your group has extra time, do the activity worksheets in the Applesauce Family Handout as part of the session (see pages 11 - 13 in the Applesauce Family Handout). If not, offer these as take-home activities. This activity guide includes discussion questions that you may use at the beginning of the activity or during waiting times, such as while waiting for something to cook. If you are short on time, you may have to cut some sections short, or skip a section entirely.

Activities

1. **Introductions, Goals, and Ground Rules** (5 minutes)
2. **Handwashing** (5 minutes)
3. **All About Apples** (5 minutes)
4. **Nutritious and Delicious MyPlate** (5 minutes)
5. **Taste Test** (10 minutes)
6. **How To Read a Recipe** (5 minutes)
7. **Cooking and Eating** (35 minutes if using precooked applesauce, 55 minutes if not)
8. **Cleanup** (15 minutes)
9. **Wrap-Up and Summary** (5 minutes)

Supervision and Room Management

The Applesauce recipe makes six servings. We recommend having a group of five children and one adult. This way, each child will prepare or have a part in preparing the recipe and will be given a full serving. The ratio of one adult for each group of five children will help you manage preparation, instruction, and behavior and avoid long waiting times and overcrowding of cooking stations.



Options for larger groups include:

- **Repeat the Activity**—Divide the children into small groups and then repeat the activity throughout the day or week.
- **Demonstrate**—Show cooking skills in front of the group, and then have each small group practice one skill, such as peeling or mashing.
- **Use Volunteers**—Teenagers can be a good resource to help with the activities, particularly those who are in a culinary arts or service learning program. They can help you get ready for the session and help children with reading recipes, mashing, stirring, and other cooking skills that do not involve sharp knives. They can also help with cleaning.

Additional Supplies Needed

In addition to this activity guide, you will need:

- A computer with speakers, a projector, and a screen large enough for showing skill videos, or a DVD player and television
- A chalkboard/whiteboard or large paper and markers
- Pens and pencils for each child
- Name tags and markers
- Copies of the *Applesauce Family Handout*, which you can order or download at: <http://www.fns.usda.gov/tn/team-nutrition-cooks>
- Ingredients and supplies listed on page 11

- Access to a handwashing sink and hand soap
- Access to a food-preparation sink. Having a food-preparation sink that is separate from the handwashing sink is ideal. If this is not possible, be sure to clean out the sink with hot soapy water before rinsing apples.
- MyPlate poster (free from <http://TeamNutrition.usda.gov>)



INSTRUCTOR TIP

Remember, cooking can be messy and hectic. Try to encourage the excitement and creativity while still keeping control of the activities. Focus on one activity at a time. Make sure all children understand and have finished each activity before moving on.

Food Safety

Specific food safety tips are included as part of each activity, including handwashing guides, correct temperatures at which to cook and store foods, and food allergy information.

No one who is feeling sick should handle food. If an adult or child has been sick with symptoms of vomiting or diarrhea, he or she should not participate until symptom-free for at least 24 hours.

If an adult instructor's hands have a cut or wound, the cut should be bandaged and clean disposable gloves should be worn. If a child's hand has a cut or wound, the child should be given jobs that do not involve direct contact with food.

What do you need to know about handling fruit safely?

- Keep fruit separate from raw eggs, meat, poultry, and seafood while shopping, preparing, and storing it.
- Rinse raw fruit well under running tap water before eating or cooking with it. Rinse fruit even if you plan to peel it before using it in the recipe. Do not use soap or detergent to clean fresh fruits.
- Rub firm-skinned fruit under running tap water or scrub the peel with a clean vegetable brush while rinsing with running tap water. If using pre-cut fruit labeled "ready-to-eat" or "washed," you do not need to rinse it again.
- Refrigerate fruit that has been cut. Never let cut fruit sit at room temperature more than 2 hours before refrigerating. Use an appliance thermometer to be sure the temperature in your refrigerator is consistently at 40°F or below.



Food Allergies

Each year, millions of Americans have allergic reactions to food. Although most food allergies cause relatively mild symptoms, some can cause severe reactions and be life-threatening. There is no cure for food allergies. Strict avoidance of food allergens and early recognition and management of allergic reactions are important measures to prevent serious health consequences.

Review your program's food allergy policy and inform parents of your intent to have children participate in this food preparation activity. Ask parents of the children in your care about any food allergies.

The eight foods that most commonly trigger an allergic reaction are:

1. Fish
2. Shellfish
3. Eggs
4. Milk
5. Wheat
6. Peanuts
7. Tree nuts (e.g., walnut, almond, hazelnut, cashew, pistachio, and Brazil nuts)
8. Soybeans

Symptoms of food allergies typically appear from within a few minutes to a few hours after a person has eaten the food to which he or she is allergic.

Allergic reactions can include:

- Hives
- Flushed skin or rash
- Tingling or itchy sensation in the mouth
- Swelling of the face, tongue, or lips
- Vomiting and/or diarrhea
- Abdominal cramps
- Coughing or wheezing
- Dizziness and/or light-headedness
- Swelling of the throat and vocal cords
- Difficulty breathing
- Loss of consciousness

Prompt emergency treatment is critical for someone having a severe allergic reaction, called anaphylaxis.

For additional food allergy management and prevention information, refer to the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* at: http://www.cdc.gov/healthyyouth/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf.

Introductions, Goal, and Ground Rules (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to state the goal and ground rules.

Introductions

It is important to introduce yourself, the children, the activity, and the day's plan so that everyone feels comfortable and ready for the day's activities.

- Ask children to make name tags. This will help everyone remember each other's names. Make a name tag for yourself and the other instructors too.
- Then, have the children sit facing one another in a circle or square, so that everyone can see each other. If the space does not allow for this, have them face each other as much as possible.
- Start by introducing yourself: who you are, where you are from, and include a fun food fact about yourself, such as your favorite food (or use the questions below). Then, have the children introduce themselves, adding a fun food fact or an answer to one of the questions below.

DO AHEAD: Decide what questions you will ask to help the children share a fun food fact.

Some questions to get started:

- What does your family cook at home?
- What do you like to eat for breakfast?
- What is your favorite fruit or vegetable?
- What do you like to eat for a snack?

Once everyone has been introduced and is wearing a name tag, describe the plan for the day.



COOKING SKILLS

The goal of this session is for the children to become familiar with the skills necessary for following and making a simple recipe, in this case, applesauce. The activities in this session help children develop the following skills:

- How To Rinse an Apple
- How To Peel
- How To Core and Slice
- How To Dice
- How To Measure Wet Ingredients
- How To Use a Stovetop Safely


- How To Simmer
- How To Stir
- How To Mash
- How To Cool Food Safely
- How To Set a Table
- How To Serve Family Style

Ask the children if they are familiar with any of these skills. Ask questions such as, “Have you ever used a peeler? Have you ever cooked anything on a stovetop? Have you ever used an apple slicer?” This will give you an idea of the skill level of the group and if there are areas of the activity you can move through more quickly.


Ground Rules

Review and have the children agree to the Ground Rules before starting.

When reading the Ground Rules, remind the children why each rule exists, or ask them to explain the reasoning behind each rule. Make sure everyone understands and agrees to the Ground Rules before moving on. You can either get a “thumbs up” or have the children sign the rules as an agreement.

 **DO AHEAD:** Write the Ground Rules on a chalkboard, white board, or large piece of paper so that the children can see them when you are reading them aloud. This will help visual learners, as well as provide a reference point if a Ground Rule is broken.

- **Clear the decks.** Keep books, backpacks, electronics, and coats off the tables or counters where food is prepared or served. Be sure bags are not in the aisle or in a place where people will trip over them. *Remind the children that this is for their safety and to keep germs out of the food.*
- **Wear sneakers.** Wear closed-toed shoes, such as sneakers. *Remind the children that this is for their safety.*
- **Tie back long hair.** Pull long hair into a ponytail or bun to prevent accidents and to minimize hair getting into food. *Remind the children that this is for their safety and to keep germs out of food.*
- **Scrub in and out.** Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom. *Need a timer? Hum the “Happy Birthday” song from beginning to end twice.*
- **Be careful.** Use the kitchen tools carefully and stay aware of where everyone is around you. *Remind the children that this is for their safety.*
- **No “ewwww’s.”** You are going to try some new things and you may love them, but if you don’t: NO “ewwww’s.” *Remind the children that this helps everyone to keep an open mind. It is also a part of practicing good manners.*
- **No “double-dipping.”** Tasting utensils should never be used in shared food. Watch to make sure that the children don’t put tasting utensils back into shared food and *remind the children that this is for their health and safety.*
- **Clean up your mess.** Everyone will clean up his or her own mess. *Remind the children that this is practicing responsibility.*

 **BRIGHT IDEA:** Ask the children to come up with more rules that they think are good for this class. Add them to this list if they make sense.





Handwashing (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to wash their hands correctly.

DO AHEAD: Make sure hand soap and paper towels are available. Locate the closest handwashing sink, if not in the room, for the children to use.

Explain that everyone must wash their hands before any cooking or tasting begins. Washing hands helps keep food safe and prevents the spread of germs.

Remind the children to keep their clean hands away from their mouth, nose, face, or other places on their bodies.

1. Discuss necessary times to wash hands including:

- Before, during, and after preparing food
- Before eating food
- After using the bathroom
- After blowing your nose, coughing, or sneezing
- After touching garbage or other unclean surfaces such as the floor

2. Show the handwashing video at <http://www.fns.usda.gov/tn/team-nutrition-cooks>.

Follow the steps listed below:

- Take off all jewelry on your arms and hands.
 - Wet your hands with clean, running tap water.
 - Apply soap.
 - Scrub your hands for at least 20 seconds. Be sure to lather the backs of your hands, your palms, between your fingers, and under your fingernails.
 - Rinse your hands well under clean, running tap water.
 - Dry your hands using a clean towel or air-dry them.
 - Turn off the faucet with a paper towel, not bare hands.
 - Use a paper towel to open doors, if needed, to get back to the cooking area.
3. Before the tasting or cooking activity, wash your hands. Have the children and other helpers wash their hands too.



All About Apples (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe where apples come from, name 3 different types of apples, and list 3 different ways to eat them.

To start the discussion, ask some questions:

- Do you eat apples at home?
- What do you like to eat with apples?
- Do you cook with apples?
- How are apples grown?

Use the discussion questions below to help the children learn more about apples.

How are apples used? What are some ways to eat apples?

- Apples are used in many ways. They are processed to make applesauce, apple juice, apple cider, dried apples, apple butter, apple jelly, vinegar, baby food, frozen apples, and canned apples.
- Apples can be eaten as a snack, dessert, side dish, or topping. They are naturally sweet and make a great “to go” snack.
- Some popular ways to eat apples are in slices, with peanut butter, in a fruit kabob, in a salad, baked, with raisins, or just whole.
- Applesauce can be eaten on top of potato pancakes, also known as latkes, mixed into low-fat plain yogurt, or paired with pork. Applesauce can be eaten alone, as a snack, or for dessert.

Where and how are apples grown?

Apples are grown in every continental State of the United States as well as in many countries around the world. States that produce the most apples are Washington, New York, Michigan, Pennsylvania, California, and Virginia. Apples grow on trees, on farms called orchards, and must be hand picked because they bruise easily. Apple pickers use ladders to reach the apples at the top of the tree.

In the United States, apples are in season from the end of summer until early winter. Apples taste their best and are the least expensive when they are in season, but can be found at grocery stores all year long.

INSTRUCTOR TIP

Have a variety of apples for the children to examine. Explain that there will be a taste test with these apples in a few minutes.

What are some tips for buying apples?

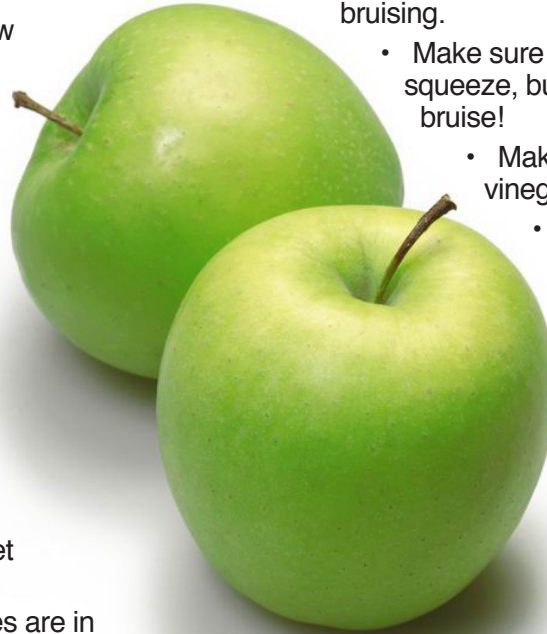
You can buy apples at farmers’ markets and grocery stores. When shopping for apples, select the best and ripest ones:

- Pick firm, shiny, smooth-skinned apples with no bruising.
 - Make sure your apple isn’t mushy. Give it a little squeeze, but don’t squeeze too hard or it will bruise!
 - Make sure the scent is fresh, not vinegary.
 - Refrigerate whole apples and use them within 3 weeks.

In grocery stores, you can also buy packaged applesauce, some of which has added sugars. Added sugars are sweeteners and syrups that are added to foods or beverages when they are processed or prepared. This does not include the sugars that are naturally in fruit. Eating too many added sugars can contribute to tooth decay and make it hard to keep a healthy weight. Choose applesauce that do not have added sugars.

Recommended kinds of apples for Taste Test (page 8) include:

- **Granny Smith**—tart and firm, used for snacking and sauces. Bright green.
- **McIntosh**—juicy, and tangy, great in applesauce. Usually deep red in color. Discovered by John McIntosh in 1811.
- **Golden Delicious**—sweet, most often used in baking and salads. Pale yellow skin, sometimes with a red blush.
- **Gala**—sweet, crispy, and juicy, used for snacking and salads. Color ranges from cream to red and yellow striped. Originated in New Zealand, but now also grown in the United States.
- **Fuji**—sweet, crisp and firm, striped with yellow and red. Developed in Japan and named after Mt. Fuji.



Nutritious and Delicious MyPlate (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe how apples fit into a healthy diet.

BRIGHT IDEA: Display the MyPlate icon in a place where everyone can see it.

OPTIONAL ACTIVITY: Decide if you want to do the **Making a MyPlate Meal with Applesauce** activity found on page 13 of the Family Handout. If so, have copies of the Family Handout and pencils for each child.

Fruits are part of a healthy diet

Key Nutrition Messages:

The MyPlate icon reminds you to eat foods from all five food groups. MyPlate's five food groups are:

- **Fruits**
- **Vegetables**
- **Grains**
- **Protein Foods**
- **Dairy**

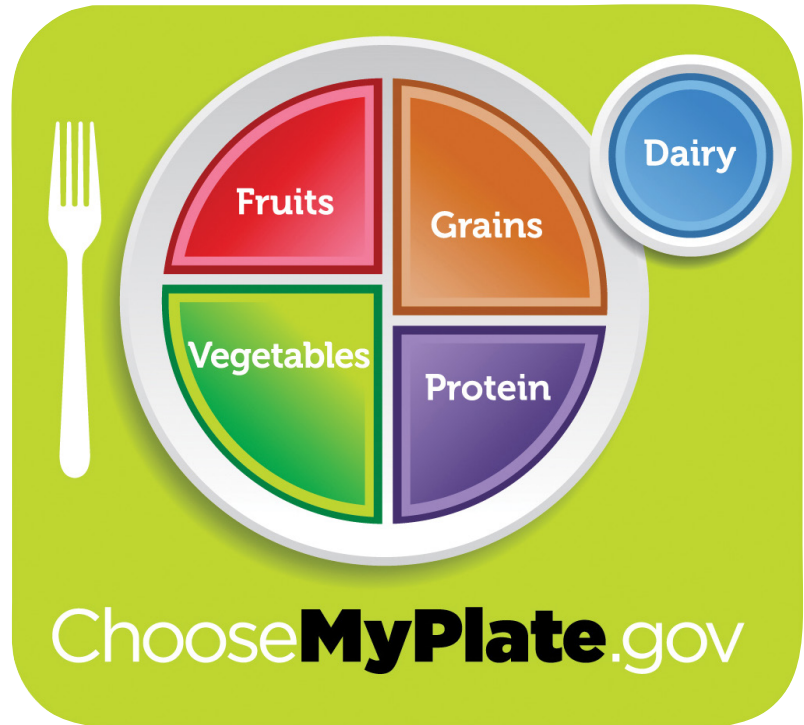
The MyPlate icon is also a reminder to make half your plates fruits and vegetables. Eating this way will help you get the nutrients you need to feel and look your best. One way to help you eat enough fruits and vegetables each day is to choose fruits and vegetables at each meal and as snacks.

Apples are fruits

Apples are part of the **Fruit** Group, which is in the upper left, red section of the MyPlate icon. All fruit, including fresh, canned, frozen, dried, whole, cut-up, or pureed and 100% fruit juice counts as part of the Fruit Group. In general, 1 cup of fruit or 100% fruit juice, or ½ cup of dried fruit, is considered 1 cup from the Fruit Group.

Apples provide fiber, vitamin A, and potassium

Fiber helps keep food moving through the digestive tract and can help you feel full. Juicing and peeling apples removes much of their fiber, so apple juice and applesauce made with peeled apples contain less fiber than a whole apple. Vitamin A helps protect your eyes and skin and helps you see at night. It also helps your body fight off infections so you stay feeling your best. Potassium helps your body keep a healthy heartbeat. It's important to eat many different types of fruits. Different fruits often include different combinations of nutrients. By eating many different fruits and a variety of foods from all five food groups, you can make sure you are getting many of the nutrients you need to stay healthy.



INSTRUCTOR TIP

Remind the children that it's okay if the fruits you eat are mixed with other foods, such as low-fat yogurt or a strawberry smoothie, or if you eat them in a bowl instead of on a plate. They still count as part of your MyPlate meal. The exact amount of fruit you need to eat each day depends on your age, how active you are, and whether you are a girl or a boy.

The children can use MyPlate's Supertracker Web site to see how much of each food group they need to eat each day: <https://www.supertracker.usda.gov/>.



Taste Test (10 minutes)

OBJECTIVE: At the end of this activity, the children will be able to describe the tastes of different kinds of apples.

Taste testing is a fun way to try new foods. In this taste test, the children will sample different kinds of apples to find the ones they like best. The taste test can help children decide which apples or spices to use in their applesauce.

DO AHEAD: Prepare for the Taste Test (About 10 minutes of preparation)

- Pick a table or desks separate from the cooking area to hold taste-test supplies.
- Wash tables with hot soapy water.
- Wash your hands before preparing the apple slices.
- Rinse apples under clean, running tap water and rub gently with a vegetable brush to remove dirt and germs. Dry with a clean paper towel.
- Cut apples into small slices. Do not cut the apples more than a few minutes before the activity or they will brown and the children may not want to eat them.
- Put each kind of apple on a serving plate for sampling and label each serving plate with the type of apple.

BRIGHT IDEA: If apples have to be sliced in advance, spray or coat apples with lemon, orange, or pineapple juice to prevent browning. This may mask some of the flavor of the apple though. If the apples do brown, remind the children that they are still okay to eat and that the color naturally changes when oxygen touches the inside of the apple.

INGREDIENTS

(This is for a group of 6 — 5 children and 1 instructor)

- 4 to 5 apples of different types
- lemon juice (optional)

SUPPLIES

- 6 plates or bowls for eating
- 4 to 5 serving plates (1 for each variety of apple)
- 6 napkins
- 6 forks
- 1 set of tongs or 1 serving fork
- knife and cutting board for cutting apples (for instructor)
- labels for apples (1 for each plate of apples)
- pen or marker



INSTRUCTOR TIP

Do not force anyone to taste something. Encourage them, but let them make their own decision. When a child sees other children enjoying the taste test, he or she will likely join in.

INSTRUCTIONS

1. Have everyone wash their hands.
 2. Seat the children around desks or tables so that they can all see each other, and put the apple slices within easy reach.
 3. Give each child a fork and a plate, and put a piece of each kind of apple on it using a serving fork or tongs. Depending on the number and age of the children, you may want to have the children try one type of apple together before another type of apple is put on their plates.
 4. Have the children look at and taste each apple sample. Remind the children that these are all apples but different types. Each type has a different name and may taste different too. Everyone should try the same kind of apple at the same time to make discussion and tracking of each type easier. Repeat until everyone has tried every variety.
 5. Discuss and compare the different colors, tastes, textures, smells, and uses of each apple. Discussion questions are included on page 9. Survey the children to find out which apple they liked the best and record the results on a white board or poster paper.
 6. Have the children help clean up leftovers and trash.
- **SAFETY TIP:** Make sure the children wash their hands again after eating and before cooking.



Taste Test Discussion Questions:

Discuss the different tastes of each apple:

- Which apple did you like the most? Why?
- What did the apples taste like? Did some of the apples taste sour? Did some of the apples taste sweet?
- Have you ever eaten any of these apple types before?
- What kind of apples do you want to use to make applesauce?

How To Read a Recipe (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to read and describe the steps in a recipe.

DO AHEAD: Provide each child with a copy of the *Applesauce Family Handout* and ask the children to turn to the recipe on page 2. Copies of the Family Handout can be downloaded and ordered from <http://www.fns.usda.gov/tn/team-nutrition>.

Explain how to read a recipe:

- A recipe lays out directions for cooking. It's important to read through the entire recipe.

Read the whole recipe first:

Read through the entire recipe from start to finish so that you can make sure you have everything you will need. The recipe will tell you:

- How much time it will take you to make the dish
- How many servings it will make
- The size of each serving
- Which ingredients (food) you need and in what amounts

Plan Ahead:

Explain that "**Total Time**" is the total amount of time the recipe takes to make from start to finish. "**Hands-on Time**" is the amount of time spent on preparing the food, such as rinsing, dicing, peeling, etc. For example, if something is baking in the oven for 30 minutes, that's part of the total time, but not the hands-on time, since you're just waiting for the oven to do the work. This time is perfect for doing something else in the kitchen, like cleaning up!

After looking at the "**Total Time**," decide when you want to eat or serve the dish. For example, if a recipe takes 30 minutes to prepare and you want to eat at 5:00 p.m., you need to start cooking at 4:30 p.m. If it is your first time cooking something, you may want to add a bit more time to the total time listed.

Read through the recipe together and answer any questions the children may have about the directions, ingredients, or kitchen tools.

Applesauce

Eat this plain as a snack, spoon it into yogurt for breakfast, or eat it with potato pancakes, French toast, chicken, or pork.

Total Time: 55 minutes • **Hands-on Time:** 20 minutes • **Yield:** 6 servings • **Serving Size:** ¼ cup

INGREDIENTS

6 apples, any variety, rinsed
½ cup water

INSTRUCTIONS

1. Wash your hands with soap and water, then gather all your kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Peel the apples if you like.
Note: Applesauce with the peel left on is faster to make and healthier. The apple peel has fiber, which helps you feel full and has many other benefits for our health.
3. Use the apple corer-slicer (slicer) to remove the core and cut the apple into slices. If you don't have a slicer, have an adult helper use a chef's knife to take out the core and cut the apple into slices. Dice the apple slices.
4. Put the diced apples and water in the pot, cover and put on the stove. Turn the heat to medium-low and cook until the apples are tender, about 25 minutes. Set aside to cool a bit, about 10 minutes.
5. Once the applesauce is taken off the stove and has cooled a bit, stir to help spread the heat and help the applesauce cool faster.
6. Mash the apples using a potato masher or fork.
7. If you want to use spices, add them before serving. You can serve the applesauce right away, or put in a lidded container and store in the refrigerator. The applesauce will keep, covered and refrigerated, up to 4 days.



SHOPPING LIST

- 6 apples (any variety, including Fuji, Granny Smith, Golden Delicious, Honeycrisp, McIntosh, Red Delicious, Winesap, and Pink Lady)
- Dried spices, such as cinnamon, nutmeg, ginger or cloves (optional)

Nutrients per serving: Calories 62; Total Fat: 0 g; Saturated Fat: 0 g; Sodium: 4 mg; Potassium: 102 mg; Total Carbohydrate: 16 g; Dietary Fiber: 3 g; Sugars: 13 g; Protein: 0 g; Vitamin A: 51 IU (3 RAE); Vitamin C: 0 mg; Vitamin D: 0 mg; Calcium: 8 mg; Iron: 0 mg.

Team Nutrition Cooks! Applesauce Family Handout
PAGE 2



Applesauce Recipe and Instructor Notes

Total Time: 55 minutes

Hands-on Time: 20 minutes

Yield: 6 servings

Serving Size: $\frac{3}{4}$ cup

INGREDIENTS

- 6 apples, any variety, rinsed
- $\frac{1}{2}$ cup water
- optional: dried spices such as nutmeg, cinnamon, cloves, and ginger

INSTRUCTOR TIP

The number of each tool needed in the cooking section is based on a group of six, with everyone in the group getting a chance to practice most of the skills. These numbers may be different for your session, depending on how the cooking stations are set up. See “**Instructor Tips for Teaching Cooking Skills**” on page 13 for more information.

SUPPLIES

For Cooking

- 6 cutting boards
- 6 peelers
- 6 apple corer-slicers (slicer)
- 1 chef’s knife (if not using an apple corer-slicer)
- 6 butter knives
- 1 liquid measuring cup
- 1 medium-sized pot with lid
- 1 wooden spoon
- 1 potato masher or fork
- 6 lidded containers (optional)

For Eating

- 1 to 2 serving bowls
- 1 to 2 serving spoons
- 6 bowls
- 6 sets of eating utensils
- napkins

INSTRUCTIONS FOR CHILDREN

1. Have them wash their hands with soap and water, then gather all the kitchen tools and ingredients and put them on a clean counter. If you want to peel the rinsed apples, have the children peel them now.



2. Use the apple slicer to remove the core and slice the apples. If you don’t have an apple slicer, have an adult use a chef’s knife to cut the apple into quarters and remove the core and seeds of the apple. Then the children can use the butter knife to cut the apple into smaller slices.
3. The children can dice the apple slices.
4. The children can put the apples and water in the pot, cover and put on the stove. Have an adult turn the heat to medium-low and cook until the apples are tender, about 25 minutes. Set the apples aside to cool, about 10 minutes. Ask children to stir to help spread the heat and help the applesauce cool faster.
5. Have the children mash the apples.
6. Put applesauce in serving bowls.
7. Serve right away using serving spoons. Pass around the dried spices for the group to add to their applesauce as they’d like. If you are not serving the applesauce right away, put it in lidded containers and refrigerate. The applesauce will keep, covered and refrigerated, up to 4 days.

Applesauce: Servings per recipe: 6

Nutrients per serving: Calories 62; Total Fat: 0 g; Saturated Fat: 0 g; Sodium: 4 mg; Potassium: 102 mg; Total Carbohydrate: 16 g; Dietary Fiber: 3 g; Protein: 0 g; Vitamin A: 51 IU (3 RAE); Vitamin C: 0 mg; Vitamin D: 0 mg; Calcium: 8 mg; Iron: 0 mg.

Crediting Information for the Child and Adult Care Food Program (CACFP): One portion of applesauce provides $\frac{3}{4}$ cup of fruit.



INGREDIENTS AND SUPPLIES CHECKLISTS

Use these checklists to make sure you have all of the ingredients supplies for the activities in this session.

INGREDIENTS

For Taste Test and Cooking and Eating Activities (for a group of 6)

- 16 apples:
 - 4 to 5 apples for taste test activity: 1 of each different variety of apple. Some suggestions include: Granny Smith, McIntosh, Golden Delicious, Gala, and Fuji.
 - 6 apples for Cooking and Eating Activity
 - 6 apples for pre-made applesauce (optional; see “**DO AHEAD**” on page 12 for more details)
- water
- dried spices, such as ground cinnamon, nutmeg, cloves, and ginger (optional; see “Spice Up Your Applesauce” on page 19)

SUPPLIES

For Taste Test Activity

- 2 vegetable scrub brushes
- chef’s knife or apple slicer (for instructor preparation)
- 1 cutting board (for instructor preparation)
- 1 set of tongs or 1 serving fork
- 4 to 5 serving plates
- 6 small plates
- napkins
- labels
- pen or marker

For Cooking, Eating, and Cleanup

For Cooking

The number of kitchen tools listed in the Cooking section is based on a group of six. This includes one adult instructor to demonstrate the skills and everyone in the group getting a chance to practice most of these skills. These numbers may be different for your session, depending on how the cooking stations are set up. See “**Instructor Tips for Teaching Cooking Skills**” on page 13 for more information.

- 6 cutting boards
- 1 chef’s knife (for instructor preparation, if not using apple slicer)
- 1 liquid measuring cup

For Cooking, continued

- 1 set of pot holders
- 2 vegetable scrub brushes
- 6 apple slicers
- 6 butter knives
- 6 peelers (optional)
- 1 wooden spoon
- 1 potato masher or fork
- 1 medium-sized pot with lid
- 1 cooktop
- 6 lidded “to-go” containers (optional)

For Eating

- 1 to 2 serving bowls
- 1 to 2 serving spoons
- 6 individual bowls
- 6 sets of silverware
- napkins
- 1/8-teaspoon measuring spoon for spices (optional; one for each spice)

For Cleanup

- trash bags
- dish cloths and dish soap
- paper towels
- sponges
- hand soap
- broom and dustpan

For Other Activities

- name tags
- markers
- 6 pens or pencils
- chalkboard/whiteboard or paper, markers, and tape for Ground Rules list
- a computer with speakers, a projector, and a screen large enough for showing skill videos, or a DVD player and television
- MyPlate poster (free from <http://TeamNutrition.usda.gov>)
- Copies of *Team Nutrition Cooks! Applesauce Family Handout* (free from <http://TeamNutrition.usda.gov>)




Cooking and Eating (35 minutes)

OBJECTIVE: At the end of this section, the children will have made applesauce.

➤ **SAFETY TIP:** Be sure the children wash their hands again before they start cooking.


The children will practice different skills as they prepare the applesauce. Each recipe provides enough servings so that the adult instructors can eat as well. There should be one adult for every five children. Recipes are made and eaten “family style,” so after cooking, the entire group, children and instructors, will serve themselves and eat together at the table. If one group finishes first, they can clean up or work on optional activities.

The recipe in this activity works well with many different kinds of apples. You can use whatever kind of apples may be on sale. Some recommended apple varieties for applesauce are Fuji, Granny Smith, Golden Delicious, McIntosh, Honeycrisp, Winesap, and Pink Lady.

 **BRIGHT IDEA:** The hands-on portion of cooking is the part of the activity that the children will be most excited about, other than eating. It’s important to supervise and keep as much control as possible so that the classroom remains safe and everyone gets a chance to participate. Again, to help ensure a successful learning experience, we recommend you have one adult instructor for every five children.

Ingredient List Per Group (5 children, 1 adult)

- 6 apples
- ½ cup water
- 1 batch unmashed applesauce (optional; see below)

 **DO AHEAD:** Make sure all adult instructors are comfortable using all the required tools and have practiced before the class. Watch each video, and, if possible, practice the required skills in advance.

Applesauce takes a long time to cook and cool so you may want to have a precooked (but unmashed) batch to mash. If so, you will have to prepare an unmashed batch of applesauce before this session. See **Bright Ideas** on page 17 for more details.

Skills that will be covered during this activity:

- How To Rinse an Apple
- How To Peel
- How To Core and Slice
- How To Dice
- How To Measure Wet Ingredients
- How To Use a Cooktop Safely
- How To Simmer
- How To Stir
- How To Mash
- How To Cool Food Safely
- How To Set a Table
- How To Serve Family Style

How To Set a Table and How To Serve Family Style are not shown in the video.



INSTRUCTOR TIPS FOR TEACHING COOKING SKILLS

Watch the skills videos with the children at <http://www.fns.usda.gov/tn/team-nutrition-cooks>. Then, practice the cooking skills with children at the stations:

- Designate a table or desk for each station that won't be used or touched before it is time to cook.
- In order to let the children practice their skills with enough supervision, divide into groups of five children for every one adult.
- Once divided into groups, each group will use each skill to make their own applesauce. In **Options One** and **Two** (below), children will practice some, but not all skills used in the recipe.

Options One and **Two** should be used if groups are large or if you're short on time. In **Option Three**, all the children will practice the same skills. You can decide the best way to set up the cooking stations; some recommendations are below. At each station, have an adult show children how to use each tool before allowing them to try.

Options for practicing cooking skills at stations:

- **Option One:** All the skills are practiced at each station, but each child contributes to only one part of the recipe. For instance, at each station, one child can do the measuring, another child may dice, and another child may stir, etc.
- **Option Two:** Each station focuses on a single skill: at one station, children may do all of the measuring; at another station, children may do all of the dicing, etc. This method works especially well for large groups. Children will practice fewer skills, but everyone will have a chance to do something.
- **Option Three:** Each station focuses on a single skill but children may rotate through all the stations, trying all the skills. This is another way to manage groups that are large.

Stations and Supplies for Option Two and Option Three:

The number of each tool needed will depend on the size and number of each group.

KEY SKILLS

Cooking Skills

- How To Rinse an Apple (p. 14)
- How To Peel (p. 14)
- How To Core and Slice (p. 14)
- How To Dice (p. 15)
- How To Measure (p. 15)
- How To Use a Cooktop Safely (p. 16)
- How To Simmer (p. 16)
- How To Stir (p. 17)
- How To Cool Food Safely (p. 17)
- How To Mash (p. 17)

Serving Skills

- How To Set a Table (p. 18)
- How To Serve Family Style (p. 18)

The Stations:

Peeling

- peelers
- cutting boards
- trash or compost bin

Coring, Slicing and Dicing

- cutting boards
- butter knives
- apple corers

Measuring

- liquid measuring cups

Simmering and Cooling

- cooktop
- pot with lid
- wooden spoon
- pot holders or oven mitts

Stirring and Mashing

- potato mashers or forks
- precooked applesauce in large bowls (optional)



How To Rinse an Apple

1. Rinse apples under cold running tap water. Scrub the peel with a clean vegetable brush while rinsing the fruit. Rub the apples gently so they don't get bruised.
2. Make sure to rinse and scrub the whole apple.
3. Dry with a paper towel.



How To Peel

Peeling removes most of the apple's fiber, which is a very nutritious part of the apple. Demonstrate and practice peeling to help the children learn the skill, but encourage them to leave the peels on the apple when making the applesauce.

1. Rinse the apples before peeling them.
2. Peel the apples over a clean cutting board, bowl, or sink. Don't peel over the garbage can in case the apple is dropped!
3. Keep your hand on the handle at the bottom of the peeler and avoid the blade.
4. Peel away from you.
5. Peel from top to bottom, in strips, working around the apple until the entire peel is gone.
6. Throw away or compost the peel.

➤ **SAFETY TIP:** A peeler is sharp—avoid touching the blade!

💡 **BRIGHT IDEA:** If you are leaving the apple peel on in this activity, you can have the children take turns peeling one apple, and leave the peels on the rest of the apples. This way less food will be wasted.



How To Core and Slice

Remind children that they should always use a nonslip cutting board for safety and to avoid damaging the counter or table.

1. Stand an apple with the stem facing up on a cutting board. Put the apple slicer on top of the apple, with the center of the apple in the circular part of the slicer.
2. Keep your fingers wrapped around the handle, and away from the blades on the bottom of the slicer. Push straight down, hard, with both hands.
3. If the apple or any apple slices get stuck in the slicer, do not flip the slicer upside down or bang it on a table. Ask an adult to use a knife to push or cut the apple out of the slicer.

➤ **SAFETY TIP:** The slicer is sharp. Avoid touching the blade.

💡 **BRIGHT IDEA:** If you're using an apple slicer, have small children stand on a stool so that they can get plenty of leverage. You can explain that being higher up will help them push down harder. Ask them to push hard and straight down.

INSTRUCTOR TIP

If you do not have an apple slicer, an adult instructor can use a knife to core and slice the apple. The children can then use the apple slices to practice dicing the apple.

How To Dice

“Dicing” means cutting foods into pieces about the size of dice. In this activity, the children will use butter knives. Butter knives are safe for the children to use because they are not sharp but will still cut through an apple.

Remind them that they should always cut on a cutting board for safety and to avoid damaging the counter or table.

1. Hold the knife in the hand you use to write with, and grip it firmly around the handle.
2. Dice one apple slice at a time by placing the flat side on the counter. This way the apple won't roll when you cut it.
3. Use your other hand to steady the apple slice, keeping your fingers curled under, away from the knife, so only your knuckles show. Pay attention to where the knife is; as it moves forward, your hand holding the apple should move backward. The distance between the knife and the hand holding the apple should always stay the same.
4. Cut the apples into pieces the size of dice.



¼ cup or ½ cup) on the cup's side. The spout on the liquid measuring cup helps prevent spills. The applesauce recipe uses a liquid measurement for water.



How To Measure Liquids

It is important to measure correctly so that the recipe will work. The measuring tools the children will be learning about today are liquid measuring cups.

Liquid measuring cups are usually made of clear glass or plastic, and sometimes have a pour spout. They are filled even with the measurement line (such as

How To Measure the Water

1. Put the liquid measuring cup on a flat surface.
2. Fill the measuring cup until the liquid reaches the ½-cup line on the side of the cup.
3. Lean down to get eye-level with the measurement lines. The line of the water will have a slight curve. The bottom of the curve should touch the measurement line.



How To Use a Cooktop Safely

This skill should be demonstrated by an adult, with the children watching. The adult should explain each step to the children, emphasizing the steps needed to stay safe when using a stove or cooktop.

1. Have the cooktop ready and plugged in.
2. Different cooktops have different ways to turn on the heat. If the cooktop uses gas, you have to turn the knob to light the burner before choosing the temperature. On a gas cooktop, you will see a flame on the burner. For electric and induction cooktops, turn the knob directly to the temperature you want. You will not see a flame.
3. When cooking, make sure the pot handle is turned inward, toward the center of the stove. Otherwise, you could accidentally knock the pot off the stove, causing serious burns.

➤ **SAFETY TIP:** Never walk away from food cooking on a burner.

➤ **SAFETY TIP:** Use pot holders, not towels which can catch fire, when moving a hot skillet, pan, or lid.

➤ **SAFETY TIP:** Keep your cooking area neat. Do not keep flammable items, like dish towels, papers, or cardboard packages, near the stove.



INSTRUCTOR TIP

Unlike gas or electric burners, induction burners only work if the pot or pan you are using contains steel or iron, and the burner itself will not become hot, even when it's on. However, an induction burner that has recently been used for cooking might get and stay hot from the cooking pot or pan that has been on top of it—so be careful! Copper, aluminum, or glass cookware that does not contain steel or iron will not work on an induction burner.

How To Simmer

“Simmering” means cooking foods in liquid that is hot but just below the boiling point. This is how the applesauce is cooked.

1. Put the water and apples into the pot. It is important to use a large enough pot to hold the food and water without any overflowing and with enough space that the food can move and be stirred.
2. Turn the cooktop to medium-high and watch for bubbles breaking all over the water's surface, which means that the water is boiling.
3. Turn down the temperature to medium-low so that the bubbles almost stop. Cover and cook until the apples are tender, about 25 minutes.
4. Set aside to cool, about 10 minutes.

💡 **BRIGHT IDEA:** While the applesauce is simmering, encourage children to clean up or fill out the activity sheets in the Family Handout. Be sure an adult stays by the cooktop to keep an eye on the applesauce.

How To Cool Food Safely

It is important to let the food you have just cooked cool before eating it to avoid the risk of burns.

1. Sometimes food cools enough to be eaten, but the dish, pot, or pan that the food was cooked in stays hot. Use potholders or oven mitts when handling the pan so you don't burn yourself.
2. An adult should remove hot food and kitchen tools from the cooktop.

How To Stir

Stirring helps the heat from the bottom and sides of the pot spread out evenly. This helps the apples cool quickly.

1. Put the wooden spoon in the pot. Move the spoon in a circle, slowly, so nothing in the pot spills.
2. Make sure the spoon goes all the way to the bottom so everything in the pot is stirred and nothing sticks to the side of the pot.



How To Mash

Mashing applesauce helps control its texture. To leave applesauce chunky, mash it for a short amount of time with a fork or potato masher. To make applesauce smooth, mash longer.

1. Make sure to mash all the apples equally so they all end up being the same texture.
2. Work in a circle, mashing around the edges, and then mash into the middle.
3. Stop mashing when the applesauce is the texture you want.

💡 BRIGHT IDEA: Applesauce takes a long time to cook and cool, so you may want to have a precooked but unmashed batch to mash. The applesauce that the children make can be sent home for their families to try. This will save time. Instructors can monitor the simmering applesauce while the children eat.

💡 BRIGHT IDEA: Experiment with differences in texture and temperature. Leave some of the applesauce chunky and some of it smooth and serve the two in separate bowls. Or, serve separate bowls of warm and cold applesauce. Let the children try the different options and discuss their preferences.



How To Set a Table

Ask each child to prepare his or her own place setting. Have a sample place setting that the children can refer to as an example.

In a standard American place setting, the napkin and fork are on the left side of the plate, with the fork lying on top of the napkin. The knife goes next to the plate on the right side, with the blade facing the plate. The spoon is also on the right side of the plate, on the right side of the knife. The cup goes above the knife and the spoon.



How To Serve Family Style

Food is not usually cooked in individual servings. Most dishes are made in a large batch and then divided into portions. When a large serving dish is passed around the table from which diners can help themselves, this is called “family style.”

- When serving family style, make sure to use a clean serving utensil.
- Remind the children that they should eat only from their own plates, never directly from the serving dish, to avoid spreading germs. No one should touch the food with his or her fingers when serving or holding the serving dish.
- Everyone will have their own plate and eating utensil.
- Uneaten food should never be returned to the serving dish.
- Make sure that each child is offered one full serving of food, as written in the recipe. However, they do not have to take their full portion all at once and can go back for seconds if they want.

BRIGHT IDEA: Have take-home containers available for bringing applesauce samples home. Label and date the containers so families can identify the contents. Let the children and parents know that leftover applesauce needs to be refrigerated. It should be used within 4 days.

Spice Up Your Applesauce

Spices—such as cinnamon, nutmeg, cloves, and ginger—can give the applesauce great flavor. They pair well with the tartness of the apples and are often used in apple recipes.

- Give each child his or her own plate and spoon.
- Ask the children to taste their applesauce as prepared according to the recipe.
- Invite the children to add a bit of a spice (or spices) to their applesauce. It only takes a little!
- Leave each spice in its original container for the children to identify and sprinkle onto their applesauce, or put the ground spices into small bowls with 1/8-teaspoon measuring spoons.
- Have the children compare the different colors, tastes, textures, smells, and uses of each spice. Take a poll to see which one they like best.

If possible, have an adult or older child supervise this area so children do not add too much spice.

Discussion Questions:

- Which spice(s) did you taste?
- What did they taste like?
- Which did you like best?

Cleanup (15 minutes)

OBJECTIVE: By the end of this activity, the children will be able to demonstrate how to clean dishes, kitchen tools (not sharp items), and table surfaces.

It is important to let the children know that cleaning up is an important part of the activity. Some children may not know the correct way to clean dishes, counters, and floors, so showing them what you expect is recommended. Have the children use hot water to wash dishes. Show them the correct amount of soap to put on the dish cloth: a drop or two should be enough for a few pots and pans.

Have dish soap, dish cloths, and dish towels on hand. The children can also use rubber dish gloves when washing dishes.

- **Soak dishes:** If food is baked on or stuck to the dishes, soak them in warm water to loosen it.
- **Wash dishes:** Show the children how to scrub dishes, pots, and pans. Make sure that they wash both the inside and outside, and top and bottom of each. Since utensils go directly into our mouths, be sure they are washed well. It is important to wash all parts of every item, including the handles.
- **Dry dishes:** Show the children where they can leave dishes to dry, or how to dry them with a dish towel. Have them check to make sure there are no remaining grease streaks or traces of food stuck on the pots and pans.
- **Put away kitchen tools:** Show where kitchen tools belong so that they can help put them away.
- **Wash surfaces:** Wash all surfaces that were used for cooking with hot, soapy water.
- **Clean and dry sink:** Wash out the sink with hot, soapy water and dry it with a clean dish towel.
- **Sweep floor:** Show how to sweep into a dustpan and throw away the waste.

➤ **SAFETY TIP:** When washing dishes, never swirl your hands around the bottom of the sink, especially if you can't see the bottom. There may be sharp tools or utensils under the water.

INSTRUCTOR TIP

Wash dish cloths in the hot cycle of the washing machine after each cooking activity. Kitchen sponges are potential sources of bacteria and are difficult to clean. If you use sponges, replace them with new ones frequently.





Wrap-Up and Summary (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to list five facts or skills they learned from the activity.

This is a great time to have a group discussion about the activities. This can be done in a few different ways:

- Ask for volunteers to name something that they learned.
- In groups, the children can create a 30-second commercial advertising homemade applesauce.
- The children can make a 30-second “fast forward” skit about everything they did during the activity, including five facts or skills that they learned.
- Read aloud the **"My Applesauce Story"** on page 21 and have children follow along on page 11 of their Family Handout. Ask them to write their answers as you go along. At the end, have a child share their applesauce story with the group. An answer key is provided for instructors on page 22 of this guide.
- Have the children complete the **Kitchen Tools** activity sheet on page 12 of the Family Handout to test their knowledge. An answer key is provided for you on page 24 of this guide.

Additional Wrap-Up Items:

- Review the Family Handout that the children will bring home to their families.
- Review and answer any questions about the day.
- Thank the children for being such good cooks today and have them give themselves a round of applause.

My Applesauce Story

Fill in the blanks and bring this home to share with your family.

Today, we made (_____). Its main ingredient is (_____), which belongs in MyPlate's (_____) group. Instead of adding sugar to flavor my applesauce, I used (_____). Cutting back on added sugar helps us eat smart to play hard! We tasted different types of apples today, too. My favorite was (_____). In my applesauce, I used (_____) apples.

The applesauce we made needs to be kept in the refrigerator and eaten within (_____) days. We made the applesauce on (_____), so we will need to eat it by (_____). Some ways to enjoy applesauce include eating it with (_____).

While making the applesauce, we also learned how to measure. We used a (_____) measuring cup to measure the (_____) for the applesauce.

Today, we also learned how to read a recipe. It's important to read the recipe all the way through first so that you know what (_____) and kitchen (_____) you will need, what the steps are, and how much time it will take.

When we made the applesauce, we learned to use new tools. Some of these tools were a (_____), which is used for peeling. We used a (_____), which is used to remove the apple's core and seeds and cut the apple into slices.

We cooked the apples by (_____) them. After the apples were cooked, we used a (_____), which is used to make the applesauce smooth.

At the end, we had a chance to taste our creation. It was delicious!



Word Bank: Fruit, slicer, ingredients, tools, applesauce, four, peeler, masher, simmering, potato pancakes, oatmeal, pork, water, apples, yogurt, liquid



My Applesauce Story

Read this story out loud, and ask the children to fill in the blanks on the sheet in their Family Handout. You can then share the answers from the answer key below with them.

Today, we made (**applesauce**). The main ingredient is (**apples**), which belong in MyPlate's (**Fruit**) group. Instead of adding sugar to flavor my applesauce, I used (*depended on child's experience, some include: cinnamon / nutmeg / cloves / ginger*). Cutting back on added sugar helps us eat smart to play hard! We tasted different types of apples today, too. My favorite was (*dependent on child's opinion*). In my applesauce, I used (*dependent on child's experience*) apples.

The applesauce we made needs to be kept in the refrigerator and eaten within (**four**) days. We made the applesauce on (*date of activity*) so we will need to eat it by (*4 days after date of activity*). Some ways to enjoy applesauce include eating it with (*many options, some include: yogurt, oatmeal, potato pancakes, pork*).

While making the applesauce, we also learned how to measure. We used a (**liquid**) measuring cup to measure the (**water**) for the applesauce.

Today, we also learned how to read a recipe. It's important to read the recipe all the way through first so that you know, what (**ingredients**) and kitchen (**tools**) you will need, what the steps are, and how much time it will take.

When we made the applesauce, we learned to use new tools. Some of these tools were a (**peeler**), which is used for peeling. We used a (**slicer**), which is used to remove the apple's core and seeds and cut the apple into slices.

We cooked the apples by (**simmering**) them. After the apples were cooked, we used a (**masher**), which is used to make the applesauce smooth.

At the end, we had a chance to taste our creation. It was delicious!

Word Bank: Fruit, slicer, ingredients, tools, applesauce, four, peeler, masher, simmering, potato pancakes, oatmeal, pork, water, apples, yogurt, liquid



Kitchen Tools

These are the tools we need to make applesauce. Can you name them all?



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)

optional



(_____)

(_____)



WORD BANK: medium-sized pot, lidded container, apple slicer, liquid measuring cup, potato masher, peeler, wooden spoon, cutting board, measuring spoons



Kitchen Tools

These are the tools we need to make applesauce. Can you name them all?



(**liquid measuring cup**)



(**apple slicer**)



(**peeler**)



(**cutting board**)



(**medium-sized pot**)



(**lidded container**)



(**measuring spoons**)
optional



(**wooden spoon**)

(**potato masher**)



WORD BANK: medium-sized pot, lidded container, apple slicer, liquid measuring cup, potato masher, peeler, wooden spoon, cutting board, measuring spoons



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U.S. Department of Agriculture's Team Nutrition initiative at
<http://teamnutrition.usda.gov>.**



United States Department of Agriculture

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RETAIN FOR YOUR RECORDS

Attachment M: Stimuli for IDIs – Team Nutrition
Cooks! Activity Guides



Team Nutrition Cooks! Scrambled Eggs With Spinach



ACTIVITY
GUIDE

Scrambled Eggs With Spinach Activity Guide

Why Teaching Children To Cook Matters

Team Nutrition Cooks! is a series of activities for out-of-school and afterschool programs to teach children basic cooking skills. There are many reasons to include cooking activities in your program. Children love creating and preparing new foods, and they will learn skills they'll use for life. Food preparation is also a great way to get children interested in healthy food choices. When children help to prepare fruits, vegetables, and whole grains, they are more likely to try them.

Overview

You can use this Scrambled Eggs with Spinach Activity Guide alone or together with other *Team Nutrition Cooks!* activity guides as a series. Each *Team Nutrition Cooks!* session is designed for children 8 to 12 years old and takes 1 to 1½ hours to complete. Videos of key cooking skills are provided at <http://www.fns.usda.gov/tn/team-nutrition-cooks> and on the DVD that is included with the printed activity guides. All activity guides include handouts so that children can make the recipes at home with their families.



Preparation

- **Before starting, be sure to review all policies related to your program or facility regarding food preparation.** Check with your local health department about food safety requirements specific to your area.
- **Read this activity guide before you start.** Pay special attention to notes marked “**Do Ahead**,” “**Safety Tip**,” “**Bright Idea**,” or “**Instructor Tip**.”
- **Review the Ingredient and Supplies lists on page 11.** Make sure you have all the ingredients, materials, and handouts needed.
- **Practice preparing the recipe.** Use all of the cooking tools in the room and area where the session will take place.
- **Plan for the time you have.** If your group has extra time, do the worksheets in the Family Handout as part of the session (see pages 11-13 of the Family Handout). If not, offer these as take-home activities. This activity guide includes discussion questions that you may use at the beginning of the activity or during waiting times, such as while waiting for something to cook. If you are short on time, you may have to cut some sections short, or skip a section entirely.

Activities

1. **Introductions, Goals, and Ground Rules** (5 minutes)
2. **Handwashing** (5 minutes)
3. **All About Eggs and Spinach** (10 minutes)
4. **Nutritious and Delicious MyPlate** (5 minutes)
5. **How To Read a Recipe** (5 minutes)
6. **Cooking and Eating** (35 minutes)
7. **Cleanup** (15 minutes)
8. **Wrap-Up and Summary** (5 minutes)

Supervision and Room Management

The Scrambled Eggs With Spinach recipe makes one serving, with ingredient and kitchen tools lists provided for a group of five children and one adult. This ratio of one adult for each group of five children will help you manage preparation, instruction, and behavior and avoid long waiting times and overcrowding of cooking stations. Each child will help prepare the recipe and be able to eat a full serving.



Options for larger groups include:

- **Repeat the Activity**—Divide the children into small groups and then repeat the activity throughout the day or week.
- **Demonstrate**—Show cooking skills in front of the group, and then have each small group practice one skill, such as cracking eggs or whisking.
- **Use Volunteers**—Teenagers can be a good resource to help with the activities, particularly those who are in a culinary arts or service learning program. They can help you get ready for the session and help children with reading recipes, mashing, stirring, and other cooking skills that do not involve sharp knives. They can also help with cleaning.

Additional Supplies Needed

In addition to this activity guide, you will need:

- A computer with speakers, a projector, and a screen large enough for showing skill videos, or a DVD player and television
- A chalkboard/whiteboard or large paper and markers
- Pens and pencils for each child
- Name tags and markers

- Copies of the *Scrambled Eggs With Spinach Family Handout*, which you can order or download at: <http://www.fns.usda.gov/tn/team-nutrition-cooks>
- Ingredients and supplies listed on page 11
- Access to a handwashing sink and hand soap
- Access to a food-preparation sink. Having a food-preparation sink that is separate from the handwashing sink is ideal. If this is not possible, be sure to clean out the sink with hot soapy water before rinsing the spinach.
- MyPlate poster (free from <http://TeamNutrition.usda.gov>)

INSTRUCTOR TIP

Remember, cooking can be messy and hectic. Try to encourage the excitement and creativity while still keeping control of the activities. Focus on one activity at a time. Make sure all children understand and have finished each activity before moving on.

Food Safety

Specific food safety tips are included as part of each activity, including handwashing guides, correct temperatures at which to cook and store foods, and food allergy information.

No one who feels sick should handle food. If an adult or child has been sick with symptoms of vomiting or diarrhea, he or she should not participate until symptom-free for at least 24 hours.

If an adult instructor's hands have a cut or wound, the cut should be bandaged and clean disposable gloves should be worn. If a child's hand has a cut or wound, the child should be given jobs that do not involve direct contact with food.

What do you need to know about handling vegetables safely?

- Keep vegetables separate from raw eggs, meat, poultry, and seafood while shopping, preparing, and storing it.
- Rinse raw vegetables well under running tap water before eating or cooking with them. Rinse vegetables even if you plan to peel them before using them in the recipe. Do not use soap or detergent to clean fresh vegetables.
- Rub firm-skinned vegetables under running tap water or scrub the peel with a clean vegetable brush while rinsing with running tap water. If using pre-cut vegetables labeled "ready-to-eat" or "washed," you do not need to rinse them again.
- Refrigerate cut vegetables and bagged salad greens, including bagged spinach. Never let cut vegetables sit at room temperature more than 2 hours before refrigerating. Use an appliance thermometer to be sure the temperature in your refrigerator is consistently at 40°F or below.

What do you need to know about handling raw eggs safely?

Raw eggs must be handled carefully to avoid the possibility of foodborne illness, often called "food poisoning." Even eggs with clean, uncracked shells may occasionally contain bacteria called *Salmonella* that can cause diarrhea, fever, stomach cramps, and vomiting. *Salmonella* is killed by the heat of cooking. Follow the safe food handling steps on page 3 to help prevent foodborne illness.



Safe Food Handling

Buying:

- Only buy refrigerated eggs with clean, unbroken shells.
- Open the carton and check to see that the eggs are clean and the shells are not cracked. Bacteria can enter the egg through cracks in the shell.

Storing:

- Store raw eggs in their original carton and on an inside shelf of a refrigerator.
- Throw away eggs left at room temperature after 2 hours, or 1 hour in warm weather.
- Use a thermometer to make sure that the refrigerator temperature is consistently 40°F or below.

Handling and cooking eggs:

- Do not eat raw eggs. Foods containing eggs should be thoroughly cooked before eating.
- Do not rinse USDA-graded eggs. They are ready-to-use and prerinsed. Rinsing eggs may increase the risk of contamination, as water can enter the egg through the pores in the shell.
- Clean all kitchen counters, utensils, kitchen tools, and surfaces that raw egg touches with hot, soapy water.
- Wash your hands with warm soapy water after touching raw eggs or items that contain raw eggs.
- Eat eggs within 3 to 5 weeks of purchasing. Check the date stamped on the carton for help.
- Serve egg dishes immediately after cooking. Do not leave eggs or egg-rich foods at room temperature for more than two hours total.

Food Allergies

Each year, millions of Americans have allergic reactions to food. Although most food allergies cause relatively mild symptoms, some can cause severe reactions and be life-threatening. There is no cure for food allergies. Strict avoidance of food allergens and early recognition and management of allergic reactions are important measures to prevent serious health consequences.

Review your program's food allergy policy and inform parents of your intent to have children participate in this food preparation activity. Ask parents of the children in your care about any food allergies.

The eight foods that most commonly trigger an allergic reaction are:

1. Fish
2. Shellfish
3. Eggs
4. Milk
5. Wheat
6. Peanuts
7. Tree nuts (e.g., walnut, almond, hazelnut, cashew, pistachio, and Brazil nuts)
8. Soybeans

Symptoms of food allergies typically appear from within a few minutes to a few hours after a person has eaten the food to which he or she is allergic.

Allergy notes for this session:

This recipe contains eggs.

If using vegetable oil, make sure that the source is specified and that there is no peanut allergy warning on the label. **Find out if any of the children participating in the activity have a peanut allergy.**

If including toast, this recipe will include wheat.

Allergic reactions can include:

- Hives
- Flushed skin or rash
- Tingling or itchy sensation in the mouth
- Swelling of the face, tongue, or lips
- Vomiting and/or diarrhea
- Abdominal cramps
- Coughing or wheezing
- Dizziness and/or light-headedness
- Swelling of the throat and vocal cords
- Difficulty breathing
- Loss of consciousness

Prompt emergency treatment is critical for someone having a severe allergic reaction, called anaphylaxis.

For additional food allergy management and prevention information, refer to the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* at: http://www.cdc.gov/healthyyouth/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf.



Introductions, Goal, and Ground Rules (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to state the goal and ground rules.

Introductions

It is important to introduce yourself, the children, the activity, and the day's plan so that everyone feels comfortable and ready for the day's activities.

- ❑ Ask children to make name tags. This will help everyone remember each other's names. Make a name tag for yourself and the other instructors too.
- ❑ Then, have the children sit facing one another in a circle or square, so that everyone can see each other. If the space does not allow for this, have them face each other as much as possible.
- ❑ Start by introducing yourself: who you are, where you are from, and include a fun food fact about yourself, such as your favorite food (or use the questions below). Then, have the children introduce themselves, adding a fun food fact or an answer to one of the questions below.

👉 DO AHEAD: Decide what questions you will ask to help the children share a fun food fact.

Some questions to get started:

- What does your family cook at home?
- What do you like to eat for breakfast?
- What is your favorite fruit or vegetable?
- What do you like to eat for a snack?

Once everyone has been introduced and is wearing a name tag, describe the plan for the day.

COOKING SKILLS

The goal of this session is for the children to become familiar with the skills necessary for following and making a simple recipe, in this case, scrambled eggs with spinach. The activities in this session help children develop the following skills:

- How To Chop Spinach
- How To Crack an Egg
- How To Measure Wet and Dry Ingredients
- How To Whisk
- How To Use a Stovetop Safely

- How To Scramble
- How To Cook Food Safely
- How To Season
- How To Set a Table


Ask the children if they are familiar with any of these skills. Ask questions such as, "Have you ever cracked an egg? Have you ever cooked anything on a stovetop? Have you ever used a whisk?" This will give you an idea of the skill level of the group and if there are areas of the activity you can move through more quickly.



Ground Rules

Review and have the children agree to the Ground Rules before starting.


When reading the Ground Rules, remind the children why each rule exists, or ask them to explain the reasoning behind each rule. Make sure everyone understands and agrees to the Ground Rules before moving on. You can either get a “thumbs up” or have the children sign the rules as an agreement.

 **DO AHEAD:** Write the Ground Rules on a chalkboard, white board, or large piece of paper so that the children can see them when you are reading them aloud. This will help visual learners, as well as provide a reference point if a Ground Rule is broken.

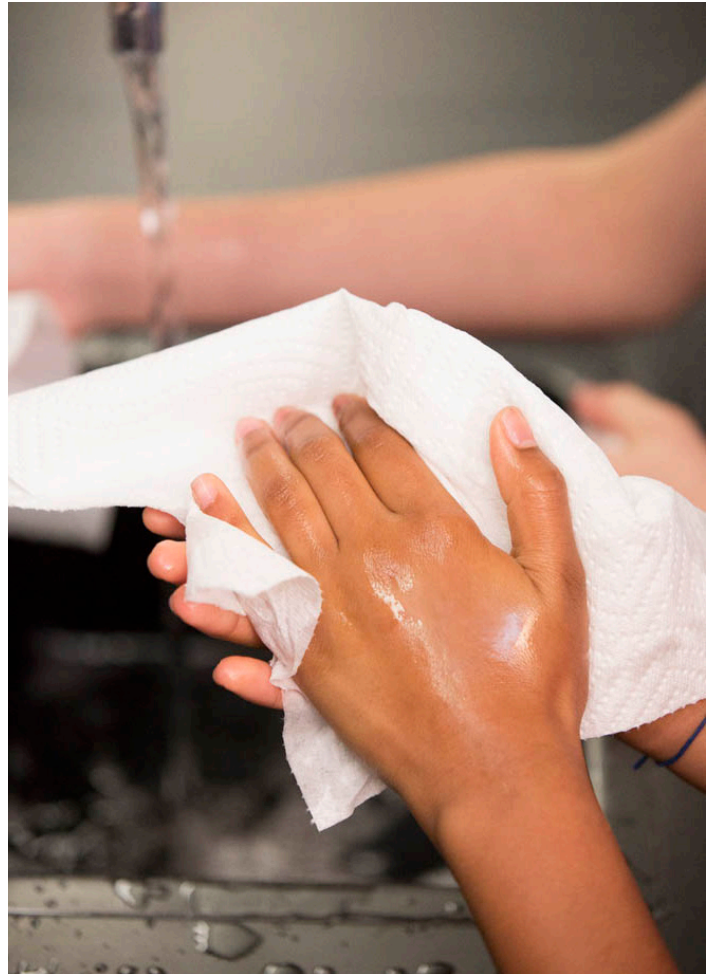
- **Clear the decks.** Keep books, backpacks, electronics, and coats off the tables or counters where food is prepared or served. Be sure bags are not in the aisle or in a place where people will trip over them. *Remind the children that this is for their safety and to keep germs out of the food.*
- **Wear sneakers.** Wear closed-toed shoes, such as sneakers. *Remind the children that this is for their safety.*
- **Tie back long hair.** Pull long hair into a ponytail or bun to prevent accidents and to minimize hair getting into food. *Remind the children that this is for their safety and to keep germs out of food.*
- **Scrub in and out.** Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom. *Need a timer? Hum the “Happy Birthday” song from beginning to end twice.*



- **Be careful.** Use the kitchen tools carefully and stay aware of where everyone is around you. *Remind the children that this is for their safety.*
- **No “ewwww’s.”** You are going to try some new things and you may love them, but if you don’t: NO “ewwww’s.” *Remind the children that this helps everyone to keep an open mind. It is also a part of practicing good manners.*
- **No “double-dipping.”** Tasting utensils should never be used in shared food. Watch to make sure that the children don’t put tasting utensils back into shared food and *remind the children that this is for their health and safety.*
- **Clean up your mess.** Everyone will clean up his or her own mess. *Remind the children that this is practicing responsibility.*

 **BRIGHT IDEA:** Ask the children to come up with more rules that they think are good for this class. Add them to this list if they make sense.





Handwashing (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to wash their hands correctly.

DO AHEAD: Make sure hand soap and paper towels are available for handwashing. Locate the closest handwashing sink, if not in the room, for the children to use.

Explain that everyone must wash their hands before any cooking or tasting begins. Washing hands helps keep food safe and prevents the spread of germs.

Remind the children to keep their clean hands away from their mouth, nose, face, or other places on their bodies.

1. Discuss necessary times to wash hands including:
 - Before, during, and after preparing food
 - Before eating food
 - After using the bathroom
 - After blowing your nose, coughing, or sneezing
 - After touching garbage or other unclean surfaces such as the floor.

2. Show the handwashing video at <http://www.fns.usda.gov/tn/team-nutrition-cooks>. Follow the steps listed below:

- Take off all jewelry on your arms and hands.
- Wet your hands with clean, running tap water.
- Apply soap.
- Scrub your hands for at least 20 seconds. Be sure to lather the backs of your hands, your palms, between your fingers, and under your fingernails.
- Rinse your hands well under clean, running tap water.
- Dry your hands using a clean towel or air-dry them.
- Turn off the faucet with a paper towel, not bare hands.
- Use a paper towel to open doors, if needed, to get back to the cooking area.

3. Before the tasting or cooking activity, wash your hands. Have the children and other helpers wash their hands too.

All About Eggs and Spinach (10 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe where eggs and vegetables come from, ways they are eaten together, and name 3 facts about eggs and spinach.

To start the discussion, ask:

- Where do eggs come from?
- Does your family make eggs at home? How do you prepare them?
- What do you eat with your eggs?
- What are some things we need to do to cook safely with eggs?
- Where do vegetables come from?
- What vegetables go well with eggs?
- What vegetable are we using in our scrambled eggs today?

Use the discussion questions below to help the children learn more about eggs and vegetables.

Where do eggs come from?

Eggs come from birds, and in United States, most of the eggs we eat are laid by hens, which are female chickens. Eggs are gathered, rinsed, sorted by size and quality, and then packed into cartons and refrigerated. Other kinds of eggs eaten include those from quails, ducks, geese, ostrich, and emu.

What are some of the ways that people eat eggs?

Eggs can be prepared many different ways. In a scrambled egg dish, eggs are cracked into a bowl and can be mixed together with seasonings. They are then cooked by pushing the whisked egg mixture around a hot skillet with a spatula until the mixture becomes firm. Eggs can also be hard cooked by boiling the whole egg in water until the white and the yolk become very firm inside the egg. The eggshell is then cracked and peeled off the cooked egg before eating.

Eggs are eaten many different ways around the world. Because they are so tasty together, vegetables and eggs are often combined in dishes. In France, omelets, quiche, and crêpes are filled with a variety of different vegetables, such as spinach, broccoli, asparagus, potatoes, or cauliflower. In Mexico, *huevos rancheros* is a popular egg dish that contains beans and other vegetables and is served on top of tortillas. These dishes taste different, and they all use eggs as their base and are a great way to include vegetables in a meal.

What vegetables go well with eggs?

Vegetables that go well with eggs include spinach, kale, asparagus, tomatoes, onions, bell peppers, broccoli,



mushrooms, scallions, zucchini, and chopped fresh herbs, especially basil, chives, and parsley.

What vegetable is being used with eggs in this recipe?

This recipe includes spinach, which is a dark green, leafy vegetable. Spinach can be eaten raw or cooked by steaming, boiling, microwaving, sautéing, or stir-frying.

Spinach can be bought fresh, canned, or frozen. When buying fresh spinach, look for green leaves without spots or damage. When using a fresh vegetable like spinach, we must first rinse it under cool, running tap water, unless it comes in a bag that says it is “washed” and “ready-to-eat.” When buying canned spinach, look for “low sodium” or “no salt added” on the can.



Nutritious and Delicious MyPlate (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe how eggs and spinach fit into a healthy diet.

BRIGHT IDEA: Display the MyPlate icon in a place where everyone can see it.

OPTIONAL ACTIVITY: Decide if you want to do the **Making Half Your Plate Fruits and Vegetables** activity found on page 13 of the Family Handout. If so, have copies of the Family Handout and pencils for each child.

Protein foods and vegetables are part of a healthy diet.

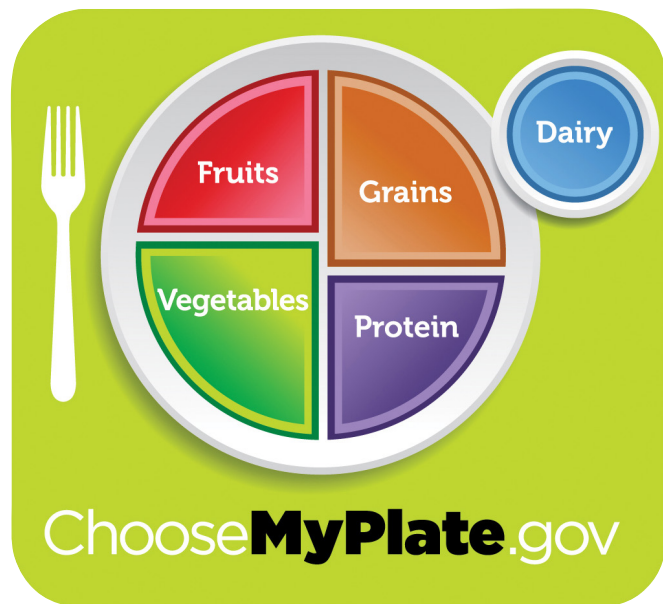
Key Nutrition Messages:

The MyPlate icon reminds you to eat foods from all five food groups. MyPlate's five food groups are: **Fruits**, **Vegetables**, **Grains**, **Protein Foods**, and **Dairy**. The MyPlate icon is also a reminder to make half your plate fruits and vegetables. Eating this way will help you get the nutrients you need to feel and look your best. One way to help you eat enough fruits and vegetables each day is to choose fruits and vegetables at each meal and as snacks.

Eggs are part of the **Protein Foods** Group, which is in the lower right, purple section of the MyPlate icon. Eggs can be eaten as part of a balanced meal or as a snack.

Protein foods help your body build healthy muscle, skin, and tissue. Proteins are also one of three nutrients that provide calories (or energy). Other foods in the Protein Foods Group include meat, poultry, fish, beans and peas, nuts, and seeds. Eating a variety of different types of protein foods during the week helps you get the nutrients you need for good health. It's important to choose leaner (lower fat) options more often, such as beans, peas, and lean cuts of meat.

Many protein foods give your body B vitamins (niacin, thiamin, riboflavin, and B6) and vitamin E, as well as the minerals iron, zinc, and magnesium. These nutrients help you to grow and be healthy. For example, the iron in



eggs helps your body carry oxygen in your blood. Eggs also have vitamin D and calcium, which help build strong bones and teeth, and vitamin A, which helps protect your eyes and skin.

You may have heard that eggs are high in cholesterol and that too much cholesterol in your blood increases your risk of heart disease. It's true that the egg yolk is a source of dietary cholesterol, but today, scientists believe that saturated fat and *trans* fat affect blood cholesterol levels more than the cholesterol in your diet. This means that eggs can be a part of a healthy diet, especially when you eat many different kinds of protein foods in a week.

Spinach fits in the lower left, green section of the MyPlate icon. This section is the **Vegetables** Group. Spinach is an excellent source of vitamin A and also has potassium and other nutrients. In addition to protecting eyes and skin, vitamin A also helps the body fight infections. Potassium helps muscles work properly and also helps the body keep a normal heartbeat and blood pressure.

It's important to eat many of different types of vegetables. Different vegetables often include different combinations of nutrients. By eating many different vegetables and a variety of foods from all five food groups, you can make sure you are getting many of the nutrients you need to stay healthy.

INSTRUCTOR TIP

Remind the children that it's okay if the vegetables you eat are mixed with other foods, like in scrambled eggs or a soup. They still count as part of your MyPlate meal. The exact amount of vegetables you need to eat each day depends on your age, how active you are, and whether you are a girl or a boy.

The children can use MyPlate's Supertracker Web site to see how much of each food group they need to eat each day: <https://www.supertracker.usda.gov/>.



How To Read a Recipe (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to read and describe the steps in a recipe.

DO AHEAD: Provide each child with a copy of the *Scrambled Eggs With Spinach Family Handout* and ask the children to turn to the recipe on page 2. Copies of the Family Handout can be downloaded and ordered from <http://www.fns.usda.gov/tn/team-nutrition>.

Explain how to read a recipe:

- A recipe lays out directions for cooking. It's important to read through the entire recipe.

Read the whole recipe first:

Read through the entire recipe from start to finish so that you can make sure you have everything you will need. The recipe will tell you:

- How much time it will take you to make the dish
- How many servings it will make
- The size of each serving
- Which ingredients (food) you need and in what amounts

Plan Ahead:

Explain that **“Total Time”** is the total amount of time the recipe takes to make from start to finish. **“Hands-on Time”** is the amount of time spent on preparing the food, such as rinsing, dicing, peeling, etc. For example, if something is baking in the oven for 30 minutes, that's part of the total time, but not the hands-on time, since you're just waiting for the oven to do the work. This time is perfect for doing something else in the kitchen, like cleaning up!

After looking at the **“Total Time,”** decide when you want to eat or serve the dish. For example, if a recipe takes 30 minutes to prepare and you want to eat at 5:00 p.m, you need to start cooking at 4:30 p.m. If it is your first time cooking something, you may want to add a bit more time to the total time listed.

Read through the recipe together and answer any questions the children may have about the directions, ingredients, or kitchen tools.

Scrambled Eggs With Spinach

Start off your day with a healthy breakfast dish.

Total Time: 15 minutes • Hands-on Time: 15 minutes • Yield: 6 servings • Serving Size: 2 Eggs

Allergy Notes:

- This recipe contains eggs.
- If using vegetable oil, make sure that the source is specified and that there is no peanut allergy warning on the label.
- If including toast, this recipe will include wheat.

INGREDIENTS

- 1 teaspoon olive, canola, or vegetable oil
- 12 large eggs
- 3 cups (7.2 ounces) rinsed chopped fresh or frozen* spinach
- 6 slices whole-wheat bread, toasted (optional)
- Ground pepper or other herbs and spices (optional)

*** NOTES:** If using frozen spinach, make sure to thaw it before adding it to the eggs. Follow the directions on the package for thawing. Use your clean hands to squeeze out the excess liquid from the thawed spinach before adding it to the eggs so that the eggs don't end up watery.

SHOPPING LIST

- 12 large eggs
- 3 cups (7.2 ounces) fresh or thawed frozen spinach
- olive, canola, or vegetable oil
- black pepper
- whole-wheat bread

INSTRUCTIONS

1. Wash your hands with soap and water, then gather all your kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Crack the eggs, one at a time, into a bowl or mug. Crack the egg at the midpoint between the two ends of the egg by hitting it quickly against the rim of the bowl.
3. Pour the single egg into a larger bowl. Repeat with the second egg by first cracking it into the smaller bowl or mug, and then pouring it into the larger bowl.
4. When both of the eggs are in the larger bowl, beat or whisk the eggs until the mixture is pale yellow.
5. Put the skillet on the stove and turn the heat to medium. When the skillet is hot, add the oil. (If using a nonstick skillet, follow manufacturer's instruction on preheating. For nonstick skillets, the oil should be added before the skillet is heated.) Add the spinach right away. You can use other vegetables here as well.
6. Carefully pour the eggs into the skillet.
7. The egg on the bottom, closest to the heat, will set first. Drag the spatula across the bottom of the skillet to move the cooked eggs aside so that the uncooked eggs can move closer to the heat. Keep pulling the cooked egg aside until the whole mixture is firm and fully cooked.
8. Sprinkle with pepper or other spices. Serve right away, with whole-wheat toast if you like.

Nutrients per serving: Calories 311; Total Fat: 19 g; Saturated Fat: 5 g; Sodium: 326 mg; Potassium: 315 mg; Total Carbohydrate: 17 g; Dietary Fiber: 3 g; Protein: 17 g; Vitamin A: 2079 IU (265 RAE); Vitamin C: 0 mg; Vitamin D: 2 mcg; Calcium: 135 mg; Iron: 3 mg



Scrambled Eggs With Spinach Recipe and Instructor Notes

Total Time*: 10 minutes • Hands-on Time: 10 minutes
Yield: 1 serving • Serving size: 2 eggs with spinach

* INSTRUCTOR TIP

The total time for each child to make his or her eggs is 10 minutes. However, because all of the children are mixing, chopping, and prepping their eggs together, but cooking one serving at a time, the timing will be a bit different. Each serving takes just about 3-4 minutes to cook completely. Using two burners at once can speed up this process, as long as the instructor is able to supervise both children who are cooking at the same time.

INGREDIENTS

- 2 large eggs
- ½ cup chopped fresh or thawed frozen* spinach
- 1 slice whole-wheat bread, toasted (optional)
- 1 teaspoon olive, canola, or vegetable oil
- pinch of ground pepper or other spices (optional)

Allergy Notes:

- This recipe contains eggs.
- If using vegetable oil, make sure that the source is specified and that there is no peanut allergy warning on the label.
- If including toast, this recipe will include wheat.

SUPPLIES

The number of each tool needed in the cooking section is based on six servings, with everyone in the group getting a chance to practice most of the skills. These numbers may be different for your session, depending on how the cooking stations are set up. See “**Instructor Tips for Teaching Cooking Skills**” on page 13 for more information.

For Cooking

- 6 small bowls
- 6 forks or whisks
- 2 small skilletes
- 2 heatproof spatulas
- 6 measuring spoons
- 6 ½ cup measuring cups
- 1 cooktop
- 2 pot holders
- 6 butter knives

For Cooking, continued

- 6 cutting boards

For Eating

- 6 plates
- 6 forks
- napkins

INSTRUCTIONS FOR CHILDREN

1. Have them wash their hands with soap and water, then gather all kitchen tools and ingredients and put them on a clean counter or table.
2. Crack the eggs, one at a time, into a bowl or mug. Crack the egg at the midpoint between the two ends of the egg by hitting it quickly against the rim of the bowl.
3. Pour the single egg into a larger bowl. Repeat with the second egg by first cracking it into the smaller cup or bowl, and then pouring it into the larger bowl.
4. When both of the eggs are in the larger bowl, beat or whisk the eggs until the mixture is pale yellow.
5. Put the skillet on the stove and turn the heat to medium. When the skillet is hot, add the oil. If using a nonstick skillet, follow the manufacturer’s instructions on preheating the skillet, as the oil may need to be added before the skillet is heated.
6. Carefully pour the egg mixture into the skillet. Add the spinach.
7. The egg on the bottom, closest to the heat, will cook first. Drag the spatula across the bottom of the skillet to move the cooked eggs aside so that the uncooked eggs can move closer to the heat. Keep pulling the cooked egg aside until the whole mixture is firm and fully cooked. If you want to add herbs to your eggs, you can add them when the eggs are almost finished cooking.
8. Serve right away, with whole-wheat toast if you like.

***NOTES:** If using frozen spinach, make sure to thaw it before adding it to the eggs. Follow the directions on the package for thawing. Use your clean hands to squeeze out the excess liquid from the thawed spinach before adding it to the eggs so that the eggs don’t end up watery.

Scrambled Eggs with Spinach: Servings per recipe: 1

Nutrients per serving: Calories 311; Total Fat: 19 g; Saturated Fat: 5 g; Sodium: 326 mg; Potassium: 315 mg; Total Carbohydrate: 17 g; Dietary Fiber: 3 g; Protein: 17 g; Vitamin A: 2079 IU (265 RAE); Vitamin C: 0 mg; Vitamin D: 2 mcg; Calcium: 135 mg; Iron: 3 mg.

Crediting Information for Child and Adult Care Food Program (CACFP): One portion of eggs with spinach provides 4 oz equivalent of meat alternate and ½ cup vegetable. 1 slice of bread (at least .9 oz in weight) will credit an additional 1 oz equivalent grains.



INGREDIENTS AND SUPPLIES CHECKLISTS

Use these checklists to make sure you have all of the ingredients supplies for the activities in this session.

INGREDIENTS

For Taste Test and Cooking and Eating Activities (For a group of 6)

Produce Section

- 3 cups chopped fresh spinach (7.2 ounces)

Refrigerated Section

- 1 dozen eggs (10 eggs for 5 children (2 eggs per person))

Grocery Section

- 6 slices whole-wheat bread (optional)
- vegetable oil
- Seasonings such as black pepper, red pepper flakes, dill, basil, parsley, tarragon, chives, or cilantro (optional; see “**How To Season**” on page 19)

SUPPLIES

For How To Season Activity

- 4 to 5 small bowls (optional; one for each spice)
- 1/8 teaspoons (optional; one for each spice)

For Cooking, Eating and Cleanup

For Cooking

The number of kitchen tools listed in the Cooking section is based on a group of six, with everyone in the group getting a chance to practice most of the skills. These numbers may be different for your session, depending on how the cooking stations are set up. See “**Instructor Tips for Teaching Cooking Skills**” on page 13 for more information.

- 6 small bowls
- 6 fork or whisks
- 2 small skillets
- 2 heatproof spatulas
- 6 measuring spoons
- 6 1/2- cup measuring cups

- 1 cooktop
- 2 pot holders
- 6 butter knives
- 6 cutting boards

For Eating

- 6 plates
- 6 forks
- napkins

For Cleanup

- trash bags
- dish cloths and dish soap
- paper towels
- sponges
- hand soap
- broom and dustpan
- gloves for dishwashing (optional)

For Other Activities

- name tags
- markers
- 6 pens or pencils
- chalkboard/whiteboard or paper, markers, and tape for Ground Rules list
- a computer with speakers, a projector, and a screen large enough for showing skill videos, or a dvd player and television
- MyPlate poster (free from <http://TeamNutrition.usda.gov>)
- Copies of *Team Nutrition Cooks! Scrambled Eggs with Spinach Family Handout* (free from <http://TeamNutrition.usda.gov>)



Cooking and Eating (35 minutes)

OBJECTIVE: At the end of this section, the children will have made scrambled eggs with spinach.

➤ **SAFETY TIP:** Be sure the children wash their hands again before they start cooking.

Each child will make an individual serving of scrambled eggs with spinach. Adult instructors will make their own serving after the children are done. The children who finish cooking can eat their eggs and then help with cleanup or work on optional activities.

💡 **BRIGHT IDEA:** The hands-on portion of cooking is the part of the activity that the children will be most excited about, other than eating. It's important to supervise and keep as much control as possible so that the classroom remains safe and everyone gets a chance to participate. Again, to help ensure a successful learning experience, we recommend you have one adult instructor for every five children.

👉 **DO AHEAD:** Rinse the spinach before the children arrive to save time, or buy prewashed spinach. If you are using bagged spinach and the package indicates that the contents are washed and ready-to-eat, you do not need to rinse the spinach again before using. If using frozen spinach, read the package directions to see how and when to thaw the spinach.

Ingredient List Per Person

- 2 large eggs
- ½ cup fresh or frozen spinach
- 1 slice whole-wheat bread (for toast; optional)
- 1 teaspoon vegetable oil
- Pinch of ground pepper or other spices (optional; See “**How to Season**” on page 19)

Ingredient List Per Group (5 children, 1 instructor)

- 1 dozen eggs
- 3 cups fresh spinach (7.2 ounces)
- 6 slices whole-wheat bread (for toast; optional)
- vegetable oil
- Ground black pepper or other spices (optional: See “**How to Season**” on page 19)

👉 **DO AHEAD:** Make sure all adult instructors are comfortable using all the required tools and have practiced before the class. Watch each video, and, if possible, practice the required skills in advance. Videos can be viewed at <http://www.fns.usda.gov/tn/team-nutrition-cooks>.

Skills that will be covered during this activity

- How To Chop Spinach
- How To Crack an Egg
- How To Measure Wet and Dry Ingredients
- How To Whisk
- How To Use A Cooktop Safely
- How To Scramble
- How To Cool Food Safely
- How To Set a Table

How To Set a Table is not shown in the video.

INSTRUCTOR TIP

If you're short on time, space or kitchen tools, skip the chopping station and have the children tear the rinsed spinach into small pieces.



INSTRUCTOR TIPS FOR TEACHING COOKING SKILLS

Watch the skills videos with the children at <http://www.fns.usda.gov/tn/team-nutrition-cooks>. Then, practice the cooking skills with children at the stations.

- Designate a table or desk for each station that won't be used or touched before it is time to cook.
- In order to let the children practice their skills with enough supervision, divide into groups of five children for every one adult.
- Once divided into groups, each group will use each skill to make their own scrambled eggs with spinach. In **Option Two**, children will practice some, but not all skills used in the recipe.
- **Options One and Two** should be used if groups are large or if you're short on time. In **Option Three**, all the children will practice the same skills.
- You can decide the best way to set up the cooking stations; some recommendations are below. At each station, have an adult remind children how to use each tool before allowing them to try.

Options for practicing skills at stations:

- **Option One:** Each child will prepare the scrambled eggs recipe and get to crack his or her own eggs, whisk, chop and add in his or her own spinach, and scramble the eggs in the skillet on the cooktop. In this option, eggs are made in individual servings. (Recommended)
- **Option Two:** All the skills are practiced at each station, but each child contributes to only one part of the recipe. For instance, at each station one child may do the measuring, another may whisk, and another may scramble, etc. In this option, eggs are made together instead of in individual servings.
- **Option Three:** Each station focuses on a single skill, but children may rotate through all the stations, trying all the skills. Groups rotate through cooking stations, cracking their eggs and whisking at the first table, and then continuing on to the measuring table, and then to a scrambling station. If you have a large group, this may lead to a bottleneck at the scrambling station. Use this with small groups only. In this option, eggs are made together instead of in individual servings.

NOTE: When using Options Two or Three, you can use the recipe provided in the Family Handout, which makes 6 servings. This lets everyone eat a full serving of the eggs as a snack or part of a meal. Alternatively, an adult can make the larger batch of eggs beforehand for the eating portion of the session.

KEY SKILLS

Cooking Skills

- How To Chop Spinach (p. 14)
- How To Measure Wet and Dry Ingredients (p. 14)
- How To Crack an Egg (p. 15)
- How To Whisk (p. 15)
- How To Use A Cooktop Safely (p. 16)
- How To Scramble (p. 17)
- How To Toast (optional) (p. 17)
- How To Cool Food Safely (p. 18)
- How To Season (p. 19)

Serving Skills

- How To Set a Table (p. 18)

Stations and Supplies for Option Two and Option Three:

The number of each tool needed will depend on the size and number of each group.

The Stations: Chopping

- cutting board
- butter knives

Cracking and Whisking

- bowls or mugs
- trash
- forks or whisks

Measuring

- ½-cup dry measuring cup
- 1 teaspoon measuring spoon

Scrambling

- cooktop
- spatula
- skillet
- plates
- potholders

Toasting (optional)

- toaster
- tongs for removing toast (if necessary)
- plates



How To Chop Spinach

If using fresh spinach, the spinach needs to be chopped before measuring. In this activity, the children will use butter knives. Butter knives are safe for the children to use because they are not sharp but will still cut through spinach. Remind the children that they should always cut on a cutting board for safety and to avoid damaging the counter or table. If time, space, or kitchen tools are limited, the spinach can also be ripped.



1. Stack the spinach leaves on top of each other, so you can cut several leaves at once. You can also roll the stack of leaves into a log and cut the log into shorter pieces. This method is called chiffonade.
2. Hold the knife in the hand you use to write with, and grip it firmly around the handle.
3. Use your other hand to steady the spinach, keeping your fingers curled under, away from the knife. Pay attention to where the knife is; as it moves forward, your hand holding the spinach should move backward. The distance between the knife and hand holding the spinach should always stay the same.
4. Chop the spinach into small pieces.

How To Measure

It is important to measure correctly so the recipe will work. The measuring tools the children will be learning about today are dry measuring cups and measuring spoons.

Dry measuring cups are meant to be filled to the top and then leveled off using the straight edge of a knife or fork. "Leveled off" means that the dry ingredients are made even with the top of the measuring cup so that the measurement is accurate.

Measuring spoons can be used for dry or liquid measurements. Level off dry ingredients on a measuring spoon the same way you would on a measuring cup.



How To Measure Spinach (dry measurement)

1. Fill the $\frac{1}{2}$ -cup dry measuring cup with chopped spinach. Push the spinach down to make sure there are no air pockets.
2. Level off the spinach to make sure the measurement is correct.



How To Measure Oil (liquid measurement)

1. Fill the teaspoon until the liquid reaches the edges. Pour the oil into the teaspoon while holding it over a bowl or other container that can catch any extra liquid.
2. Pour the oil into the skillet.



How To Crack an Egg

1. Make sure the eggs are not broken or cracked
2. Crack the eggs, one at a time, into a bowl or mug. It's important to crack eggs into their own bowl, separate from other ingredients, and not directly into the pan. This is so that any shell that falls into the bowl can be easily removed.
3. Crack the egg at the midpoint between the two ends of the egg by hitting it quickly against the rim of the bowl.
4. Try to crack the egg in one hit so that there are fewer eggshell pieces that may fall into the bowl. There should be one big crack. If it doesn't work the first time, that's okay!
5. Hold the egg over the bowl with the cracked part facing up.
6. Put your thumbs on either side of the crack and gently pull the shell apart to allow the egg to slide into the bowl.
7. Pour the egg from its mug into the larger bowl where the other ingredients will go. You should do this after each egg.
8. Make sure to thoroughly wash everything that the raw egg touches with hot, soapy water. Wash your hands after touching raw eggs too.

How To Whisk

Whisking means beating or stirring quickly to combine ingredients.

1. When all the eggs are in the bowl, use your wrist to move the fork or whisk quickly in a circular motion.
2. Stop whisking when the eggs are blended together and the mixture is pale yellow.



How To Use a Cooktop Safely

This skill should be demonstrated by an adult, with the children watching. The adult should explain each step to the children, emphasizing the steps needed to stay safe when using a stove or cooktop.

1. Have the cooktop ready and plugged in.
 2. Different cooktops have different ways to turn on the heat. If the cooktop uses gas, you have to turn the knob to light the burner before choosing the temperature. On a gas cooktop you will see a flame on the burner. For electric and induction cooktops, turn the knob directly to the temperature you want. You will not see a flame.
 3. Make sure the handle of the skillet is turned inward, toward the center of the stove. Otherwise, you could accidentally knock the skillet off the stove, causing serious burns.
- **SAFETY TIP:** Never walk away from food cooking on a burner.
 - **SAFETY TIP:** Use pot holders, not towels which can catch fire, when moving a hot skillet, pan, or lid.
 - **SAFETY TIP:** Keep your cooking area neat. Do not keep flammable items, like dish towels, papers, or cardboard packages, near the stove.




INSTRUCTOR TIP


Unlike gas or electric burners, induction burners only work if the pot or pan you are using contains steel or iron, and the burner itself will not become hot, even when it's on. However, an induction burner that has recently been used for cooking might get and stay hot from the cooking pot or pan that has been on top of it—so be careful! Copper, aluminum, or glass cookware that does not contain steel or iron will not work on an induction burner.

How To Scramble

1. Put the skillet on the stove and turn the heat to medium. When the skillet is hot, add the oil. (If using a nonstick skillet, follow the manufacturer's instructions on preheating. For nonstick skillets, the oil should be added before the skillet is heated.) The oil will help the eggs to cook and keep it from sticking to the skillet.
2. Pour the whisked eggs into the skillet. Add the chopped spinach.
3. The eggs on the bottom, closest to the heat, will cook first.
4. Drag the spatula across the bottom of the skillet to move the cooked eggs aside so that the uncooked eggs can move closer to the heat.
5. Keep pulling the cooked eggs aside until the whole mixture is firm and fully cooked.
6. Serve right away. Eggs left in a hot skillet will continue cooking even if the stove is turned off. Overcooked eggs will be rubbery in texture.

 **BRIGHT IDEA:** The skillet will not need to be washed or prepped in between each use, but it may be helpful to have a few skillets on hand in case egg buildup occurs on one. This will save time instead of washing the skillet between each use.



 **BRIGHT IDEA:** Because the cooked eggs may cool quickly, you may want to let the children to eat their food when it is done, instead of waiting to eat together as a group. Or, cover the cooked eggs with foil to keep them warm until everyone has finished cooking. The children can help set the table while they wait.

How To Toast (optional)

1. Plug in the toaster.
2. Put the bread into the slot on the top of the toaster.
3. Select how much you would like the bread to be toasted, using the knob. Most toasters have either numbers or markings labeled light to dark. Light means the bread is only a little toasted, while dark means the bread is very toasted.
4. Push the lever down to start toasting.
5. Keep an eye (and nose) out to make sure the toast isn't burning.
6. When the toast is done, it will pop up. Use non-metal tongs to remove the toast safely.



How To Cool Food Safely

It is important to let the food you have just cooked cool before eating it to avoid the risk of burns.

1. Sometimes food cools enough to be eaten, but the dish, pot, or pan that the food was cooked in stays hot. Use potholders or oven mitts when handling the pan so you don't burn yourself.
2. An adult should remove hot food and kitchen tools from the cooktop.

► SAFETY TIP:

Put hot kitchen tools on a trivet or cooling rack so that they don't damage the counter or table.



How To Set a Table

Ask each child to prepare his or her own place setting. Have a sample place setting that the children can refer to as an example.

In a standard American place setting, the napkin and fork are on the left side of the plate, with the fork lying on top of the napkin. The knife goes next to the plate on the right side, with the blade facing the plate. The spoon is also on the right side of the plate, on the right side of the knife. The cup goes above the knife and the spoon.



Cleanup (15 minutes)

OBJECTIVE: By the end of this activity, the children will be able to demonstrate how to clean dishes, kitchen tools (not sharp items), and table surfaces.

It is important to let the children know that cleaning up is an important part of the activity. Some children may not know the correct way to clean dishes, counters, and floors, so showing them what you expect is recommended. Have the children use hot water to wash dishes. Show them the correct amount of soap to put on the dish cloth: a drop or two should be enough for a few pots and pans.

Have dish soap, dish cloths, and dish towels on hand. The children can also use rubber dish gloves when washing dishes if you like.

- **Soak dishes:** If food is baked on or stuck to the dishes, soak them in warm water to loosen it.
 - **Wash dishes:** Show the children how to scrub dishes, pots, and pans. Make sure that they wash both the inside and outside and top and bottom of each. Since utensils go directly into our mouths, be sure they are washed well. It is important to wash all parts of every item, including the handles.
 - **Dry dishes:** Show the children where they can leave dishes to dry, or how to dry them with a dish towel. Have them check to make sure there are no remaining grease streaks or traces of food stuck on the pots and pans.
 - **Put away kitchen tools:** Show where kitchen tools belong so that they can help put them away.
 - **Wash surfaces:** Wash all surfaces that were used for cooking with hot, soapy water.
 - **Clean and dry sink:** Wash out the sink with hot, soapy water and dry it with a clean dish towel.
 - **Sweep floor:** Show how to sweep into a dustpan and throw away the waste.
- **SAFETY TIP:** When washing dishes, never swirl your hands around the bottom of the sink, especially if you can't see the bottom. There may be sharp tools or utensils under the water.

How To Season

Seasoning food means adding herbs or spices to food to add flavor. You don't need to add much seasoning because eggs already have their own flavor. There are many herbs, like basil, chives, and parsley, that can give eggs great flavor. Normally these seasonings would be added while the egg is cooking, rather than after.

- Set up a station or an area on the table with spices as black pepper, cumin, and paprika, and/or fresh and dried herbs like chopped parsley, dill, chives, basil, or cilantro.
- Leave each seasoning in its original container for the children to identify and sprinkle onto their eggs. Or, you can put the seasonings into small bowls with $\frac{1}{8}$ -teaspoon measuring spoons.
- Ask the children to taste their eggs as prepared according to the recipe.
- Invite the children to add a bit of one or two herbs or spices to their eggs. It only takes a little!
- Have the children compare the different colors, tastes, textures, smells, and uses of each seasoning. Take a poll to see which seasoning they like best. Use the discussion questions provided (below), if needed.
- Have the children help clean up leftovers and trash.
- If possible, have another adult or older child help you supervise this area so that children do not add too much seasoning.

DISCUSSION QUESTIONS

- Which seasoning(s) did you taste today?
- Which herbs or spices have you tasted before?
- Which seasoning(s) did you like the best?
- Were there any tastes that you didn't like as much?
- Are there any other seasonings, fillings, or toppings that taste good on eggs?

INSTRUCTOR TIP

Wash dish cloths in the hot cycle of the washing machine after each cooking activity. Kitchen sponges are potential sources of bacteria and are difficult to clean. If you use sponges, replace them with new ones frequently.





Wrap-Up and Summary (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to list five facts or skills they learned from the activity.

This is a great time to have a group discussion about the activities. This can be done in a few different ways:

Ask the children:

- Which step of the recipe was your favorite?
- What did you learn to do today that you didn't know how to do before?
- Could you teach someone in your family a skill you learned today?
- Ask for volunteers to name something that they learned.
- In groups, the children can create a 30-second commercial “advertising” scrambled eggs with spinach.
- The children can make a 30-second “fast forward” skit about everything they did today during the activity, including five facts or skills that they learned from it.
- Read aloud the “**My Scrambled Egg Story**” on page 21 and have the children follow along on page 11 of their Family Handout. Ask them to write their answers as you go along. At the end, have a child share their Scrambled Egg Story with the group. An answer key is provided for instructors on page 24 of this guide.
- Have the children complete the **Kitchen Tools** activity sheet on page 12 of the Family Handout to test their knowledge. An answer key is provided for you on page 24 of this activity guide.

Additional Wrap-Up Items

- Review the Family Handout that the children will bring home to their families.
- Review and answer any questions about the day.
- Thank the children for being such good cooks today and have them give themselves a round of applause.

My Scrambled Eggs Story

Fill in the blanks and bring this home to share with your family.

Today, we made (_____). The main ingredient is (_____), which are part of the (_____) food group of MyPlate. Foods in this group are high in (_____), which is used by our bodies to build (_____). We also added (_____) to our eggs. Spinach is in the (_____) food group of MyPlate. Dark-green vegetables like spinach include a lot of nutrients needed for good health, like vitamin (_____) and (_____). We learned that making (_____) of our plates fruits and vegetables helps us get the nutrition we need.

We also learned some things about where eggs come from. Most of the eggs that Americans eat come from (_____), but people around the world eat eggs that come from other animals too, such as (_____).

Today, we also learned how to read a recipe. It's important to read a recipe all of the way through first so that we know what (_____) and (_____) we will need, what all of the steps are, and how much time it will take to make.

When we made the scrambled eggs, we learned to use some new tools. One of these tools was a (_____), which we used for mixing the eggs. We can also use a fork if we don't have a (_____) at home. We used an (_____) to cook our eggs.

We also learned how to measure and learned about two different kinds of measuring tools. One was measuring (_____) and the other was measuring (_____). For our scrambled egg dish, we measured spinach in a measuring (_____). To measure the oil, we used a (_____).

After the scrambled eggs were cooked, we got to eat them. We added some seasonings including (_____). We didn't need too much though, because eggs are tasty on their own and the spinach gave it a lot of flavor too. It was delicious!

WORD BANK: bones, muscles, skin, and tissues, teaspoon, kitchen tools, quail / ostriches / ducks / geese, protein, scrambled eggs with spinach, cooktop, spoons, cup, potassium, Protein Foods, chickens / hens, whisk, spinach, eggs, half, A, cups, whisk, ingredients, Vegetable



My Scrambled Eggs Story

Read this story out loud and ask the children to fill in the blanks on the sheet in the Family Handout. You can then share the answers from the answer key below with them.

Today, we made (**Scrambled Eggs With Spinach**). The main ingredient is (**eggs**), which are part of the (**Protein Foods**) food group of MyPlate. Foods in this group are high in (**protein**), which is used by our bodies to build (bones, muscles, skin, and tissues.) We also added (**spinach**) to our eggs. Spinach is in the (**Vegetable**) food group of MyPlate. Dark-green vegetables like spinach include a lot of nutrients needed for good health, like vitamin (**A**) and (**potassium**). We learned that making (**half**) of our plates fruits and vegetables helps us get the nutrition we need.

We also learned some things about where eggs come from. Most of the eggs that Americans eat come from (**chickens/hens**), but people around the world eat eggs that come from other animals too, such as (**quail/ostriches/ducks/geese/etc.**).

Today, we also learned how to read a recipe. It's important to read a recipe all of the way through first so that we know what (**ingredients**) and (**kitchen tools**) we will need, what all of the steps are, and how much time it will take to make.

When we made the scrambled eggs, we learned to use some new tools. One of these tools was a (**whisk**), which we used for mixing the eggs. We can also use a fork if we don't have a (**whisk**) at home. We used a (**cooktop**) to cook our eggs.

We also learned how to measure and learned about two different kinds of measuring tools. One was measuring (**spoons**) and the other was measuring (**cups**). For our scrambled egg dish, we measured spinach in a measuring (**cup**). To measure the oil, we used a (**teaspoon**).

After the scrambled eggs were cooked, we got to eat them. We added some seasonings including (**dependent on child's experience**). We didn't need too much though, because eggs are tasty on their own and the spinach gave it a lot of flavor too. It was delicious!

WORD BANK: bones, muscles, skin, and tissues, teaspoon, kitchen tools, quail / ostriches / ducks / geese, protein, scrambled eggs with spinach, cooktop, spoons, cup, potassium, Protein Foods, chickens / hens, whisk, spinach, eggs, half, A, cups, whisk, ingredients, Vegetable



Kitchen Tools

These are the tools we need to make applesauce. Can you name them all?



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)

WORD BANK: spatula, whisk, dry measuring cups, cutting board, bowl, fork, measuring spoons, skillet, butter knife



Kitchen Tools

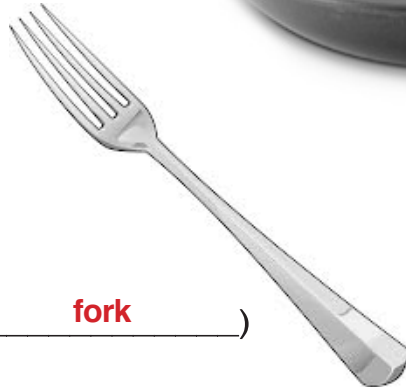
These are the tools we need to make applesauce. Can you name them all?



(**skillet**)



(**spatula**)



(**fork**)



(**butter knife**)



(**bowl**)



(**measuring spoons**)



(**dry measuring cups**)



(**whisk**)



(**cutting board**)

WORD BANK: spatula, whisk, dry measuring cups, cutting board, bowl, fork, measuring spoons, skillet, butter knife





**Discover other nutrition education materials developed under the U.S. Department
of Agriculture's Team Nutrition initiative at
<http://teammnutrition.usda.gov>.**



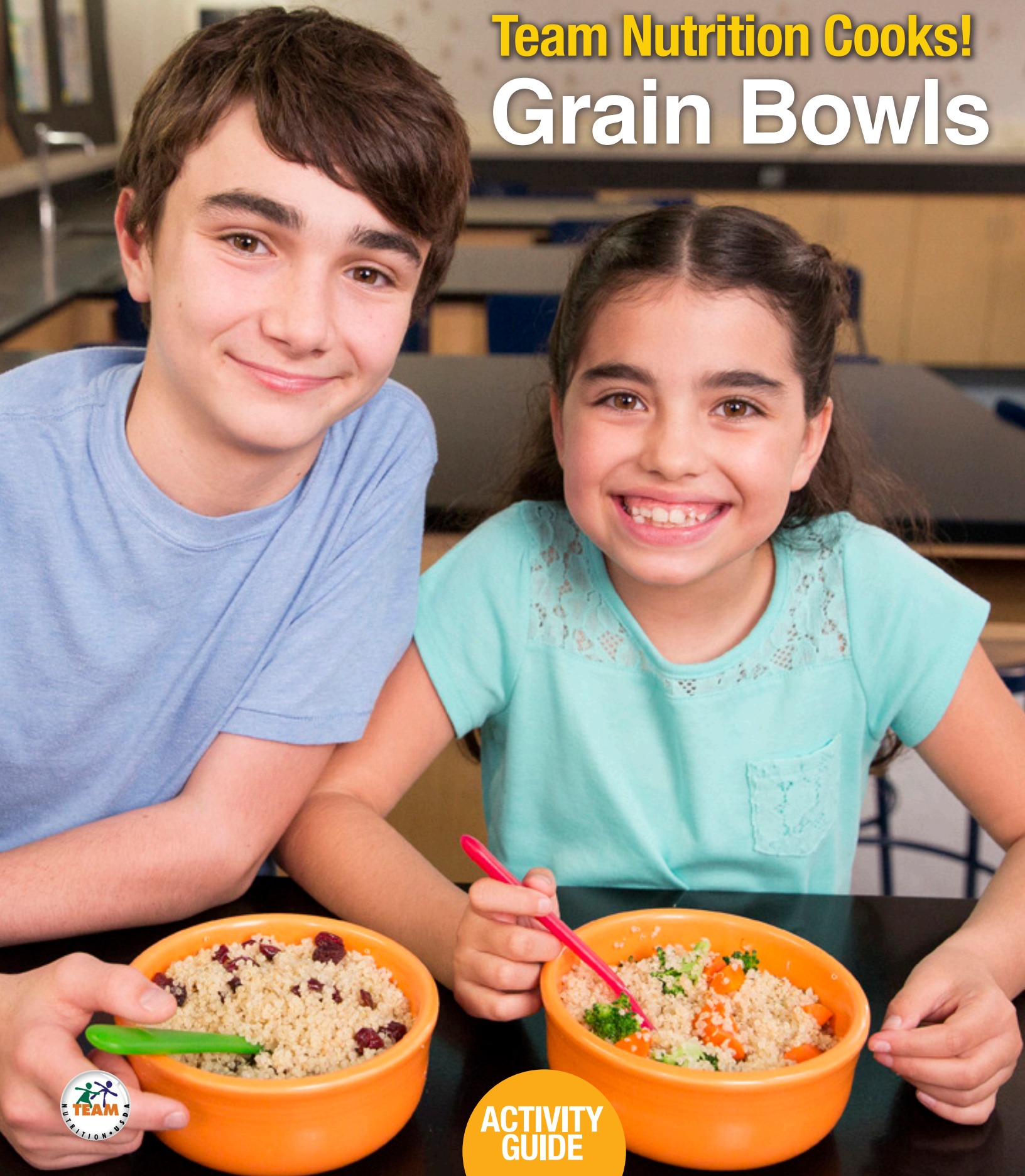
United States Department of Agriculture

OMB# 0584-0524 Exp: 09/30/2019

RETAIN FOR YOUR RECORDS

Attachment M: Stimuli for IDs – Team Nutrition
Cooks! Activity Guides

Team Nutrition Cooks! Grain Bowls



ACTIVITY
GUIDE

Grain Bowls Activity Guide

Why Teaching Children To Cook Matters

Team Nutrition Cooks! is a series of activities for out-of-school and afterschool programs to teach children basic cooking skills. There are many reasons to include cooking activities in your program. Children love creating and preparing new foods, and they will learn skills they'll use for life. Food preparation is also a great way to get children interested in healthy food choices. When children help to prepare fruits, vegetables, and whole grains, they are more likely to try them.

Overview

You can use this Grain Bowls Activity Guide alone or together with other *Team Nutrition Cooks!* activity guides as a series. Each *Team Nutrition Cooks!* session is designed for children 8 to 12 years old and takes 1 to 1½ hours to complete. Videos of key cooking skills are provided at <http://www.fns.usda.gov/tn/team-nutrition-cooks> and on the DVD that is included with the printed activity guides. All activity guides include handouts so that children can make the recipes at home with their families.

Preparation

- **Before starting, be sure to review all policies related to your program or facility regarding food preparation.** Check with your local health department about food safety requirements specific to your area.
- **Read this activity guide before you start.** Pay special attention to notes marked “**Do Ahead,**” “**Safety Tip,**” “**Bright Idea,**” or “**Instructor Tip.**”
- **Review the Ingredients and Supplies list on page 13.** Make sure you have all the ingredients, materials and handouts needed.
- **Practice preparing the recipe.** Use all of the cooking tools in the room and area where the session will take place.
- **Plan for the time you have.** If your group has extra time, do the worksheets in the Family Handout as part of the session. (See **My Grain Bowl Story** on page 10, **Kitchen Tools** on page 11, **MyPlate, My Grains** on page 12.) If not, offer these as take-home activities. This activity guide includes discussion questions that you may use at the beginning of the activity or during waiting times, such as while waiting for something to cook. If you are short on time, you may have to cut some sections short, or skip a section entirely.



Activities

1. **Introductions, Goals, and Ground Rules** (5 minutes)
2. **Handwashing** (5 minutes)
3. **All About Grains** (5 minutes)
4. **Nutritious and Delicious MyPlate** (5 minutes)
5. **Taste Test** (10 minutes)
6. **How To Read a Recipe** (5 minutes)
7. **Cooking and Eating** (35 minutes)
8. **Cleanup** (15 minutes)
9. **Wrap-Up and Summary** (5 minutes)

Supervision and Room Management

The Grain Bowls recipe makes six servings. We recommend having a group of five children and one adult. This way, each child will prepare or have a part in preparing the recipe, and will be given a full serving. The ratio of one adult for each group of five children will help you manage preparation, instruction, and behavior and avoid long waiting times and overcrowding of cooking stations.



Options for larger groups include:

- **Repeat the Activity**—Divide the children into small groups and then repeat the activity throughout the day or week.
- **Demonstrate**—Show cooking skills in front of the group, and then have each small group practice one skill, such as simmering or measuring.
- **Use Volunteers**—Teenagers, particularly those who are in a culinary arts or service learning program, can be a good resource to help with the activities. They can help you get ready for the session and help children with reading recipes, stirring, measuring, and other cooking skills that do not involve sharp knives. They can also assist with cleaning.

Additional Supplies Needed

In addition to this activity guide, you will need:

- A computer with speakers, a projector, and a screen large enough for showing skill videos, or a DVD player and television
- A chalkboard/whiteboard or large paper and markers
- Pens and pencils for each child

INSTRUCTOR TIP

Remember, cooking can be messy and hectic. Try to encourage the excitement and creativity while still keeping control of the activities. Focus on one activity at a time. Make sure all children understand and have finished each activity before moving on.

- Name tags and markers
- Copies of the *Grain Bowls Family Handout*, which you can order or download at: <http://www.fns.usda.gov/tn/team-nutrition-cooks>
- Ingredients and supplies listed on page 13
- Access to a handwashing sink and hand soap
- Access to a food-preparation sink. Having a food-preparation sink that is separate from the handwashing sink is ideal. If this is not possible, be sure to clean out the sink with hot soapy water before rinsing vegetables.
- MyPlate poster (free from <http://TeamNutrition.usda.gov>)

Food Safety

Specific food safety tips are included as part of each activity, including handwashing guides, correct temperatures at which to cook and store foods, and food allergy information.

No one who is feeling sick should handle food. If an adult or child has been sick with symptoms of vomiting or diarrhea, he or she should not participate until symptom-free for at least 24 hours.

If an adult instructor's hands have a cut or wound, the cut should be bandaged and clean disposable gloves should be worn. If a child's hand has a cut or wound, the child should be given jobs that do not involve direct contact with food.

What do you need to know about handling vegetables safely?

- Keep vegetables separate from raw eggs, meat, poultry, and seafood while shopping, preparing, and storing.
- Rinse raw vegetables well under running tap water before eating or cooking with them. Rinse vegetables even if you plan to peel them before using them in the recipe. Do not use soap or detergent to clean fresh vegetables.
- Rub firm-skinned vegetables under running tap water or scrub the peel with a clean vegetable brush while rinsing with running tap water. If



using pre-cut vegetables labeled “ready-to-eat” or “washed,” you do not need to rinse them again.

- Refrigerate vegetables that have been cut. Never let cut vegetables sit at room temperature more than 2 hours before refrigerating. Use an appliance thermometer to be sure the temperature in your refrigerator is consistently at 40°F or below.

Food Allergies

Each year, millions of Americans have allergic reactions to food. Although most food allergies cause relatively mild symptoms, some can cause severe reactions and be life-threatening. There is no cure for food allergies. Strict avoidance of food allergens and early recognition and management of allergic reactions are important measures to prevent serious health consequences.

Review your program's food allergy policy and inform parents of your intent to have children participate in this food preparation activity. Ask parents of the children in your care about any food allergies.

The eight foods that most commonly trigger an allergic reaction are:

1. Fish
2. Shellfish
3. Eggs
4. Milk
5. Wheat
6. Peanuts
7. Tree nuts (e.g., walnut, almond, hazelnut, cashew, pistachio, and Brazil nuts)
8. Soybeans

Symptoms of food allergies typically appear from within a few minutes to a few hours after a person has eaten the food to which he or she is allergic.

➤ **SAFETY TIP:** Discuss food allergies: ask if anyone has allergies to grains or wheat. During class, make sure to look for signs and symptoms or allergies.

Allergic reactions can include:

- Hives
- Flushed skin or rash
- Tingling or itchy sensation in the mouth
- Swelling of the face, tongue, or lips



- Vomiting and/or diarrhea
- Abdominal cramps
- Coughing or wheezing
- Dizziness and/or light-headedness
- Swelling of the throat and vocal cords
- Difficulty breathing
- Loss of consciousness

Prompt emergency treatment is critical for someone having a severe allergic reaction, called anaphylaxis.

For additional food allergy management and prevention information, refer to the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies In Schools and Early Care and Education Programs* at:

http://www.cdc.gov/healthyyouth/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf.

CELIAC DISEASE

What is celiac disease?

Celiac disease is a digestive disease that damages the small intestine and interferes with absorption of nutrients from food. People who have celiac disease cannot tolerate gluten, a protein found in some grains such as wheat, rye, and barley. Although people commonly confuse the two, celiac disease is not the same thing as a wheat allergy.

What are the symptoms of celiac disease?

Symptoms of celiac disease vary from person to person. Symptoms may occur in the digestive system or in other parts of the body. Digestive symptoms are more common in infants and young children and may include:

- abdominal bloating and pain
- chronic diarrhea
- vomiting
- constipation





Introductions, Goal, and Ground Rules (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to state the goal and ground rules.

Introductions

It is important to introduce yourself, the children, the activity, and the day's plan so that everyone feels comfortable and ready for the day's activities.

- ❑ Ask children to make name tags. This will help everyone remember each other's names. Make a name tag for yourself and the other instructors too.
- ❑ Next, have the children sit facing one another in a circle or square, so that everyone can see each other. If the space does not allow for this, have them face each other as much as possible.
- ❑ Start by introducing yourself: who you are, where you are from, and include a fun food fact about yourself, such as your favorite food (or use the questions in the next column). Then, have the children introduce themselves, adding a fun food fact or an answer to one of the questions in the next column.

👉 DO AHEAD: Decide what questions you will ask to help the children share a fun food fact.

Some questions to get started:

- What does your family cook at home?
- What is your favorite fruit or vegetable?
- What do you like to eat for breakfast?
- What do you like to eat for a snack?

Once everyone has been introduced and is wearing a name tag, describe the plan for the day.

COOKING SKILLS

The goal of this session is for the children to become familiar with the skills necessary for following and making a simple recipe, in this case, grain bowls. The activities in this session help children develop the following skills:


- How To Chop
- How To Measure
- How To Use a Cooktop Safely
- How To Simmer
- How To Cool Food Safely
- How To Assemble Grain Bowls
- How To Set a Table
- How To Serve Family Style


Ask the children if they are familiar with any of these skills. Ask questions such as, "Have you ever used measuring cups? Have you ever cooked anything on a stovetop?" This will give you an idea of the skill level of the group and if there are areas of the activity you can move through more quickly.

Ground Rules

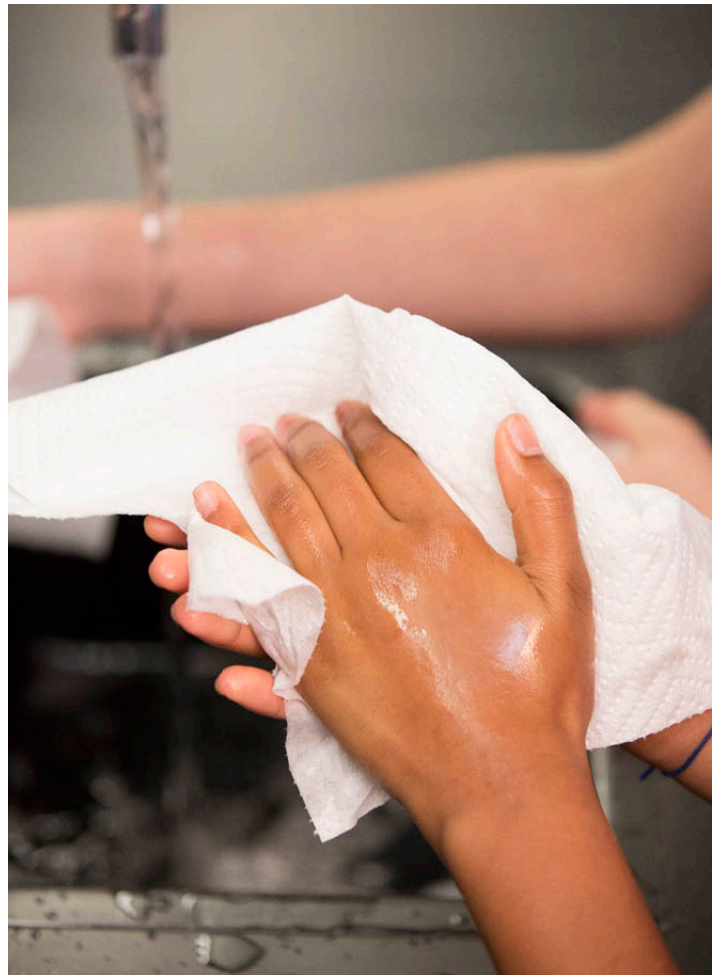
Review and have the children agree to the Ground Rules before starting.

When reading the Ground Rules, remind the children why each rule exists, or ask them to explain the reasoning behind each rule. Make sure everyone understands and agrees to the Ground Rules before moving on. You can either get a “thumbs up” or have the children sign the rules as an agreement.

 **DO AHEAD:** Write the Ground Rules on a chalkboard, white board, or large piece of paper so that the children can see them when you are reading them aloud. This will help visual learners, as well as provide a reference point if a Ground Rule is broken.

- **Clear the decks.** Keep books, backpacks, electronics, and coats off the tables or counters where food is prepared or served. Be sure bags are not in the aisle or in a place where people will trip over them. *Remind the children that this is for their safety and to keep germs out of the food.*
 - **Wear sneakers.** Wear closed-toed shoes, such as sneakers. *Remind the children that this is for their safety.*
 - **Tie back long hair.** Pull long hair into a ponytail or bun to prevent accidents and to minimize hair getting into food. *Remind the children that this is for their safety and to keep germs out of the food.*
 - **Scrub in and out.** Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom. *Need a timer? Hum the “Happy Birthday” song from beginning to end twice.*
 - **Be careful.** Use the kitchen tools carefully and stay aware of where everyone is around you. *Remind the children that this is for their safety.*
 - **No “ewwww’s.”** You are going to try some new things and you may love them, but if you don’t: NO “ewwww’s.” *Remind the children that this helps everyone to keep an open mind. It is also a part of practicing good manners.*
 - **No “double-dipping.”** Tasting utensils should never be used in shared food. Watch to make sure that the children don’t put tasting utensils back into shared food and *remind the children that this is for their health and safety.*
 - **Clean up your mess.** Everyone will clean up his or her own mess. *Remind the children that this is practicing responsibility.*
-  **BRIGHT IDEA:** Ask the children to come up with more rules that they think are good for this class. Add them to this list if they make sense.





Handwashing (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to wash their hands correctly.

DO AHEAD: Make sure hand soap and paper towels are available. Locate the closest handwashing sink, if not in the room, for the children to use.

Explain that everyone must wash their hands before any cooking or tasting begins. Washing hands helps keep food safe and prevents the spread of germs.

Remind the children to keep their clean hands away from their mouth, nose, face, or other places on their bodies.

1. Discuss necessary times to wash hands including:

- Before, during, and after preparing food
- Before eating food
- After using the bathroom
- After blowing your nose, coughing, or sneezing
- After touching garbage or other unclean surfaces such as the floor

2. Show the handwashing video at <http://www.fns.usda.gov/tn/team-nutrition-cooks>. Follow the steps listed below:

- Take off all jewelry on your arms and hands.
- Wet your hands with clean, running tap water.
- Apply soap.
- Scrub your hands for at least 20 seconds. Be sure to lather the backs of your hands, your palms, between your fingers, and under your fingernails.
- Rinse your hands well under clean, running tap water.
- Dry your hands using a clean towel or air-dry them.
- Turn off the faucet with a paper towel, not bare hands.
- Use a paper towel to open doors, if needed, to get back to the cooking area.

3. Before the tasting or cooking activity, wash your hands. Have the children and other helpers wash their hands too.

All About Grains (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe where grains come from, list at least 3 types of grain, discuss the difference between whole grains and refined grains, and describe different ways to eat them.

To start the discussion, ask some questions:

- Have you ever eaten grains?
- How do you eat grains at home?
- Do you cook with grains?
- Where do grains come from?
- What is a whole grain?
- What is a refined grain?

Use the discussion questions below to help the children learn more about grains.

What is a grain product?

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

What is a whole grain?

There are two categories of grain: whole grains and refined grains. Whole grains are full of vitamins, minerals, and fiber. Whole grains get their name from the fact that they contain the entire grain kernel—the bran, germ, and endosperm.

What is a refined grain?

In refined grains, the bran and the germ are removed. This process is called “milling.” Refined grains have a finer texture and a longer shelf life, which means that you can keep them in your pantry longer. The milling process removes dietary fiber, iron, and many B vitamins that are found in whole grains.

Most refined grains are **enriched**. This means certain vitamins and iron are added back after milling. Fiber is not added back to enriched grains, so refined grains don't contain fiber.



What are some commonly eaten whole-grain products?

- brown rice
- buckwheat
- bulgur (cracked wheat)
- oatmeal
- popcorn
- rolled oats
- quinoa (pronounced “kin-wa”)
- whole-grain barley
- whole-grain cornmeal
- whole-wheat bread, sandwich buns, and rolls
- whole-wheat crackers
- whole-wheat pasta
- whole-wheat or whole-grain tortillas
- wild rice
- whole-wheat cereal flakes
- muesli

Are all brown grains whole grains?

Instructor Tip: This is important to get across, because it's easy for children (and adults) to think that if a grain product is brown instead of white, that it is healthier.

Even though a lot of whole-grain foods are brown, such as whole-grain bread or brown rice, color does not always indicate that something is whole grain. Bread can be brown because molasses or other ingredients have been added. It's important to check the ingredient list to make sure something is a whole grain.





How are grains cooked?

Grain products that must be cooked before eating are boiled or steamed in water or broth. Sometimes we boil grains in lots of water and drain them—the way you'd cook pasta. Other times just a little water is used, and the grains simmer and absorb the liquid, like rice. The amount of water used to cook grains is different for each kind of grain. For quinoa, we use 2 cups of water to cook 1 cup of dry quinoa.

Different grains vary in cooking time. The best way to know if they are done is to taste test. When grains are tender, they're done. If all of the water is absorbed and the grains still aren't tender, just add some more water and continue cooking. If the grains are done before the liquid is gone, use a colander to drain the extra water.

Below are estimated cooking times for common grains and grain products, once the water is boiling. Check the packaging for specific instructions.

- Barley: 40–60 minutes
- Buckwheat: 20 minutes
- Bulgur: 10–12 minutes
- Cornmeal: 25–30 minutes
- Oats, steel cut: 30 minutes
- Pasta, whole-wheat: 8–12 minutes
- Quinoa: 12–15 minutes
- Brown rice: 25–45 minutes
- Wild rice: 45–55 minutes

What are ways to include more whole grains in a daily diet?

It's easy to substitute a whole-grain product for a refined-grain product. Eat 100% whole-wheat bread or bagels instead of white bread or bagels, or brown rice instead of white rice. Grains can be used in soups, stews, chilies, and salads or eaten for a meal (oatmeal) or snack (popcorn).

Nutritious and Delicious MyPlate (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe how grains fit into a healthy diet.

BRIGHT IDEA: Display the MyPlate icon in a place where everyone can see it.

OPTIONAL ACTIVITY: Decide if you want to do the MyPlate, My Grains activity found on page 12 of the Family Handout. You can also do another activity during this time. If so, have copies of the family handout and pencils for each child.

Grains are part of a healthy diet

Key Nutrition Messages:

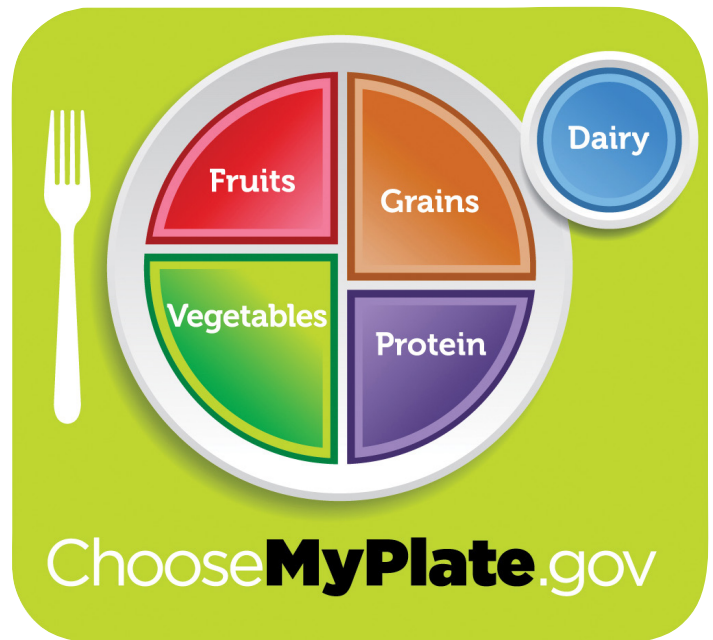
The MyPlate icon reminds you to eat foods from all five food groups and to fill half your plate with fruits and vegetables.

MyPlate's five food groups are:

- **Fruits**
- **Vegetables**
- **Grains**
- **Protein Foods**
- **Dairy**

The MyPlate icon is also a reminder to fill half your plate with fruits and vegetables. Eating this way will help you get the nutrients you need to feel and look your best. One way to help you eat enough fruits and vegetables each day is to choose fruits and vegetables at each meal and as snacks.

Grains are part of the **Grains** Group, which is in the upper right, orange section of the MyPlate icon. Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.



In general, 1 slice of bread, 1 cup of ready-to-eat cereal, or ½ cup of cooked rice, pasta, or other cooked grains (such as barley, bulgur, etc.) are considered a 1 ounce equivalent from the Grains Group.

It's important to eat whole grains whenever possible and make at least half your grains whole grains. One way to help you eat enough whole grains each day is to make simple substitutions such as swapping brown rice for white rice, and eating whole-wheat bread and whole-wheat pasta.

Grains provide fiber, B vitamins, and minerals.

Whole grains have many nutrients, like dietary fiber, several B vitamins, and minerals such as iron. Fiber helps keep food moving through the digestive tract and can help you feel full. B vitamins help your body use the energy you get from the food you eat, while iron helps carry oxygen from the lungs to the rest of the body.

INSTRUCTOR TIP

Remind the children that it's okay if the grains you eat are mixed with other foods, such as in a grain bowl with vegetables and protein foods, or if you eat them in a bowl instead of on a plate. They still count as part of your MyPlate meal. The exact amount of grains you need to eat each day depends on your age, how active you are, and whether you are a girl or a boy.

The children can use MyPlate's Supertracker Web site to see how much of each food group they need to eat each day: <https://www.supertracker.usda.gov/>.



Taste Test (10 minutes)

OBJECTIVE: At the end of this section, the children should understand the importance of doing a taste test, have tried something new, and understand how to include grain foods as part of a healthy snack.

Taste testing is a fun way to try new foods. In this taste test, the children will sample different kinds of grain snacks to find the ones they like best.

DO AHEAD: Prepare for the Taste Test (About 10 minutes of preparation)

- Pick a table or desks separate from the cooking area to hold taste-test supplies.
- Wash tables with hot soapy water.
- Wash your hands before preparing the snacks.
- Put each kind of snack on a serving plate for sampling and label each serving plate with the type of snack. Three to four types of grain snacks is enough.

In this taste test, the different kinds of whole-grain snacks that the children will try will be ready-to-eat, as opposed to the whole grains the children will be cooking later. Some options are below. This is not a complete list. There are many other whole-grain snacks that could work for this taste test. These snacks can be served plain or with toppings (some recommended below):

- a variety of whole-grain crackers (with low-fat cheese, if desired)
- toasted oat cereal
- oatmeal (with fruit topping, if desired)
- brown rice cake (with low-fat cottage cheese or peanut butter, if desired)
- whole-grain tortillas (with peanut butter or low-fat cheese, if desired)

INGREDIENTS

- If using whole-grain crackers: 1 cracker per child
- If using toasted oat cereal: ¼ cup per child
- If using oatmeal: ¼ cup per child
- If using graham crackers: 1 cracker per child
- If using brown rice cake: 1 rice cake per child
- If using whole-grain tortillas: ¼ tortilla per child

Supplies

- 6 plates or bowls for eating
- 3 to 4 serving plates (1 for each variety of grain snack)
- 6 napkins
- 1 set of tongs or 1 serving fork (1 for each variety of grain snack)

- labels for snacks (1 for each plate of grains)
- pen or marker

INSTRUCTIONS

1. Have everyone wash their hands.
2. Seat the children around desks or tables so that they can all see each other, and put the grain samples within easy reach.
3. Give each child a plate, and put a sample of each kind of snack on it using a serving fork or tongs. Depending on the number and age of the children, you may want to have the children try one type of grain snack together before another type of snack is put on their plates.
4. Have the children look at and taste each grain sample. Remind the children that these are all foods from the Grains group. Each food has a different name and may taste different too. Everyone should try the same kind of grain at the same time to make discussion and tracking of each type easier. Repeat until everyone has had a chance to try every kind.
5. Discuss and compare the different colors, tastes, textures, smells, and uses of each grain snack. Discussion questions are included below. Survey the children to find out which snack they liked the best and record the results on a whiteboard or poster paper.
6. Have the children help clean up leftovers and trash.

➤ **SAFETY TIP:** Make sure the children wash their hands again after eating and before cooking.

INSTRUCTOR TIP: Do not force anyone to taste something. Encourage them, but let them make their own decision. When a child sees other children enjoying the taste test, he or she will likely join in.

Taste Test Discussion Questions

- What grain did you like the most? Why?
- Are these snacks you would eat after school?
- Have you ever eaten any of these grains before?
- Did you know these were whole-grain snacks?
- How do you eat grains at home?

INSTRUCTOR TIP: Make sure children wash their hands again after eating and before cooking.



How To Read a Recipe (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to read and describe the steps in a recipe.

DO AHEAD: Provide each child with a copy of the *Grain Bowls Family Handout* and ask the children to turn to the recipe on page 2. Copies of the Family Handout can be downloaded and ordered from <http://www.fns.usda.gov/tn/team-nutrition>.

Explain how to read a recipe:

- A recipe lays out directions for cooking. It's important to read through the entire recipe.

Read the whole recipe first:

Read through the entire recipe from start to finish so that you can make sure you have everything you will need. The recipe will tell you:

- How much time it will take you to make the dish
- How many servings it will make
- The size of each serving
- Which ingredients (food) you need and in what amounts

Plan Ahead:

Explain that “**Total Time**” is the total amount of time the recipe takes to make from start to finish. “**Hands-on Time**” is the amount of time spent on preparing the food, such as rinsing, dicing, peeling, etc. For example, if something is baking in the oven for 30 minutes, that's part of the total time, but not the hands-on time, since you're just waiting for the oven to do the work. This time is perfect for doing something else in the kitchen, like cleaning up!

After looking at the “**Total Time**,” decide when you want to eat or serve the dish. For example, if a recipe takes 30 minutes to prepare and you want to eat at 5:00 p.m., you need to start cooking at 4:30 p.m. If it is your first time cooking something, you may want to add a bit more time to the total time listed.

Read through the recipe together and answer any questions the children may have about the directions, ingredients, or kitchen tools.

Build-Your-Own Grain Bowls

Total Time: 35 minutes • Hands-on Time: 35 minutes • Yield: 6 servings

INGREDIENTS

See **Shopping List** for suggestions for foods in each category

3 cups cooked grains or 1 cup uncooked grains
Water (if using uncooked grains, amount will depend on type of grain)
3 cups vegetables
1 ½ cups protein food
1 ½ cups coarsely chopped fresh herbs
½ cup lightly toasted seeds or nuts
1 ½ cups dried fruit
½ cup vinaigrette dressing
(1 tablespoon chopped basil, ¼ cup olive oil, ½ cup fresh lemon juice or red wine vinegar, ¼ teaspoon salt, pinch black pepper)

INSTRUCTIONS

1. Wash your hands with soap and water, then gather all your kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Put water in the pot then cover it and set it on the stove. Turn the heat to high and bring the water to a boil. (You'll know the water is boiling when you see bubbles breaking all over the surface.) Put the grains in the strainer and rinse it under cool, running water.

3. Add the grains to the pot and cover again. Turn the heat to medium low, and simmer for 15 minutes.
4. While the grains are cooking, make the dressing. Add ingredients to a medium sized bowl and whisk. Or, you can add ingredients to a jar, put the lid on, and shake.
5. Put all the ingredients in a bowl and stir to combine. Or, you can put all the ingredients in separate serving bowls and let everyone choose which and how much of each ingredient they want to put in their grain bowl.

NOTES

For other grains:

Follow the instructions above but change the boiling time. Taste the grains after the suggested time to make sure it's just about done (the steaming will cook it a bit more):

Brown rice: Boil/simmer for about 40 minutes.

Cracked Wheat (also called “Bulgur Wheat”): Boil for 5 minutes.

Quinoa: Rinse really well in the strainer (quinoa has a bitter coating), then boil for 20 minutes.

Barley: Boil for 50 minutes.

Spelt, Farro, or Kamut (all are types of wheat): Boil for 1 hour.

Nutrients per serving: Calories: 368; Total Fat: 12 g; Saturated Fat: 2 g; Sodium: 154 mg; Potassium: 729 mg; Total Carbohydrate: 60 g; Dietary Fiber 7 g; Protein: 11 g; Vitamin A: 6,567 IU (329 RAE); Vitamin C: 32 mg; Calcium: 83 mg; Iron: 3.5 mg.
Nutrient information is based on using quinoa, ½ cup raw carrots, ½ cup cooked broccoli, chicken and raisins in this recipe. Nutrient information will be different depending on which grains, vegetables, protein foods and fruits you use.

SHOPPING LIST:

Produce Section:

- 3 cups **vegetables** (any combination of tomatoes, cucumbers, zucchini, broccoli, carrots, green beans, corn, peas, etc.)
- 1 ½ cup **fresh herbs**, such as basil, cilantro, mint, parsley, chives, or a combination (for bowls)
- 1 small bunch basil (fresh) or a small container of dried basil (for dressing)

Refrigerated or Frozen Aisles:

- 1 ½ cups cooked **protein food** (chicken, meat, fish, beans or tofu). You can also use dried or canned beans or canned meat or fish (see below in “dry goods” section)
- 10 oz raw chicken OR 1 16 oz container tofu

Dry Goods:

- 1 cup uncooked **grains** (quinoa, brown rice, barley, farro, quinoa, bulgur wheat, or whole-wheat orzo)
- ½ cup **seeds or nuts** (almonds, peanuts, etc.)
- 1 ½ cups **dried fruit** (raisins, cranberries, or cherries or chopped dried apricots, prunes, dates, or figs)

Options for protein foods:

- 1 15 oz can low-sodium beans
 - 2 5 oz cans chicken or fish
- ### Staples From Your Pantry:
- oil
 - vinegar
 - salt
 - black pepper



Grain Bowls Recipe and Instructor Notes

Total Time: 35 minutes
Hands-on Time: 35 minutes
Yield: 6 servings
Serving Size: 1 ½ cups

INGREDIENTS

- 1 cup uncooked quinoa
- 2 cups water (Amount of water may vary based on the grain. Check the package of your grain for details)
- ½ cup vinaigrette dressing:
 - 1 tablespoon chopped basil
 - ¼ cup olive oil
 - ⅓ cup lemon juice or vinegar
 - ¼ teaspoon salt
 - pinch black pepper
- 3 cups vegetables (combination of 1 ½ cups cooked broccoli, and 1 ½ cups cut raw carrots)
- 1 ½ cups cooked chicken (diced or small pieces)
- 1 ½ cups coarsely chopped fresh herbs (¾ cup basil and ¾ cup cilantro)
- 1 ½ cups raisins

SUPPLIES

For Cooking

- 1 set of dry measuring cups (¼ cup, ½ cup, 1 cup)
- 1 liquid measuring cup
- 1-tablespoon measuring spoon
- 1 large pot with lid
- 1 mesh strainer
- 6 cutting boards
- 6 butter knives
- 1 large bowl
- 1 mixing spoon
- 1 fork for fluffing grains
- 1 jar with a lid or bowl with a whisk or fork (for mixing the dressing)

For Eating

- 1 serving bowl for quinoa
- 1 serving spoon for quinoa



- 3 to 4 serving spoons for vegetables and mix-ins
- 3 to 4 serving bowls for mix-ins
- 6 bowls
- 6 sets of eating utensils
- napkins

INSTRUCTIONS FOR CHILDREN

1. Have them wash their hands with soap and water, then gather all the kitchen tools and ingredients and put them on a clean cooking surface.
2. Put 2 cups of water in a pot, then cover it and set it on the stove. Turn the heat to high and bring the water to a boil. (You'll know the water is boiling when you see bubbles breaking all over the surface.) Meanwhile put the quinoa in the strainer and rinse it under cool running water.
3. Add the quinoa to the boiling water and then cover the

pot again. Turn the heat to medium-low, and simmer the quinoa for 15 minutes.

4. Let quinoa cool, for about 10 minutes.
5. Put the quinoa into a bowl and fluff it with a fork.
6. Add dressing, chicken, herbs, vegetables, and raisins into bowl and mix well.
7. Serve right away, or cover and refrigerate up to 2 days.

Grain Bowls: Servings per recipe: 6

Nutrients per serving: Calories: 368; Total Fat: 12 g; Saturated Fat: 2 g; Sodium: 154 mg; Potassium: 729 mg; Total Carbohydrate: 60 g; Dietary Fiber: 7 g; Protein: 11 g; Vitamin A: 6,567 IU (329 RAE); Vitamin C: 32 mg; Calcium: 83 mg; Iron: 3.5 mg.

Crediting Information for the Child and Adult Care Food Program (CACFP): One portion provides 2 oz meat or meat alternate; ½ cup grain; ½ cup vegetables; ¼ cup fruit



INGREDIENTS AND SUPPLIES CHECKLISTS

Use these checklists to make sure you have all of the ingredients supplies for the activities in this session.

INGREDIENTS

For Taste Test and Cooking and Eating Activities (for a group of 6)

Ingredients for Taste Test

Choose 3 to 4 types of grains

- whole-grain crackers:
1 cracker per child
- toasted oat cereal:
¼ cup per child
- oatmeal: ¼ cup per child
- graham crackers:
1 cracker per child
- brown rice cake:
1 rice cake per child
- whole-grain tortillas:
½ tortilla per child

Ingredients for Grain Bowls

- 3 cups cooked quinoa:
 - 1 cup uncooked quinoa
 - 2 cups water
- ½ cup vinaigrette dressing:
 - 1 tablespoon chopped basil
 - ¼ cup olive oil
 - ⅛ cup lemon juice or vinegar
 - ¼ teaspoon salt
 - pinch black pepper

Mix-ins:

- 3 cups vegetables (combination of 1 ½ cups cooked broccoli and 1 ½ cups cut raw carrots)
- 1 ½ cups cooked chicken (diced or small pieces)
- 1 ½ cups coarsely chopped fresh herbs (¾ cup basil and ¾ cup cilantro)
- 1 ½ cups raisins

SUPPLIES

For Taste Test Activity

- 6 plates or bowls for eating
- 3 to 4 serving plates (1 for each variety of grain snack)
- napkins
- 1 set of tongs or 1 serving fork
- labels for snacks (1 for each plate of grains)
- pen or marker

For Cooking, Eating, and Cleanup

The number of kitchen tools in the Cooking section is based on a group of six. This includes five children plus one adult instructor to demonstrate the skills, and everyone in the group getting a chance to practice most of these skills. These numbers may be different for your session, depending on how the cooking stations are set up. See **Instructor Tips for Teaching Cooking Skills** on page 15 for more information.

For Cooking

- 1 set of dry measuring cups (¼ cup, ½ cup, 1 cup)
- 1 liquid measuring cup
- 1-tablespoon measuring spoon
- 1 large pot with lid
- 6 cutting boards
- 6 butter knives
- fork for fluffing grains
- kitchen timer

For Eating

- 1 large bowl
- 1 mixing spoon
- 1 serving bowl for quinoa
- 1 serving spoon for quinoa
- 3 to 4 serving spoons for mix-ins
- 3 to 4 serving bowls for mix-ins
- 6 bowls for eating
- 6 sets of eating utensils
- napkins

For Cleanup

- trash bags
- dish cloths and dish soap
- paper towels
- sponges
- hand soap
- broom and dustpan

For Other Activities

- name tags
- markers
- 6 pens or pencils
- chalkboard/whiteboard or paper, markers, and tape for Ground Rules list
- a computer with speakers, a projector, and a screen large enough for showing skill videos, or a DVD player and television
- MyPlate poster (free from <http://TeamNutrition.usda.gov>)
- Team Nutrition Cooks! Grain Bowls Family Handout* (free from <http://TeamNutrition.usda.gov>)



Cooking and Eating (40 minutes)

OBJECTIVE: At the end of this section, the children will have made grain bowls.

➤ **SAFETY TIP:** Be sure the children wash their hands again before they start cooking.

The children will practice different skills as they prepare the grain bowls. Each recipe provides enough servings so that the adult instructors can eat as well. There should be one adult for every five children. Recipes are made and eaten “family style,” so after cooking, the entire group, children and instructors, will serve themselves and eat together at the table. If one group finishes first, they can clean up or work on optional activities.

💡 **BRIGHT IDEA:** The hands-on portion of cooking is the part of the activity that the children will be most excited about, other than eating. It’s important to supervise and keep as much control as possible so that the classroom remains safe and everyone gets a chance to participate. Again, to help ensure a successful learning experience, we recommend you have one adult instructor for every five children.

Ingredient List Per Group (5 children, 1 adult)

- 3 cups cooked quinoa:
 - 1 cup uncooked quinoa
 - 2 cups water
- ½ cup vinaigrette dressing:
 - 1 tablespoon chopped basil
 - ¼ cup olive oil
 - ⅛ cup lemon juice or vinegar
 - ¼ teaspoon salt
 - pinch black pepper
- 3 cups vegetables (combination of 1 ½ cups cooked broccoli and 1 ½ cups cut carrots)
- 1 ½ cups cooked chicken (diced or small pieces)
- 1 ½ cups coarsely chopped fresh herbs (basil or cilantro)
- 1 ½ cups raisins

👉 **DO AHEAD:** Make sure all adult instructors are comfortable using all the required tools and have practiced before the class. Watch each video and, if possible, practice the required skills in advance.

👉 **DO AHEAD:** Because some grains take so long to cook, you may want to have some precooked for children to eat, and then each child can bring home the grains they cook for his or her family. You can also start cooking grains before the designated cooking section.

Skills that will be covered during the cooking section:

- How To Chop
- How To Measure
- How To Use a Cooktop Safely
- How To Simmer
- How To Cool Food Safely
- How To Set a Table

- How To Serve Family Style
- How To Assemble Grain Bowls

How To Set a Table and How To Serve Family Style are not shown in the video. How to Chop is not shown in the Whole Grains video, but How to Dice is shown in the Salad with Vinaigrette Dressing video.

INSTRUCTOR TIP: You can use a variety of grains for this recipe. Some recommended grains are quinoa, barley, oats, and brown rice. Most grains cook like rice, where the dry grain absorbs the liquid. For grains such as whole-wheat pasta, the extra liquid will have to be drained. In this case, have an adult do the draining so the children don’t burn themselves on hot water or steam.

Cooking times for grains

Grain cooking time varies depending on the variety of grain. Because of the duration of this class, it is recommended that you use fast-cooking grains so that the children can finish cooking and eating during the class. Two grains that cook quickly are bulgur, which cooks in 10 to 12 minutes once water is boiling, and quinoa, which cooks in 12 to 15 minutes, once water is boiling.

➤ **SAFETY TIP:** Rinse vegetables under clean, running tap water before preparing or eating them. Rub vegetables briskly with your hands to remove dirt and surface microorganisms. Dry with a clean cloth towel or paper towel after rinsing. Keep vegetables separate from raw meat, poultry, and seafood while shopping, preparing, or storing.

💡 **BRIGHT IDEA:** Groups should prepare the grains first and then, while the grains are cooking, prepare the rest of the ingredients for the grain bowls. This will keep them occupied while the grains cook. If desired, groups can prepare different grains so that children can try many kinds.



INSTRUCTOR TIPS FOR TEACHING COOKING SKILLS

Watch the skills videos with the children at: <http://www.fns.usda.gov/tn/team-nutrition-cooks>.

Then, practice the cooking skills with the children at stations:

- Designate a table or desk for each station that won't be used or touched before it is time to cook.
- In order to let the children practice their skills with enough supervision, divide into groups of five children for every one adult.
- Once divided into groups, each group will use each skill to make their own grain bowls. In **Options One and Two** (below), children will practice some, but not all, of the skills used in the recipe.

Options One and Two should be used if groups are large or if you're short on time. In **Option Three**, all the children will practice the same skills. You can decide the best way to set up the cooking stations; some recommendations are below. At each station, have an adult show the children how to use each tool before allowing them to try.

Options for practicing cooking skills at stations:

- **Option One:** All the skills are practiced at each station, but each child contributes to only one part of the recipe. For instance, at each station one

child may do the measuring, another may chop, and another may simmer, etc.

- **Option Two:** Each station focuses on a single skill: at one station, children may do all of the measuring; at another station children may do all of the simmering, etc. This method works especially well for large groups. Children will practice fewer skills, but everyone will have a chance to do something.
- **Option Three:** Each station focuses on a single skill but children may rotate through all the stations, trying all the skills. This is another way to manage groups that are large.

Stations and Supplies for Option Two and Option Three:

The number of each tool needed will depend on the size and number of each group.

The Stations:

Chopping

- cutting boards
- butter knives
- bowls for putting finished chopped pieces in
- trash or compost bin



Measuring

- dry measuring cups (¼ cup, ½ cup, 1 cup)
- liquid measuring cups
- measuring spoons (tablespoon)

Simmering and Cooling

- cooktop
- pot with lid
- mixing spoons
- potholders or oven mitts

KEY SKILLS

Cooking Skills:

- How To Chop (p. 16)
- How To Measure (p. 16-17)

- How To Use a Cooktop Safely (p. 18)
- How To Simmer (p. 18)
- How To Cool Food Safely (p. 18)

Serving Skills:

- How To Assemble Grain Bowls (p. 19)
- How To Set a Table (p. 20)
- How To Serve Family Style (p. 20)



How To Chop

In this recipe, children will chop fruits, vegetables, and protein foods with butter knives. Butter knives are safe for the children to use because they are not sharp but will still cut through many foods. Remind the children that they should always cut on a cutting board for safety and to avoid damaging the countertop or table.

1. Hold the knife in the hand you use to write with, and grip it firmly around the handle.
2. Use your other hand to steady the food, keeping your fingers curled under, away from the knife, so that only your knuckles show. Pay attention to where the knife is; as it moves forward, your hands holding the food should move backward, exposing more of the food. The distance between the knife and the hand holding the food should always stay the same.
3. Slice round shapes in half first so they can rest on their flat side instead of rolling around.
4. To chop the herbs, stack the leaves of the herbs on top of each other, so you can cut several leaves at once. You can also roll the stack of leaves into a log and cut the log into shorter pieces. This method is called a chiffonade.



How To Measure

It is important to measure correctly when following a recipe so that it will work. The measuring tools the children will be learning about today are measuring cups and measuring spoons.

- Measuring cups are used for larger amounts and measuring spoons are used for smaller amounts.
- Measuring cups are divided into fractions of cups—usually 1 cup, $\frac{1}{2}$ cup, $\frac{1}{3}$ cup, $\frac{1}{4}$ cup.
- There are two different kinds of measuring cups, one for measuring liquids and one for dry ingredients.
 - Liquid measuring cups are usually made of clear glass or plastic, and sometimes have a pour spout. They are filled even with the measurement line on the side of the cup.
 - Dry measuring cups (usually shorter and not transparent) are meant to be filled to the top and then leveled off using the straight edge of a knife or fork. “Leveled off” means that the dry ingredients are even with the top of the measuring cup so that the measurement is accurate.
- Measuring spoons are divided into fractions of tablespoons and teaspoons — usually $\frac{1}{4}$ teaspoon, $\frac{1}{2}$ teaspoon, 1 teaspoon, and 1 tablespoon. Sometimes $\frac{1}{8}$ teaspoon and $\frac{1}{2}$ tablespoon are included.
- Tablespoons are abbreviated “TBSP” on the spoon and are bigger than teaspoons. Teaspoons are abbreviated “TSP” on the spoon.
- Measuring spoons can be used for dry or liquid measurements. Level off dry ingredients on a measuring spoon the same way you would on a measuring cup.



How To Measure Water

1. Put the liquid measuring cup on a flat surface.
2. Fill the measuring cup until the liquid reaches the 2-cup line on the side of the cup.
3. Lean down to get eye-level with the measurement lines. The line of the water will have a slight curve. The bottom of the curve should touch the measurement line.

How To Measure Grains

1. Place the 1-cup dry measuring cup on a flat surface.
2. Fill the cup until the grains reach the top. Level off the grains with the back of a butter knife.

How To Measure Vegetables

1. Place the 1-cup dry measuring cup on a flat surface.
2. Fill the cup until the vegetables reach the top. Push down gently to make sure there are no air pockets.
3. Repeat 2 times.

How To Measure Dried Fruit

1. Place the ½-cup dry measuring cup on a flat surface.
2. Fill the cup until the fruit reaches the top. Push down gently to make sure there are no air pockets.
3. Repeat 2 times.

How To Measure Chicken

1. Place the ½-cup dry measuring cup on a flat surface.
2. Fill the cup until the chicken reaches the top. Push down gently to make sure there are no air pockets.
3. Repeat 2 times.

How To Measure Chopped Herbs

1. Place the ½-cup dry measuring cup on a flat surface.
2. Fill the cup until herbs reach the top. Pack in the herbs and push down gently to make sure there are no air pockets.
3. Repeat 2 times.

How To Measure Oil and Vinegar

1. Place the liquid measuring cup on a flat surface.
2. Fill the cup until the vinegar reaches the ⅛-cup line on the measuring cup.
3. Lean down to get eye level with the measurement lines. The line will look like a curve. The bottom of the arc should touch the line. Pour the vinegar into a bowl or jar.
4. Repeat with the oil. Fill the cup until the oil reaches the ¼-cup line on the measuring cup.
5. Pour the oil in the jar or bowl with the vinegar. Mix the two with a fork or whisk, or put a lid on the jar and shake.



How To Use a Cooktop Safely

This skill should be demonstrated by an adult, with the children watching. The adult should explain each step to the children, emphasizing the steps needed to stay safe when using a stove or cooktop.

1. Have cooktop ready and plugged in.
 2. Different cooktops have different ways to turn on the heat. If the cooktop uses gas, you have to turn the knob to light the burner before choosing the temperature. On a gas cooktop you will see a flame on the burner. For electric and induction cooktops, turn the knob directly to the temperature you want. You will not see a flame.
 3. When cooking, make sure the pot handle is turned inward, toward the center of the stove. Otherwise, you could accidentally knock the pot off the stove, causing serious burns.
- **SAFETY TIP:** Never walk away from food cooking on a burner.
- **SAFETY TIP:** Use pot holders, not towels which can catch fire, when moving a hot skillet, pan, or lid.
- **SAFETY TIP:** Keep your cooking area neat. Do not keep flammable items, like dish towels, papers, or cardboard packages, near the stove.



INSTRUCTOR TIP

Unlike gas or electric burners, induction burners only work if the pot or pan you are using contains steel or iron, and the burner itself will not become hot, even when it's on. However, an induction burner that has recently been used for cooking might get and stay hot from the cooking pot or pan that has been on top of it—so be careful! Copper, aluminum, or glass cookware that does not contain steel or iron will not work on an induction burner.



How To Simmer

“Simmering” means cooking foods in liquid that is hot but just below the boiling point. This is how the grains are cooked.

1. Put the water and grains into the pot and put the pot on the cooktop. When simmering or boiling, it is important to use a pot large enough to hold the food and water without any overflowing and with enough space that the food can move and be stirred. You may want to stir the grain as soon as it's placed in the water.
2. Turn the temperature to medium-high and watch for bubbles breaking all over the water's surface, which means that the water is boiling.
3. Turn down the temperature to medium-low so that the bubbles almost stop. Cook with the lid on until the grains have absorbed the liquid and are tender. When you remove the lid, it's important to lift it away from your face, because the steam that will come out is really hot! Make sure not to take the lid off too often during cooking since the steam, which is what is cooking the food, will escape and the temperature of the water will drop.
4. Set the grains aside to cool, about 10 minutes.

How To Cool Food Safely

It is important to let the food you have just cooked cool before eating it to avoid the risk of burns.

1. Sometimes food cools enough to be eaten, but the dish, pot, or pan that the food was cooked in stays hot. Use pot holders or oven mitts when handling the pan so you don't burn yourself.
2. An adult should remove hot food and kitchen tools from the cooktop.



How To Assemble Grain Bowls

There are two options:

1. Add all the mix-in ingredients to the grains and serve each child from that mixture.
2. Let the children design their own grain bowls.

Put all of the ingredients in separate bowls, each with its own serving utensil, lined up buffet style. This way, each child can create his or her own grain bowl.

Have serving spoons in each bowl and let the children serve themselves. Encourage each child to make a MyPlate meal by adding ingredients from each food group to his or her bowl.

BRIGHT IDEA: Have measuring cups and spoons as the serving spoons so the children can measure ingredients to go into their bowls. Put a sign with the amount of each ingredient that should go in the bowl along with a measuring cup or spoon that corresponds with that amount, to make putting together bowls easy and consistent. This will help with portion control.

You can set out the following measuring cup or spoons for each ingredient:

- ½-cup measuring cup for cooked grains
- ½-cup measuring cup for vegetables
- ¼-cup measuring cup for chicken
- 1-tablespoon measuring spoon for dressing
- ¼-cup measuring cup for raisins
- ¼-cup measuring cup for chopped herbs

BRIGHT IDEA: If multiple grains were cooked in class, encourage the children to try different kinds of cooked grains in their bowls.

Use the discussion questions below to lead a discussion about the grain bowls.

Discussion Questions:

- What did you add to your grain bowl?
- What did you like?
- What did you taste?
- Were there any tastes you didn't like? Why?
- What else could we serve with this dish?
- Which step of the recipe was your favorite?
- What did you learn to do today that you didn't know how to do before?
- Could you teach someone in your family a skill you learned today?

➤ **SAFETY TIP:** Make sure children wash their hands again after eating and before cooking.



How To Set a Table

Ask each child to prepare his or her own place setting. Have a sample place setting that the children can refer to as an example.

In a standard American place setting, the napkin and fork are on the left side of the plate, with the fork lying on top of the napkin. The knife goes next to the plate on the right side, with the blade facing the plate. The spoon is also on the right side of the plate, on the right side of the knife. The cup goes above the knife and the spoon.



How To Serve Family Style

Food is not usually cooked in individual servings. Most dishes are made in a large batch and then divided into portions. When a large serving dish is passed around the table from which diners can help themselves, this is called “family style.”

- Make sure to use clean serving utensils.
- Remind the children that they should eat only from their own plates, never directly from the serving dish, to avoid spreading germs. No one should touch the food with his or her fingers when serving or holding the serving dish.
- Everyone will have their own plate and eating utensil.
- Uneaten food should never be returned to the serving dish.
- Make sure that each child is offered one full serving of food, as written in the recipe. However, they do not have to take their full portion all at once and can go back for seconds if they want.

Cleanup (15 minutes)

OBJECTIVE: By the end of this activity, the children will be able to demonstrate how to clean dishes, kitchen tools (not sharp items), and table surfaces.

It is important to let the children know that cleaning up is an important part of the activity. Some children may not know the correct way to clean dishes, counters, and floors, so showing them what you expect is recommended. Have the children use hot water to wash dishes. Show them the correct amount of soap to put on the dish cloth: a drop or two should be enough for a few pots and pans.

Have dish soap, dish cloths, and dish towels on hand. The children can also use rubber dish gloves when washing dishes if you like.

- **Soak dishes:** If food is baked on or stuck to the dishes, soak them in warm water to loosen it.
- **Wash dishes:** Show the children how to scrub dishes, pots, and pans. Make sure that they wash both the inside and outside, and top and bottom of each. Since utensils go directly into our mouths, be sure they are washed well. It is important to wash all parts of every item, including the handles.

Wrap-Up and Summary (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to list five facts or skills they learned from the activity.

This is a great time to have a group discussion about the activities. This can be done in a few different ways:

- Ask for volunteers to name something that they learned.
- In groups, the children can create a 30-second commercial advertising homemade grain bowls.
- The children can make a 30-second “fast forward” skit about everything they did during the activity, including five facts or skills that they learned.
- Read aloud the “**My Grain Bowl Story**” on page 22 and have children follow along on page 10 of their Family Handout. Ask them to write their answers as you go along. At the end, have a child share their grain bowl story with the group. An answer key is provided for instructors on page 23 of this guide.
- Have the children complete the **Kitchen Tools** activity sheet on page 11 of the Family Handout to test their knowledge. An answer key is provided for you on page 25 of this guide.

Additional Wrap-Up Items:

- Review the Family Handout that the children will bring home to their families.
- Review and answer any questions about the day.
- Thank the children for being such good cooks today and have them give themselves a round of applause.

INSTRUCTOR TIP

Wash dish cloths in the hot cycle of the washing machine after each cooking activity. Kitchen sponges are potential sources of bacteria and are difficult to clean. If you use sponges, replace them with fresh ones frequently.

- **Dry dishes:** Show the children where they can leave dishes to dry, or how to dry them with a dish towel. Have them check to make sure there are no remaining grease streaks or traces of food stuck on the pots and pans.
 - **Put away kitchen tools:** Show where kitchen tools belong so that they can help put them away.
 - **Wash surfaces:** Wash all surfaces that were used for cooking with hot, soapy water.
 - **Clean and dry sink:** Wash out the sink with hot, soapy water and dry it with a clean dish towel.
 - **Sweep floor:** Show how to sweep into a dustpan and throw away the waste.
- **SAFETY TIP:** When washing dishes, never swirl your hands around the bottom of the sink, especially if you can't see the bottom. There may be sharp tools or utensils under the water.



My Grain Bowl Story

Fill in the blanks and bring this home to share with your family.

Today, we made (_____). The main ingredient is (_____), which belongs in the (_____) section of MyPlate. Whole grains have lots of (_____), which helps with digestion. Grains also contain (_____) vitamins.

The type of grains we cooked today was (_____). Some other grains I learned about were (_____). There are two kinds of grains: (_____) grains and (_____) grains. The ones that are better to eat are (_____) grains, because they have all three parts of the grain—the (_____), the (_____), and the (_____). (_____) grains are milled, which means that the (_____) and (_____) are removed. This gives the grain a longer shelf life, but it removes dietary fiber, iron, and many B vitamins. Some simple switches I can make to eat more whole grains include choosing (_____) rice instead of white rice or (_____) bread instead of white bread.

In class, we learned to measure and used two different kinds of tools. One was measuring (_____) and the other was measuring (_____). We also learned that with measuring cups there are two kinds—one to measure (_____) ingredients and one to measure (_____) ingredients.

We also learned how to read a recipe. It's important to read a recipe all of the way through so you know what ingredients and kitchen tools you need, what the steps are, and how much time it will take to make.

When we made the grains, we learned to use new tools. Some of these tools were a (_____), which we put the food on when we chop or slice and (_____), which are used to measure ingredients.

After the grains were cooked and cooled, we got to eat. We combined the grains and other ingredients into grain bowls. We added some vegetables, fruits, nuts, and protein foods including (_____). It was delicious!

WORD BANK: germ, refined, whole-grain, brown, bran, measuring cups, spoons, cutting board, B, cups, refined, grain bowls, liquid, fiber, whole, chicken, bran, dry, germ, Grains, whole, grains, endosperm



My Grain Bowl Story

Read this story out loud, and ask the children to fill in the blanks on the sheet in the Family Handout. You can then share the answers from the answer key below with them

Today, we made (grain bowls). The main ingredient is (grains), which belongs in the (Grains) section of MyPlate. Whole grains have lots of (fiber), which helps with digestion. Grains also contain (B) vitamins.

The type of grains we cooked today was (dependent on child's experience). Some other grains I learned about were (dependent on child's experience). There are two kinds of grains: (whole) grains and (refined) grains. The ones that are better to eat are (whole) grains, because they have all three parts of the grain—the (endosperm), the (bran), and the (germ). (Refined) grains are milled, which means that the (bran) and (germ) are removed. This gives the grain a longer shelf life, but it removes dietary fiber, iron, and many B vitamins. Some simple switches I can make to eat more whole grains include choosing (brown) rice instead of white rice or (whole-grain) bread instead of white bread.

In class, we learned to measure and used two different kinds of tools. One was measuring (spoons) and the other was measuring (cups). We also learned that with measuring cups there are two kinds—one to measure (dry) ingredients and one to measure (liquid) ingredients.

We also learned how to read a recipe. It's important to read a recipe all of the way through so you know what ingredients and kitchen tools you need, what the steps are, and how much time it will take to make.

When we made the grains, we learned to use new tools. Some of these tools were a (cutting board), which we put the food on when we chop or slice and (measuring cups), which are used to measure ingredients.

After the grains were cooked and cooled, we got to eat. We combined the grains and other ingredients into grain bowls. We added some vegetables, fruits, nuts, and protein foods, including (chicken). It was delicious!

WORD BANK: germ, refined, whole-grain, brown, bran, measuring cups, spoons, cutting board, B, cups, refined, grain bowls, liquid, fiber, whole, chicken, bran, dry, germ, Grains, whole, grains, endosperm



Kitchen Tools

These are some of the tools we need to make grain bowls. Can you name them all?



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)

WORD BANK: Dry measuring cups, large pot with lid, wooden spoon, butter knife, cutting board, large bowl



Kitchen Tools

These are some of the tools we need to make grain bowls. Can you name them all?



(large pot with lid)



(dry measuring cups)



(cutting board)



(wooden spoon)



(butter knife)

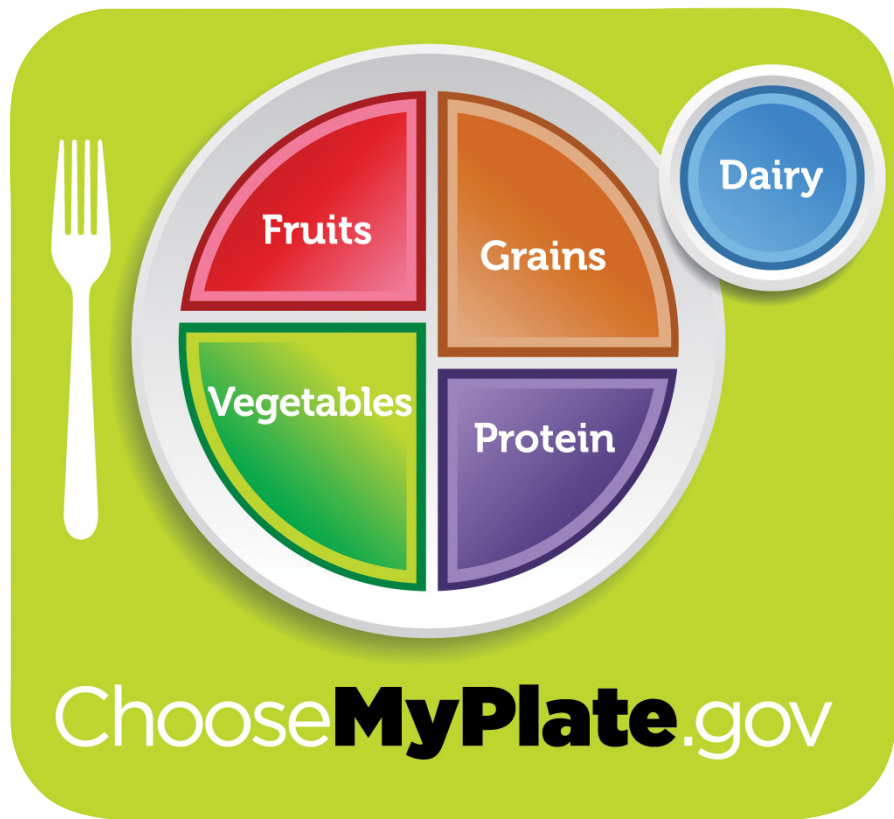


(large bowl)

WORD BANK: Dry measuring cups, large pot with lid, wooden spoon, butter knife, cutting board, large bowl



MyPlate, My Grains



Your child learned about MyPlate today. To remind us of how to eat healthfully, the United States Department of Agriculture created MyPlate. Keep MyPlate in mind when you're feeding your family so you end up with a balanced meal.

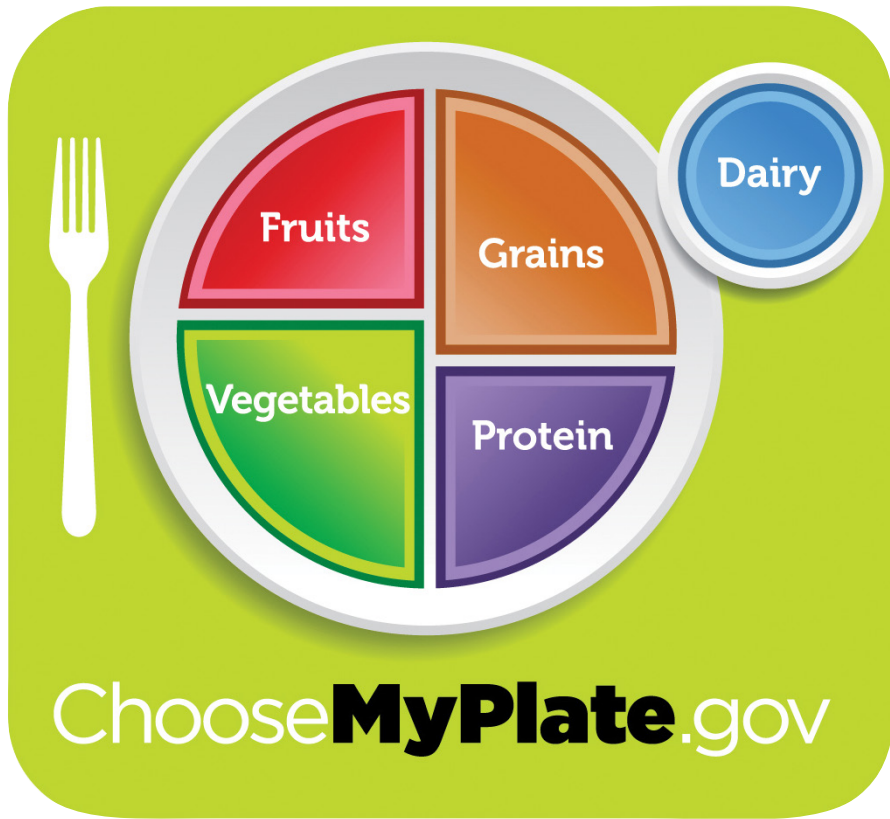
Grains can be eaten as part of a healthy meal or snack. Think about foods you could eat with grains to include two or more food groups on your plate and fill them in on the chart below. There are some examples filled in to get you started.

Fruits	Protein	Vegetables	Dairy
	Peanut butter on whole-grain crackers		Low-fat cheese with whole-grain tortillas for a quesadilla
Apples with oatmeal		Wild rice and vegetable soup	
	Turkey sandwich with whole-grain bread		



MyPlate, My Grains

Instructors Guide



Your child learned about MyPlate today. To remind us of how to eat healthfully, the United States Department of Agriculture created MyPlate. Keep MyPlate in mind when you're feeding your family so you end up with a balanced meal.

Grains can be eaten as part of a healthy meal or snack. Think about foods you could eat with grains to include two or more food groups on your plate and fill them in on the chart below. There are some examples filled in to get you started.

***Answers are just suggestions. There are many options.**

Fruits	Protein	Vegetables	Dairy
Muesli with bananas	Peanut butter on whole-grain crackers	Vegetable wrap with a whole-grain tortilla	Low-fat cheese with whole-grain tortillas for a quesadilla
Apples with oatmeal	Chicken salad with a whole-grain roll	Wild rice and vegetable soup	Grilled (low-fat) cheese sandwich on whole wheat bread
Whole-wheat crackers with pear slices	Ham on whole-wheat crackers	Whole-wheat pasta with tomato sauce and vegetables	Sliced low-fat cheese on whole-wheat crackers
Whole-wheat pita with peanut butter and apples	Turkey sandwich with whole-grain bread	Brown rice with beans	Whole-wheat cereal and low-fat milk
Rolled oats with apples and cinnamon	Chicken stir-fry with brown rice	Whole-grain barley salad with vegetables	





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the U.S. Department of Agriculture's Team Nutrition Initiative at
<http://teammnutrition.usda.gov>.**



United States Department of Agriculture

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RETAIN FOR YOUR RECORDS

Attachment M: Stimuli for IDIs – Team Nutrition
Cooks! Activity Guides

Team Nutrition Cooks! Corn and Zucchini Pancakes



ACTIVITY
GUIDE

Corn and Zucchini Pancakes

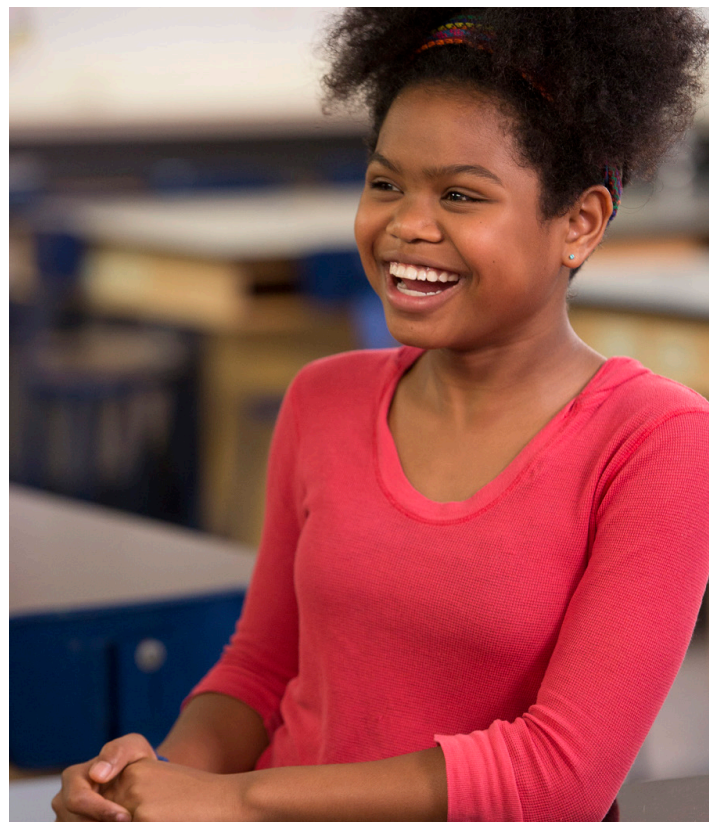
Activity Guide

Why Teaching Children To Cook Matters

Team Nutrition Cooks! is a series of activities for out-of-school and afterschool programs to teach children basic cooking skills. There are many reasons to include cooking activities in your program. Children love creating and preparing new foods, and they will learn skills they'll use for life. Food preparation is also a great way to get children interested in healthy food choices. When children help to prepare fruits, vegetables, and whole grains, they are more likely to try them.

Overview

You can use this Corn and Zucchini Pancakes Activity Guide alone or together with other *Team Nutrition Cooks!* activity guides as a series. Each *Team Nutrition Cooks!* session is designed for children 8 to 12 years old and takes 1 to 1½ hours to complete. Videos of key cooking skills are provided at <http://www.fns.usda.gov/tn/team-nutrition-cooks> and on the DVD that is included with the printed activity guides. All activity guides include handouts so that children can make the recipes at home with their families.



Preparation

- **Before starting, be sure to review all policies related to your program or facility regarding food preparation.** Check with your local health department about food safety requirements specific to your area.
- **Read this activity guide before you start.** Pay special attention to notes marked “**Do Ahead**,” “**Safety Tip**,” “**Bright Idea**,” or “**Instructor Tip**.”
- **Review the Ingredients and Supplies list on page 12.** Make sure you have all the ingredients, materials, and handouts needed.
- **Practice preparing the recipe.** Use all of the cooking tools in the room and area where the session will take place.
- **Plan for the time you have.** If your group has extra time, do the worksheets in the Family Handout as part of the session. (See **My Pancake Story** on page 12, **Kitchen Tools** on page 13, and **My Pancakes, MyPlate** on page 15). If not, offer these as take-home activities. This activity guide includes discussion questions that you may use at the beginning of the activity or during waiting times, such as while waiting for something to cook. If you are short on time, you may have to cut some sections short, or skip a section entirely.

Activities

1. **Introductions, Goals, and Ground Rules** (5 minutes)
2. **Handwashing** (5 minutes)
3. **All About Corn and Zucchini** (5 minutes)
4. **Nutritious and Delicious MyPlate** (5 minutes)
5. **How To Read a Recipe** (5 minutes)
6. **Cooking and Eating** (45 minutes)
7. **Cleanup** (15 minutes)
8. **Wrap-Up and Summary** (5 minutes)

Supervision and Room Management

The Corn and Zucchini Pancakes recipe makes six servings. We recommend having a group of five children and one adult. This way, each child will prepare or have a part in preparing the recipe, and will be given a full serving. The ratio of one adult for each group of five children will help you manage preparation, instruction, and behavior and avoid long waiting times and overcrowding of cooking stations.



Options for larger groups include:

- **Repeat the Activity**—Divide the children into small groups and then repeat the activity throughout the day or week.
- **Demonstrate**—Show cooking skills in front of the group, and then have each small group practice one skill, such as grating or mixing.
- **Use Volunteers**—Teenagers, particularly those who are in a culinary arts or service learning program, can be a good resource to help with the activities. They can help you get ready for the session and help children with reading recipes, grating, stirring, and other cooking skills that do not involve sharp knives. They can also help with cleaning.

Additional Supplies Needed

In addition to this activity guide, you will need:

- A computer with speakers, a projector, and a screen large enough for showing skill videos, or a DVD player and television
- A chalkboard/whiteboard or large paper and markers
- Pens and pencils for each child

INSTRUCTOR TIP

Remember, cooking can be messy and hectic. Try to encourage the excitement and creativity while still keeping control of the activities. Focus on one activity at a time. Make sure all children understand and have finished each activity before moving on.

- Name tags and markers
- Copies of the *Corn and Zucchini Pancakes Family Handout*, which you can order or download at: <http://www.fns.usda.gov/tn/team-nutrition-cooks>
- Ingredients and supplies listed on page 14
- Access to a handwashing sink and hand soap
- Access to a food-preparation sink. Having a food-preparation sink that is separate from the handwashing sink is ideal. If this is not possible, be sure to clean out the sink with hot soapy water before rinsing vegetables.
- MyPlate poster (free from <http://TeamNutrition.usda.gov>)

Food Safety

Specific food safety tips are included as part of each activity, including handwashing guides, correct temperatures at which to cook and store foods, and food allergy information.

No one who is feeling sick should handle food. If an adult or child has been sick with symptoms of vomiting or diarrhea, he or she should not participate until symptom-free for at least 24 hours.

If an adult instructor's hands have a cut or wound, the cut should be bandaged and clean disposable gloves should be worn. If a child's hand has a cut or wound, the child should be given jobs that do not involve direct contact with food.

What do you need to know about handling vegetables safely?

- Keep vegetables separate from raw eggs, meat, poultry, and seafood while shopping, preparing, and storing it.
- Rinse raw vegetables well under running tap water before eating or cooking with them. Rinse vegetables even if you plan to peel them before using them in the recipe. Do not use soap or detergent to clean fresh vegetables.
- Rub firm-skinned vegetables under running tap water or scrub the peel with a clean vegetable brush while rinsing with running tap water. If

using pre-cut vegetables labeled “ready-to-eat” or “washed,” you do not need to rinse them again.

- Refrigerate vegetables that have been cut. Never let cut vegetables sit at room temperature more than 2 hours before refrigerating. Use an appliance thermometer to be sure the temperature in your refrigerator is consistently at 40°F or below.

What do you need to know about handling raw eggs safely?

Raw eggs must be handled carefully to avoid the possibility of foodborne illness, often called “food poisoning.” Even eggs with clean, uncracked shells may occasionally contain bacteria called Salmonella that can cause diarrhea, fever, stomach cramps, and vomiting. Cooking eggs kills Salmonella. Correctly buying, storing, handling, and cooking eggs greatly reduces this risk.

- **Buying:** When buying eggs, only buy refrigerated eggs with clean, unbroken shells. Open the carton and check to see that the eggs are clean and the shells are not cracked. Bacteria can enter through cracks in the shell. Check the expiration date stamped on the carton as well.
- **Storing:** Store raw eggs inside of their original carton and on an inside shelf of a refrigerator. Eggs left at room temperature should be thrown away after 2 hours, or 1 hour in warm weather. Use a thermometer to ensure refrigerator temperature is consistently 40 °F or below.



Safe Food Handling

Handling and cooking eggs:

- Do not taste raw eggs. Foods containing eggs should be thoroughly cooked before eating.
- There is no need to rinse USDA-graded eggs, which are ready-to-use and prewashed at the processing site. Rinsing eggs may increase the risk of contamination, as water can enter the egg through the pores in the shell.
- Anything that touches raw eggs needs to be

washed before being used again, including hands. Don't mix a raw egg with the same fork you use for eating. Clean all kitchen counters, utensils, kitchen tools, and surfaces that raw egg touches with hot, soapy water.

- Do not leave eggs or egg rich foods at room temperature for more than two hours total.
- Eggs should be eaten within three to five weeks of purchase. Check the date stamped on the carton for a guideline.
- Serve egg dishes immediately after cooking.

Food Allergies

Each year, millions of Americans have allergic reactions to food. Although most food allergies cause relatively mild symptoms, some can cause severe reactions and be life-threatening. There is no cure for food allergies. Strict avoidance of food allergens and early recognition and management of allergic reactions are important measures to prevent serious health consequences.

Review your program's food allergy policy and inform parents of your intent to have children participate in this food preparation activity. Ask parents of the children in your care about any food allergies.

This Corn and Zucchini Pancake recipe includes eggs as an ingredient. Eggs are among the eight foods that most commonly trigger an allergic reaction.

The eight foods that most commonly trigger an allergic reaction are:

1. Fish
2. Shellfish
3. Eggs
4. Milk
5. Wheat
6. Peanuts
7. Tree nuts (e.g., walnut, almond, hazelnut, cashew, pistachio, and Brazil nuts)
8. Soybeans

Symptoms of food allergies typically appear from within a few minutes to a few hours after a person has eaten the food to which he or she is allergic.

Allergic reactions can include:

- Hives
- Flushed skin or rash
- Tingling or itchy sensation in the mouth
- Swelling of the face, tongue, or lips

- Vomiting and/or diarrhea
- Abdominal cramps
- Coughing or wheezing
- Dizziness and/or light-headedness
- Swelling of the throat and vocal cords
- Difficulty breathing
- Loss of consciousness

Prompt emergency treatment is critical for someone having a severe allergic reaction, called anaphylaxis.

For additional food allergy management and prevention information, refer to the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies in Schools and Early Care and Education Programs* at:

http://www.cdc.gov/healthyyouth/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf.



Introductions, Goal, and Ground Rules (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to state the goal and ground rules.

Introductions

It is important to introduce yourself, the children, the activity, and the day's plan so that everyone feels comfortable and ready for the day's activities.

- ❑ Ask children to make name tags. This will help everyone remember each other's names. Make a name tag for yourself and the other instructors too.
- ❑ Next, have the children sit facing one another in a circle or square, so that everyone can see each other. If the space does not allow for this, have them face each other as much as possible.
- ❑ Start by introducing yourself: who you are, where you are from, and include a fun food fact about yourself, such as your favorite food (or use the questions below). Then, have the children introduce themselves, adding a fun food fact or an answer to one of the questions below.

👉 DO AHEAD: Decide what questions you will ask to help the children share a fun food fact.

Some questions to get started:

- What does your family cook at home?
- What is your favorite fruit or vegetable?
- What do you like to eat for breakfast?
- What do you like to eat for a snack?

Once everyone has been introduced and is wearing a name tag, describe the plan for the day.



COOKING SKILLS

The goal of this session is for the children to become familiar with the skills necessary for following and making a simple recipe, in this case, corn and zucchini pancakes. The activities in this session help children develop the following skills:

- How To Crack an Egg
- How To Whisk
- How To Measure Wet and Dry Ingredients
- How To Grate
- How To Stir

- How To Use a Stovetop Safely
- How To Cool Food Safely
- How To Set a Table
- How To Serve Family Style


Ask the children if they are familiar with any of these skills. Ask questions such as, "Have you ever used a grater? Have you ever cooked anything on a stovetop? Have you ever used a whisk?" This will give you an idea of the skill level of the group and if there are areas of the activity you can move through more quickly.




Ground Rules

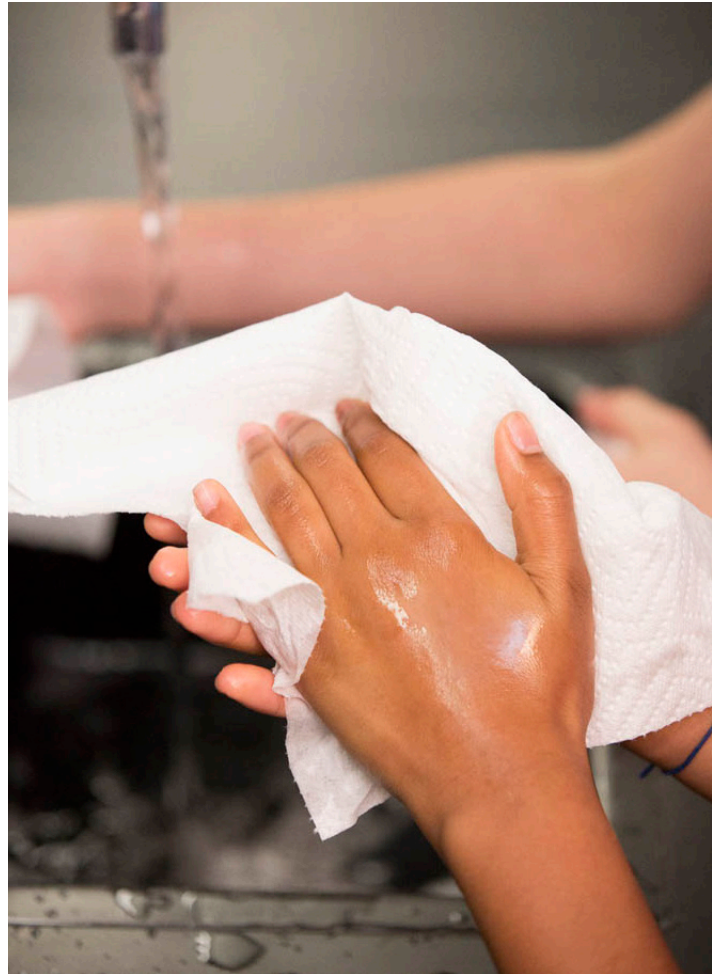
Review and have the children agree to the Ground Rules before starting.

When reading the Ground Rules, remind the children why each rule exists, or ask them to explain the reasoning behind each rule. Make sure everyone understands and agrees to the Ground Rules before moving on. You can either get a “thumbs up” or have the children sign the rules as an agreement.

 **DO AHEAD:** Write the Ground Rules on a chalkboard, white board, or large piece of paper so that the children can see them when you are reading them aloud. This will help visual learners, as well as provide a reference point if a Ground Rule is broken.

- **Clear the decks.** Keep books, backpacks, electronics, and coats off the tables or counters where food is prepared or served. Be sure bags are not in the aisle or in a place where people will trip over them. *Remind the children that this is for their safety and to keep germs out of the food.*
 - **Wear sneakers.** Wear closed-toed shoes, such as sneakers. *Remind the children that this is for their safety.*
 - **Tie back long hair.** Pull long hair into a ponytail or bun to prevent accidents and to minimize hair getting into food. *Remind the children that this is for their safety and to keep germs out of the food.*
 - **Scrub in and out.** Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom. *Need a timer? Hum the “Happy Birthday” song from beginning to end twice.*
 - **Be careful.** Use the kitchen tools carefully and stay aware of where everyone is around you. *Remind the children that this is for their safety.*
 - **No “ewwww’s.”** You are going to try some new things and you may love them, but if you don’t: NO “ewwww’s.” *Remind the children that this helps everyone to keep an open mind. It is also a part of practicing good manners.*
 - **No “double-dipping.”** Tasting utensils should never be used in shared food. Watch to make sure that the children don’t put tasting utensils back into shared food and *remind the children that this is for their health and safety.*
 - **Clean up your mess.** Everyone will clean up his or her own mess. *Remind the children that this is practicing responsibility.*
-  **BRIGHT IDEA:** Ask the children to come up with more rules that they think are good for this class. Add them to this list if they make sense.





Handwashing (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to wash their hands correctly.

DO AHEAD: Make sure hand soap and paper towels are available for handwashing. Locate the closest handwashing sink, if not in the room, for the children to use.

Explain that everyone must wash their hands before any cooking or tasting begins. Washing hands helps keep food safe and prevents the spread of germs.

Remind the children to keep their clean hands away from their mouth, nose, face, or other places on their bodies.

1. Discuss necessary times to wash hands including:
 - Before, during, and after preparing food
 - Before eating food
 - After using the bathroom
 - After blowing your nose, coughing, or sneezing
 - After touching garbage or other unclean surfaces such as the floor

2. Show the handwashing video at <http://www.fns.usda.gov/tn/team-nutrition-cooks>. Follow the steps listed below:
 - Take off all jewelry on your arms and hands.
 - Wet your hands with clean, running tap water.
 - Apply soap.
 - Scrub your hands for at least 20 seconds. Be sure to lather the backs of your hands, your palms, between your fingers, and under your fingernails.
 - Rinse your hands well under clean, running tap water.
 - Dry your hands using a clean towel or air-dry them.
 - Turn off the faucet with a paper towel, not bare hands.
 - Use a paper towel to open doors, if needed, to get back to the cooking area.
3. Before the tasting or cooking activity, wash your hands. Have the children and other helpers wash their hands too.

All About Corn and Zucchini (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe where vegetables come from, name 3 facts about corn and zucchini, and list different ways to eat them.

To start the discussion, ask some questions:

- How are corn and zucchini grown?
- Have you ever had zucchini before? What about squash?
- Do you like to eat corn and zucchini?
- How do you eat corn and zucchini at home? At school?

Most children will think of “breakfast” when they hear the word “pancake.” Today the children will be making a pancake that doesn’t have to be served for breakfast. Zucchini and corn are the main ingredients in these pancakes. They add color, crunch, flavor, and nutrition. It may sound unusual to think of corn and zucchini in a pancake, but they really are tasty. Try these pancakes with plain low-fat yogurt. They can be served as a side dish at a meal, eaten as a snack, or even served for breakfast.

Use the discussion questions below to help the children learn more about corn and zucchini.

What are some ways to cook and use vegetables?

Different vegetables grow during different seasons, so vegetables can be found fresh in the grocery store or farmers’ market all year long. Many can be found frozen, canned, or dried. Vegetables are versatile—there are lots of different kinds, they come in every color, and there are many different ways to prepare them.

- Some of the most popular ways to prepare vegetables are: steamed, grilled, sautéed, boiled, stir-fried, baked, and of course, raw.
- Vegetables can be eaten on sandwiches, in salads, with pastas, with dips, as side dishes,



in soups and sauces, and even in pancakes. When you think of all the great ways you can eat vegetables, it’s pretty easy to find ways you like to include them at meals and snacks.

Where do zucchini and corn come from and how are they used?

Zucchini is a summer squash that grows on a vine. It usually looks a lot like a cucumber: long, cylindrical, and green. The color varies between dark and light green, and sometimes includes streaks of yellow. There is also golden zucchini, but most of the zucchini in the store will be green.

The skin and seeds of zucchini and other types of summer squash are edible. Other types of summer squash include yellow crookneck, yellow straight neck, patty pans, and

white scallop. These types of squash cannot be substituted for zucchini in the pancake recipe since they taste different from zucchini. Zucchini and other types of summer squash can be eaten raw, but are usually cooked before eating.

In many countries, corn is known as maize. Ears of corn are grown on corn stalks. The little round pieces that we eat are called corn kernels. Corn comes in a variety of colors, but the one most common to us is yellow corn. The United States produces more corn than any other country and has an area called the “Corn Belt” made up of States where the most corn is grown.

Corn can be eaten right off the cob, or the kernels can be cut off of the cob. It is most often cooked, but the kernels can be eaten raw. Popular



ways to cook corn include grilling, boiling, roasting, and steaming. Corn is used in soups, breads, salads, salsas, as pizza toppings, and more.

What kinds of foods are zucchini and corn?

Zucchini and corn are vegetables.

Where do vegetables come from?

Vegetables come from plants.

What parts of a plant do we eat?

All of them—but not all parts of every plant. Although fruits and vegetables both come from plants, they come from different parts of those plants. Plants have seeds, stems, roots, fruits, leaves, and flowers. Have you ever eaten a flower (broccoli)? A stem (celery)? These are all examples of plant parts that you have probably eaten, even if you didn't realize what they were!

- **Leaves**—provide energy for the plant through a process called photosynthesis.
- **Fruit**—forms after a flower is pollinated. Inside of the fruit are seeds that you can use to grow more plants. If you're eating a plant part that has seeds in it, it's a fruit. This is why the tomato is technically considered by many scientists to be a fruit, though nutritionists consider the tomato to be a vegetable because of how we eat it and the nutrients it contains.
- **Seeds**—are planted to grow more plants.
- **Roots**—grow underground and absorb the water and nutrients from the soil that a plant needs to survive.
- **Stems**—hold up a plant's leaves, flowers, and fruit. They also transport nutrients from the root to the rest of the plant.

Note: It is important to explain that not all plants or plant parts are edible. Some plants are poisonous, while others have parts that are edible, as well as parts that are not. For example, rhubarb stems



are edible, while the leaves are poisonous.

What part of the plant is corn? What part of the plant is zucchini?

We eat corn kernels, which are the seeds of the corn plant. Zucchini is the fruit of a plant. Nutritionists call both corn and zucchini vegetables because of the nutrients they contain and how we eat them.

What are some tips for buying corn and zucchini?

- In many parts of the United States, corn and zucchini are both grown and picked, or “in season,” during the summer, and this is when flavor is at its peak.
- When picking out zucchini at the store or farmers' market, look for ones that are firm, not mushy, and without any marks or decaying areas. The skin should be shiny. Zucchini can be frozen and used later or stored in a refrigerator for up to 5 days.
- When buying fresh corn, look

for bright green husks. Pull back the husks slightly in the grocery store to make sure the yellow kernels are fresh and tight at the top. Before eating fresh corn, it needs to be shucked, which means the green leaves (husks) are removed, and the stem is snapped off. The silk (the thin hair-like pieces under the husk) also need to be removed.

- Corn can also be bought year-round frozen (look for corn with no sauce or seasoning added) or canned. When buying canned corn or other vegetables, try to choose cans labeled “reduced sodium,” “low sodium,” or “no salt added.” If you can only find regular versions of the vegetables, drain and rinse the vegetables under cool running water to reduce the amount of sodium in the food.
- Freshly shucked corn may be stored in the refrigerator for up to two days, and cooked corn may be frozen for up to 6 months.

Nutritious and Delicious MyPlate (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe how corn and zucchini fit into a healthy diet.

BRIGHT IDEA: Display the MyPlate icon in a place where everyone can see it.

OPTIONAL ACTIVITY: Decide if you want to do the **MyPancakes**, **MyPlate** activity found on page 15 of the Family Handout. If so, have copies of the Family Handout and pencils for each child.

Vegetables are part of a healthy diet

Key Nutrition Messages:

The MyPlate icon reminds you to eat foods from all five food groups.

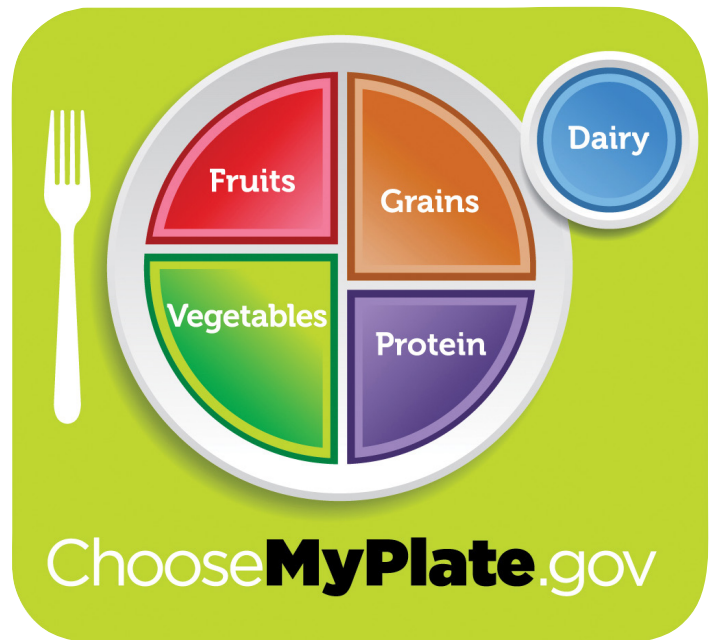
MyPlate's five food groups are: • **Fruits**
• **Vegetables** • **Grains** • **Protein Foods** • **Dairy**

The MyPlate icon is also a reminder to make half your plate fruits and vegetables. Eating this way will help you get the nutrients you need to feel and look your best. One way to help you eat enough fruits and vegetables every day is to choose fruits and vegetables at each meal and as snacks.

Corn and zucchini are vegetables

Corn and zucchini fit in the **Vegetables** Group, which is the lower left, green section of MyPlate. Any vegetable or 100% vegetable juice counts as a member of the Vegetable group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and may be whole, cut-up, or mashed. Scallions, also called green onions, are also used in a small amount in this recipe and fit in the Vegetable group.

One serving of the Corn and Zucchini Pancakes recipe provides 3/4 cup of vegetables.



Corn and zucchini provide potassium and fiber

Most vegetables are low in fat, calories, and sodium (salt). Zucchini also has potassium, which helps muscles work properly and also helps the body keep a normal heartbeat and blood pressure. Some other vegetables that have potassium include spinach, sweet potatoes, and broccoli.

Vegetables also help add fiber to our diet, which makes us feel full and helps keep our digestive tract working well. Some vegetables, like scallions, and herbs, like basil, add flavor to recipes. These flavorful herbs and vegetables can help us prepare foods that taste good without adding salt.

INSTRUCTOR TIP

Remind the children that it's okay if the vegetables you eat are mixed with other foods, such as in a carrot-apple soup or in a salad, or if you eat them in a bowl instead of on a plate. They still count as part of your MyPlate meal. They do not have to be in separate portions on your plate, the way they appear in the MyPlate icon. The exact amount of vegetables you need to eat each day depends on your age, how active you are, and whether you are a girl or a boy.

The children can use MyPlate's Supertracker Web site to see how much of each food group they need to eat each day: <https://www.supertracker.usda.gov/>.



How To Read a Recipe (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to read and describe the steps in a recipe.

DO AHEAD: Provide each child with a copy of the *Corn and Zucchini Pancakes Family Handout* and ask the children to turn to the recipe on page 2. Copies of the Family Handout can be downloaded and ordered from <http://www.fns.usda.gov/tn/team-nutrition>.

Explain how to read a recipe:

- A recipe lays out directions for cooking. It's important to read through the entire recipe.

Read the whole recipe first:

Read through the entire recipe from start to finish so that you can make sure you have everything you will need. The recipe will tell you:

- How much time it will take you to make the dish
- How many servings it will make
- The size of each serving
- Which ingredients (food) you need and in what amounts

Plan Ahead:

Explain that **“Total Time”** is the total amount of time the recipe takes to make from start to finish. **“Hands-on time”** is the amount of time spent on preparing the food, such as rinsing, grating, whisking, etc. For example, if something is baking in the oven for 30 minutes, that's part of the total time, but not the hands-on time, since you're just waiting for the oven to do the work. This time is perfect for doing something else in the kitchen, like cleaning up!

After looking at the **“Total Time,”** decide when you want to eat or serve the dish. For example, if a recipe takes 30 minutes to prepare and you want to eat at 5:00 p.m., you need to start cooking at 4:30 p.m. If it is your first time cooking something, you may want to add a bit more time to the total time listed.

Read through the recipe together and answer any questions the children may have about the directions, ingredients, or kitchen tools.

Corn and Zucchini Pancakes

Eat this as a snack or a side to a meal.

Total Time: 35 minutes • **Hands-on Time:** 35 minutes
Yield: 12 pancakes • **Serving Size:** 2 pancakes

INGREDIENTS

3 medium-sized zucchini, trimmed and shredded
1 ½ cups canned, fresh, or frozen corn
3 large eggs, whisked
1 cup whole-wheat flour
¼ teaspoon salt
½ teaspoon baking powder
3 scallions, trimmed and chopped
1 ½ tablespoons oil

Nutrients per serving:

Calories: 190; Total Fat: 8 g;
Saturated Fat: 2 g; Sodium: 176 mg;
Potassium: 440 mg;
Total Carbohydrate: 26 g;
Dietary Fiber: 4 g; Sugars: 3 g;
Protein: 8 g; Vitamin A: 601 IU (70 RAE);
Vitamin C: 9 mg; Vitamin D: 0.1 mcg;
Calcium: 74 mg; Iron: 2 mg

INSTRUCTIONS

1. Wash your hands with soap and water, then gather all your kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Put the shredded zucchini, corn, and eggs in a large bowl and mix well.
3. Add the flour, salt, baking powder, and scallions and mix well.
4. Put the skillet on the stove and turn the heat to medium. When the skillet is hot, add the oil. If using a nonstick skillet, follow manufacturer's instruction on preheating. For nonstick skillets, the oil should be added before the skillet is heated.
5. Using the ¼-cup measuring cup, scoop the mixture from the bowl and spread it into a round, flat nest on the skillet. Repeat to fill the skillet, leaving room between the pancakes.
6. Cook until the bottoms are golden, about 5 minutes. Turn the pancakes over and cook 5 more minutes. Repeat with the remaining mixture.

TOP THIS:

Serve with 1 teaspoon plain low-fat yogurt per pancake.

SHOPPING LIST:

Refrigerated Section

- 3 large eggs

Baking Section

- 1 (2-lb) bag of whole-wheat flour

Produce Section

- 3 medium-sized zucchini (Zucchini usually look like a cucumber: long, cylindrical, and green. The color varies between dark and light green, and sometimes includes streaks of yellow. When picking out zucchini at the store or farmers' market, look for ones that are firm, without any marks or decaying areas. The skin should be shiny.)
- scallions

Canned Vegetables

- 1 (15.25 ounces) can of corn, or frozen corn. *You will need at least 6.5 ounces of corn for this recipe. Buy canned vegetables labeled “reduced sodium,” “low sodium,” or “no salt added.” If you want to add a little salt it will likely be less than the amount in the regular canned product.*

Frozen Vegetables: Stock up on frozen vegetables for quick and easy cooking in the microwave.

- frozen corn (if not using canned corn)

Staples From Your Pantry

- salt
- baking powder
- oil



Zucchini-Corn Pancakes Recipe and Instructor Notes

Total Time: 35 minutes • Hands-On Time: 35 minutes
Yield: 12 pancakes • Serving size: 2 pancakes

INGREDIENTS

- 3 medium-sized zucchini (about 21 ounces or 2 ¼ cups shredded zucchini)
- 1 ½ cups canned or frozen corn, thawed
- 3 large eggs, whisked
- 1 cup whole-wheat flour
- ¼ teaspoon salt
- ½ teaspoon baking powder
- 3 scallions, sliced
- 1 ½ tablespoons olive, vegetable, or canola oil

SUPPLIES

For Cooking

- 6 cutting boards
- 6 butter knives
- 2 whisks or forks
- 2 small bowls (for whisking)
- 1 medium bowl (for putting chopped and grated ingredients into)
- 2 sets measuring spoons (including ½ teaspoon, 1 tablespoon, ½ tablespoon)
- 2 sets measuring cups (including ¼ cup, ½ cup, 1 cup)
- 1 heatproof spatula
- 1 can opener
- 1 box grater
- 2 large bowls
- 1 mixing spoon
- 2 colanders/strainers
- 1 chef's knife (adult use only)
- 1 large nonstick skillet
- 1 kitchen timer
- 2 pot holders

For Eating

- 1 to 2 serving plates
- 1 to 2 serving utensils
- 6 plates
- 6 sets of eating utensils
- napkins

Allergy Notes:

- This recipe contains eggs.
- This recipe contains wheat (flour).
- If using vegetable oil, make sure that the source is specified and that there is no peanut allergy warning on the label.



INSTRUCTIONS FOR CHILDREN

1. Have them wash their hands with soap and water, then gather all the kitchen tools and ingredients and put them on a clean counter.
2. Put the shredded zucchini, corn, and whisked eggs in the large bowl and mix well.
3. Add the flour, salt, baking powder, and scallions and mix well.
4. Put the skillet on the stove and turn the heat to medium. When the skillet is hot, add the oil. If using a nonstick skillet, follow manufacturer's instruction on preheating. For nonstick skillets, the oil should be added before the skillet is heated.
5. Using the ¼-cup measuring cup, scoop the mixture from the bowl and spread it into a flat circle on the skillet. Repeat to fill the skillet, leaving some space between pancakes.
6. Cook pancakes until bottoms are golden, about 5 minutes. Turn the pancakes over and cook 5 more minutes.
7. Repeat with the remaining mixture. You should end up with 12 pancakes.

Corn and Zucchini Pancakes : Servings per recipe: 6

Nutrients per serving: Calories: 190; Total Fat: 8 g; Saturated Fat: 2 g; Sodium: 176 mg; Potassium: 440 mg; Total Carbohydrate: 26 g; Dietary Fiber: 4 g; Sugars: 3 g; Protein: 8 g; Vitamin A: 601 IU (70 RAE); Vitamin C: 9 mg; Vitamin D: 0.1 mcg; Calcium: 74 mg; Iron: 2 mg

Crediting Information for the Child and Adult Care Food Program (CACFP): One portion of zucchini pancakes provides ¾ cups vegetables, 1.0 oz equivalent meat/meat alternate, 1 ¼ oz equivalent grains



INGREDIENTS AND SUPPLIES CHECKLISTS

Use these checklists to make sure you have all of the ingredients and supplies for the activities in this session.

INGREDIENTS

For Cooking and Eating Activities (for a group of 6)

Produce Section

- 3 medium-sized zucchini
- 3 scallions

Frozen or Canned Section

- 1 (15.25 ounce) can of corn or 1 bag of frozen corn (at least 6.5 ounces).

Refrigerated Section

- 3 large eggs

Baking Section

- 1 (2-lb) bag of whole-wheat flour. This will give you a bit more than 6 cups of flour, which is enough to make this recipe for 6 groups. If you have more than 6 groups, you will need to buy more flour.
- salt
- olive, canola, or vegetable oil
- baking powder

SUPPLIES

For Cooking, Eating, and Cleanup

For Cooking

The number of kitchen tools listed in the Cooking section is based on a group of six, with everyone in the group getting a chance to practice most of the skills. These numbers may be different for your session, depending on how the cooking stations are set up. See **Instructor Tips for Teaching Cooking Skills** on page 14 for more information.

- 6 cutting boards
- 6 butter knives
- 1 whisk or fork
- 1 small bowl (for whisking)
- 1 set measuring spoons (including ½ teaspoon, 1 tablespoon, ½ tablespoon)
- 1 set measuring cups (including ¼ cup, ½ cup, 1 cup)

For Cooking, continued

- 1 spatula
- 1 can opener
- 1 box grater
- 1 large bowl
- 1 mixing spoon
- 1 colander
- 1 chef's knife (adult use only)
- 1 large nonstick skillet
- 1 kitchen timer

For Eating:

- 1 to 2 serving plates
- 1 to 2 serving utensils
- 6 plates
- 6 sets of eating utensils
- napkins

For Cleanup

- trash bags
- dish cloths and dish soap
- paper towels
- sponges
- hand soap
- broom and dustpan

For Other Activities

- name tags
- markers
- 6 pens or pencils
- chalkboard/whiteboard or paper, markers, and tape for Ground Rules list
- a computer with speakers, a projector, and a screen large enough for showing skill videos, or a DVD player and television
- MyPlate poster (free from <http://TeamNutrition.usda.gov>)
- Copies of *Team Nutrition Cooks! Corn and Zucchini Pancakes Family Handout* (free from <http://TeamNutrition.usda.gov>)



Cooking and Eating (40 minutes)

OBJECTIVE: At the end of this section, the children will have made corn and zucchini pancakes.

► **SAFETY TIP:** Be sure the children wash their hands again before they start cooking.

The children will practice different skills as they prepare the pancakes. Each recipe provides enough servings so that the adult instructors can eat as well. There should be one adult for every five children. Recipes are made and eaten “family style,” so after cooking, the entire group will serve themselves and eat together at the table. If one group finishes first, they can clean up or work on optional activities.

💡 **BRIGHT IDEA:** The hands-on portion of cooking is the part of the activity that the children will be most excited about, other than eating. It’s important to supervise and keep as much control as possible so that the classroom remains safe and everyone gets a chance to participate. Again, to help ensure a successful learning experience, we recommend you have one adult instructor for every five children.

Ingredient List Per Group (5 children, 1 adult)

- 3 medium-sized zucchini (about 21 ounces, to yield 2 ¼ cups shredded zucchini)
- 1 ½ cups canned or frozen corn, thawed (1 can = 15.25 ounces)
- 3 scallions
- 3 large eggs
- 1 cup whole-wheat flour
- ¼ tsp salt
- ½ tsp baking powder
- 1 ½ tablespoons olive, vegetable, or canola oil

👉 **DO AHEAD:** Make sure all adult instructors are comfortable using all the required tools and have practiced before the class. Watch each video and, if possible, practice the required skills in advance.

Skills that will be covered during this activity:

- How To Crack an Egg
 - How To Whisk
 - How To Measure
 - How To Grate
 - How To Stir
 - How To Use a Cooktop Safely
 - How To Cook the Pancakes
 - How To Cool Food Safely
 - How To Set a Table
 - How To Serve Family Style
- How to Set a Table and How to Serve Family Style are not shown in the video.



INSTRUCTOR TIPS FOR TEACHING COOKING SKILLS

Watch the skills videos with the children at <http://www.fns.usda.gov/tn/team-nutrition-cooks>.

Then, practice the cooking skills with children at the stations:

- Designate a table or desk for each station that won't be used or touched before it is time to cook
- In order to let the children practice their skills with enough supervision, divide into groups of five children for every one adult.
- Once divided into groups, each group will use each skill to make their own pancakes. In **Options One** and **Two** (below), children will practice some, but not all skills used in the recipe.

Options One and **Two** should be used if groups are large or if you're short on time. In **Option Three**, all the children will practice the same skills. You can decide the best way to set up the cooking stations; some recommendations are below. At each station, have an adult show children how to use each tool before allowing them to try.

Options for practicing cooking skills at stations:

- **Option One:** All the skills are practiced at each station, but each child contributes to only one part of the recipe. For instance, at each station, one child can do the measuring, another child may dice, and another child may stir, etc.
- **Option Two:** Each station focuses on a single skill: at one station, children may do all of the measuring; at another station children may do all of the grating, etc. This method works especially well for large groups.

KEY SKILLS

Kitchen Skills

- How To Crack an Egg (p. 15)
- How To Whisk (p. 15)
- How To Rinse a Zucchini (p. 15)
- How To Chop (p. 16)
- How To Grate (p. 16)
- How To Use a Can Opener (p. 17)
- How To Use a Colander (p.17)
- How To Measure (p. 18)

Children will practice fewer skills, but everyone will have a chance to do something.

- **Option Three:** Each station focuses on a single skill but children may rotate through all the stations, trying all the skills. This is another way to manage groups that are large.

Stations and Supplies for Option Two and Option Three:

The number of each tool needed will depend on the size and number of each group.

The Stations

Chopping and Grating

- cutting boards
- butter knives
- box grater
- bowls or containers for holding the chopped and grated pieces

Cracking and Whisking

- bowls
- forks
- whisks
- trash

- How To Stir (p. 19)
- How To Use a Cooktop Safely (p. 19)
- How To Cook the Pancakes (p. 20)
- How To Cool Food Safely (p. 20)

Serving Skills

- How To Set a Table (p. 21)
- How To Serve Family Style (p. 21)

Mixing and Measuring

- 1 cup dry measuring cup
- ½ cup dry measuring cup
- 1 set of measuring spoons
- mixing bowl
- wooden spoon

Rinsing and Pressing

- colanders (separate ones for corn and one for zucchini)
- can opener
- large bowl
- sink (optional)
- water source

Cooking

- cooktop
- skillet
- spatula
- pot holders or oven mitts





How To Crack Eggs

There will not be enough eggs for everyone to crack, but all children can take turns helping. For instance, one child can crack the egg and another can whisk.

1. Make sure the eggs are not broken or cracked.
2. Crack the eggs, one at a time, into a bowl or mug. It's important to crack eggs into their own bowl, separate from other ingredients, and not directly into the pan. This is so that any shell that falls into the bowl can be easily removed.
3. Crack the egg at the midpoint between the two ends of the egg by hitting it quickly against the rim of the bowl.
4. Try to crack the egg in one hit so that there are fewer eggshell pieces that may fall into the bowl. There should be one big crack.
5. Hold the egg over the bowl with the cracked part facing up.
6. Put your thumbs on either side of the crack and gently pull the shell apart to allow the egg to slide into the bowl.
7. If the shell falls in, use a fork to remove the eggshell.
8. Pour the egg from the bowl or mug into the larger bowl that will hold the other ingredients. You should do this after each egg.

➤ **SAFETY TIP:** Thoroughly wash everything that the raw eggs touch with hot, soapy water. This includes hands, counters, and surfaces, in case the cracked eggs drip over the side of the bowl.



How To Whisk

Whisking is beating or stirring quickly to combine ingredients.

1. When all the eggs are in the bowl, use your wrist to move the fork or whisk quickly in a circular motion.
2. Stop whisking when the eggs are blended together and the mixture is pale yellow.

How To Rinse Zucchini

1. Rinse zucchini under cold running tap water and scrub the peel with a clean vegetable brush while rinsing. Rub the zucchini gently so they don't bruise.
2. Dry with a paper towel.





How To Chop

In this activity, the children will use butter knives to chop scallions. Butter knives are safe for the children to use because they are not sharp but will still cut through scallions.

1. Hold the knife in the hand you use to write with, and grip it firmly around the handle. Chop one scallion at a time.
2. Use your other hand to steady the scallion, keeping your fingers curled under, away from the knife. Pay attention to where the knife is; as it moves forward, your hand holding the scallion should move backward. The distance between the knife and the hand holding the scallion should always stay the same.

How To Grate Zucchini

1. Cut off one end of the zucchini before grating.
2. Place the box grater on a cutting board to catch the grated zucchini.
3. Hold the grater firmly with one hand.
4. Hold the zucchini at the far end away from the grater and keep fingers away from the grater.
5. Use the side of the grater with the largest holes to grate the zucchini.
6. Rub the zucchini up and down the grater, moving slowly and safely. Stop 2 inches from the end of the zucchini, so that your fingers will not get too close to the grater. Ask an adult to grate or cut up the last part.



How To Use a Can Opener*

1. Set the can on a flat, hard surface. Clean off the top of the can so that any dirt and dust on the lid won't fall into the food.
2. Pull apart the two handles of the can opener.
3. Flip the can opener over and look at the two wheels on the bottom of the opener. One is jagged (bumpy on the edges) and one is smooth on the edges.
4. With the help of an adult, place the smooth (cutting) wheel against the inside of the rim at the top of the can and close the two handles.
5. Hold both handles in one hand and place your other hand on the wing or knob of the can opener.
6. Slowly twist the wing with one hand while squeezing the handles closed with your other hand. This should cut into the can's lid and roll around its edge.
7. Continue turning the knob until the can opener has gone all the way around the top of the can.
8. Pull apart the handles of the opener.
9. Very carefully lift the lid out of the can. You may need to pry it out with a fork. Carefully rinse the lid, since it will be sharp, and place it in your recycling bin.

*If using frozen corn, this step is not needed, as frozen corn will come in a bag.

INSTRUCTOR TIP: This doesn't need to be a station, as there aren't enough cans. A demonstration by an adult will be fine.



How To Use a Colander

A colander is a metal or plastic bowl with holes in it to let liquid drain out. We are using the colander to drain our canned corn. Thawed frozen corn could also be drained this way.

1. Pour the corn from the can or bag into the colander and rinse the corn with cold running water.
2. Gently shake the colander to help the water drain.
3. Stop rinsing when the water runs clear. Note: If a food prep sink is not available, drain corn into a colander over a bowl or drain the corn in advance.

The colander is also used to get the water out of the zucchini. Zucchini has a lot of water and too much water would keep the pancakes from becoming crispy.

1. Let the shredded zucchini sit for 10 minutes in a colander set over a bowl. Press the zucchini toward the bottom of the colander to squeeze out any extra water.
2. Pour the extra water into the sink.

How To Measure

It is important to measure correctly when following a recipe so that it will work. The measuring tools the children will be learning about today are measuring cups and measuring spoons.

- Measuring cups are used for larger amounts and measuring spoons are used for smaller amounts.
- Measuring cups are divided into fractions of cups—usually 1 cup, $\frac{1}{2}$ cup, $\frac{1}{3}$ cup, $\frac{1}{4}$ cup.
- There are two different kinds of measuring cups, one for measuring liquids and one for dry ingredients.
 - Liquid measuring cups are usually made of clear glass or plastic, and sometimes have a pour spout. They are filled even with the measurement line on the side of the cup.
 - Dry measuring cups (usually shorter and not transparent) are meant to be filled to the top and then leveled off using the straight edge of a knife or fork. “Leveled off” means that the dry ingredients are even with the top of the measuring cup so that the measurement is accurate.
- Measuring spoons are divided into fractions of tablespoons and teaspoons — usually $\frac{1}{4}$ teaspoon, $\frac{1}{2}$ teaspoon, 1 teaspoon, and 1 tablespoon. Sometimes $\frac{1}{8}$ teaspoon and $\frac{1}{2}$ tablespoon are included.
- Tablespoons are abbreviated “TBS” on the spoon and are bigger than teaspoons. Teaspoons are abbreviated “TSP” on the spoon.
- Measuring spoons can be used for dry or liquid measurements. Level off dry ingredients on a measuring spoon the same way you would on a measuring cup.



How To Measure Flour:

1. Place the 1 cup dry measuring cup on a flat surface.
2. Use a spoon to scoop the flour from the bag or container and fill the measuring cup.
3. Push down gently to make sure there are no air pockets, but don't pack the cup too solidly.
4. Level off using a straight edge.

How To Measure Corn:

1. Place the $\frac{1}{2}$ cup dry measuring cup on a flat surface.
2. Use a spoon to scoop the corn from the colander and fill the measuring cup.
3. Push down to make sure there are no air pockets. Repeat 2 times.
4. Level off using a straight edge.

How To Measure Oil:

1. Pour the oil into the $\frac{1}{2}$ tablespoon.
2. Repeat 2 times.

How To Measure Salt:

1. Pour salt from the container into the $\frac{1}{4}$ teaspoon.
2. Level off using a straight edge.

How To Measure Baking Powder:

1. Use the $\frac{1}{2}$ teaspoon to scoop baking powder from the can.
2. Level off using a straight edge.

How To Use a Cooktop Safely

This skill should be demonstrated by an adult, with the children watching. The adult should explain each step to the children, emphasizing the steps needed to stay safe when using a stove or cooktop.

1. Have the cooktop ready and plugged in.
 2. Different cooktops have different ways to turn on the heat. If the cooktop uses gas, you have to turn the knob to light the burner before choosing the temperature. On a gas cooktop you will see a flame on the burner. For electric and induction cooktops, turn the knob directly to the temperature you want. You will not see a flame.
 3. Make sure the handle of the skillet is turned inward, toward the center of the stove. Otherwise, you could accidentally knock the pot off the stove, causing serious burns.
- **SAFETY TIP:** Never walk away from food cooking on a burner.
 - **SAFETY TIP:** Use pot holders, not towels which can catch fire, when moving a hot skillet, pan, or lid.
 - **SAFETY TIP:** Keep your cooking area neat. Do not keep flammable items, like dishtowels, papers, or cardboard packages, near the stove.



INSTRUCTOR TIP

Unlike gas or electric burners, induction burners only work if the pot or pan you are using contains steel or iron, and the burner itself will not become hot, even when it's on. However, an induction burner that has recently been used for cooking might get and stay hot from the cooking pot or pan that has been on top of it—so be careful! Copper, aluminum, or glass cookware that does not contain steel or iron will not work on an induction burner.

How To Stir

1. Put the mixing spoon into the bowl, making sure it reaches to the bottom of the bowl.
2. Slowly move the spoon in a circle. Make sure the spoon touches the food at the sides and bottom of the bowl, so that all the ingredients are mixed together.



How To Cook the Pancakes

1. Put the skillet on the cooktop and turn the heat to medium. When the skillet is hot, add the oil. If using nonstick pans, follow manufacturers' instruction on preheating. For nonstick pans, the oil should be added before the pan is heated.
 2. Using the ¼-cup dry measuring cup, scoop the zucchini mixture from the bowl and spread it into a flat circle on the skillet, about 2 inches wide and ¼ inch thick. It will look more like a small silver-dollar pancake than a full-size pancake. Repeat to fill the skillet, leaving space between pancakes.
 3. Cook until the bottoms are deeply golden, about 5 minutes, then turn the pancakes over using the spatula and cook 5 more minutes.
 4. When both sides are golden, remove the pancakes with the spatula and put them on a plate. Repeat with the remaining mixture until all pancakes are done.
- **SAFETY TIP:** Hot oil can splatter and cause burns. Be sure to stand a safe distance from the pan and pour the oil slowly.



How To Cool Food Safely

It is important to let the food you have just cooked cool before eating it to avoid the risk of burns.

1. Sometimes food cools enough to be eaten, but the dish, pot, or pan that the food was cooked in stays hot. Use pot holders or oven mitts when handling the pan so you don't burn yourself.
2. An adult should remove hot food and kitchen tools from the cooktop.

How To Set a Table

Ask each child to prepare his or her own place setting. Have a sample place setting that the children can refer to as an example.

In a standard American place setting, the napkin and fork are on the left side of the plate, with the fork lying on top of the napkin. The knife goes next to the plate on the right side, with the blade facing the plate. The spoon is also on the right side of the plate, on the right side of the knife. The cup goes above the knife and the spoon.



How To Serve Family Style

Food is not usually cooked in individual servings. Most dishes are made in a large batch and then divided into portions. When a large serving dish is passed around the table from which diners can help themselves, this is called “family style.”

- Make sure to use clean serving utensils.
- Remind the children that they should eat only from their own plates, never directly from the serving dish, to avoid spreading germs. No one should touch the food with his or her fingers when serving or holding the serving dish.
- Everyone will have their own plate and eating utensil.
- Uneaten food should never be returned to the serving dish.
- Make sure that each child is offered one full serving of food, as written in the recipe. However, do not have to take their full portion all at once and can go back for seconds if they want.

➤ **SAFETY TIP:** Have children wash hands after making pancakes and before eating or setting the table since they have touched raw egg.

Discussion Questions

- Which recipe step was your favorite?
- What did you learn to do today that you didn't know how to do before?
- Could you teach someone in your family a skill you learned today?



Cleanup (15 minutes)

OBJECTIVE: By the end of this activity, the children will be able to demonstrate how to clean dishes, kitchen tools (not sharp items), and table surfaces.

It is important to let the children know that cleaning up is an important part of the activity. Some children may not know the correct way to clean dishes, counters, and floors, so showing them what you expect is recommended. Have the children use hot water to wash dishes. Show them the correct amount of soap to put on the dish cloth: a drop or two should be enough for a few pots and pans.

Have dish soap, dish cloths, and dish towels on hand. The children can also use rubber dish gloves when washing dishes.

- **Soak dishes:** If food is baked on or stuck to the dishes, soak them in warm water to loosen it.
- **Wash dishes:** Show the children how to scrub dishes, pots, and pans. Make sure that they wash both the inside and outside, and top and bottom of each. Since utensils go directly into our mouths, be sure they are washed well. It is important to wash all parts of every item, including the handles.

INSTRUCTOR TIP

Wash dish cloths in the hot cycle of the washing machine after each cooking activity. Kitchen sponges are potential sources of bacteria and are difficult to clean. If you use sponges, replace them with new ones frequently.

- **Dry dishes:** Show the children where they can leave dishes to dry, or how to dry them with a dish towel. Have them check to make sure there are no remaining grease streaks or traces of food stuck on the pots and pans.
 - **Put away kitchen tools:** Show where kitchen tools belong so that they can help put them away.
 - **Wash surfaces:** Wash all surfaces that were used for cooking with hot, soapy water.
 - **Clean and dry sink:** Wash out the sink with hot, soapy water and dry it with a clean dish towel.
 - **Sweep floor:** Show how to sweep into a dustpan and throw away the waste.
- **SAFETY TIP:** When washing dishes, never swirl your hands around the bottom of the sink, especially if you can't see the bottom. There may be sharp tools or utensils under the water.

Wrap-Up and Summary (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to list five facts or skills they learned from the activity.

This is a great time to have a group discussion about the activities. This can be done in a few different ways:

- Ask for volunteers to name something that they learned.
- In groups, the children can create a 30-second commercial advertising homemade corn and zucchini pancakes.
- The children can make a 30-second “fast forward” skit about everything they did during the activity, including five facts or skills that they learned.
- Read aloud “**My Pancake Story**” on page 23 and have children follow along on page 12 of their Family Handout. Ask them to write their answers as you go along. At the end, have a child share their pancake story with the group. An answer key is provided for instructors on page 24 of this guide.
- Have the children complete the **Kitchen Tools** activity sheet on page 13 of the Family Handout to test their knowledge. An answer key is provided for you on page 26 of this activity guide.



Additional Wrap-Up Items:

- Review the Family Handout that the children will bring home to their families.
- Review and answer any questions about the day.
- Thank the children for being such good cooks today and have them give themselves a round of applause.

My Pancake Story

Fill in the blanks and bring this home to share with your family.

Today, we made (_____). The main ingredients are (_____), which belong in the (_____) Food Group. I learned that I should try to make (_____) of my plate fruits and vegetables. Vegetables are usually low in calories, (_____), and (_____ / _____). They also have other nutrients that help me grow, learn, play hard, and be healthy.

We learned that corn grows on (_____) and zucchini grows on (_____). Farmers grow the corn and zucchini, which are then sold at (_____) or (_____). Fresh corn and zucchini are most plentiful in the United States during the (_____). However, corn can be found canned or frozen year-round. Zucchini can also be frozen.

Before we cooked, we (_____) and made sure our cooking area was (_____). Before we ate, we also (_____).

We also learned how to read a recipe. It's important to read it all of the way through so we know what ingredients and kitchen tools we need, what the steps are, and how much time it will take.

When we made the pancakes, we learned to use new tools. Some of these tools were a (_____), which is used for shredding the zucchini; a (_____), which is used to beat the eggs; and a (_____), which is used to drain liquids away from solids. With the help of the adults in the class, we cooked the pancakes and even flipped them, once each side was golden brown. We used a tool called a (_____) to flip the pancakes.

After the pancakes were cooked and cooled, we got to eat them. They were delicious!

WORD BANK: vines, washed our hands, colander, Vegetable, fat, box grater, stalks, spatula, grocery stores, corn and zucchini pancakes, summer, sodium/salt, clean, washed our hands, half, whisk, farmers' markets, corn and zucchini



My Pancake Story

Read this story out loud, and ask the children to fill in the blanks on the sheet in the Family Handout. You can then share the answers from the answer key below with them

Today, we made (corn and zucchini pancakes). The main ingredients are (corn and zucchini), which belong in the (Vegetable) Food Group. I learned that I should try to make (half) of my plate fruits and vegetables. Vegetables are usually low in calories, (fat), and (sodium / salt). They also have other nutrients that help me grow, learn, play hard, and be healthy.

We learned that corn grows on (stalks) and zucchini grows on (vines). Farmers grow the corn and zucchini, which are then sold at (grocery stores) or (farmers' markets). Fresh corn and zucchini are most plentiful in the United States during the (summer). However, corn can be found canned or frozen year-round. Zucchini can also be frozen.

Before we cooked, we (washed our hands) and made sure our cooking area was (clean). Before we ate, we also (washed our hands).

We also learned how to read a recipe. It's important to read it all of the way through so we know what ingredients and kitchen tools we need, what the steps are, and how much time it will take.

When we made the pancakes, we learned to use new tools. Some of these tools were a (box grater), which is used for shredding the zucchini; a (whisk), which is used to beat the eggs; and a (colander), which is used to drain liquids away from solids. With the help of the adults in the class, we cooked the pancakes and even flipped them, once each side was golden brown. We used a tool called a (spatula) to flip the pancakes.

After the pancakes were cooked and cooled, we got to eat them. They were delicious!

WORD BANK: vines, washed our hands, colander, Vegetable, fat, box grater, stalks, spatula, grocery stores, corn and zucchini pancakes, summer, sodium/salt, clean, washed our hands, half, whisk, farmers' markets, corn and zucchini



Kitchen Tools

These are the tools we need to make Corn and Zucchini Pancakes. Can you name them all?



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)

WORD BANK: spatula, whisk, skillet, cutting board, measuring spoons, butter knife, bowl, measuring cups



Kitchen Tools

These are the tools we need to make Corn and Zucchini Pancakes. Can you name them all?



(**whisk**)



(**measuring spoons**)



(**skillet**)



(**measuring cups**)



(**cutting board**)



(**spatula**)



(**bowl**)



(**butter knife**)

WORD BANK: spatula, whisk, skillet, cutting board, measuring spoons, butter knife, bowl, measuring cups



My Pancakes, MyPlate

Your child learned about MyPlate today. To remind us of how to eat healthfully, the United States Department of Agriculture created MyPlate. Keep MyPlate in mind when you're feeding your family so you end up with a balanced meal.

The MyPlate picture reminds us to eat foods from all five food groups for good health:

- **Vegetables** • **Fruits** • **Grains** • **Protein Foods** • **Dairy**.

Foods from each of these groups provide the nutrients the body needs to stay healthy.

Most people do not eat enough fruits and vegetables. Children and adults need to eat many types of vegetables during the week. Eating many different fruits and vegetables helps the body get the nutrition it needs for good health.

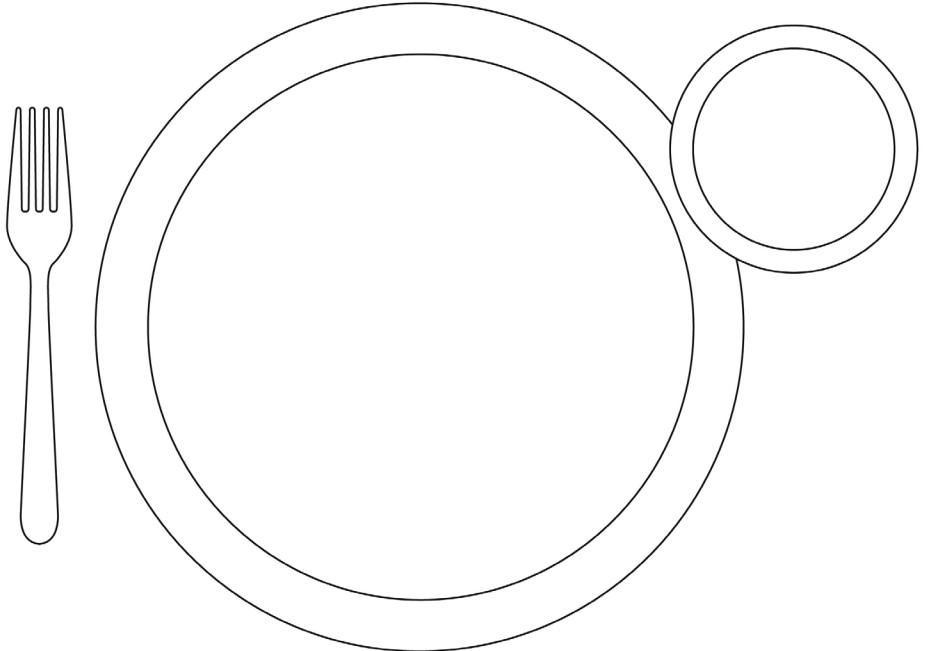
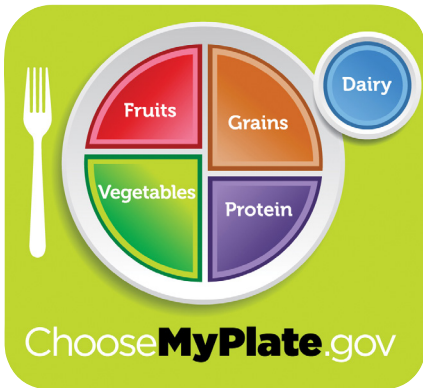
The amount of fruits and vegetables a person needs to eat each day depends on age, physical activity level, and gender. A 10-year-old girl or boy who gets about 30 to 60 minutes of physical activity each day needs

2½ cups of vegetables and 1½ cups of fruit each day. An active 11-year-old girl or boy who gets more than 60 minutes of physical activity each day needs more: 2½ to 3 cups of vegetables and 2 cups of fruit.

You can learn about how much of each food group you or your family members need at <http://www.choosemyplate.gov>. Remember to “make half your plate fruits and vegetables at meals” and you’ll be off to a good start!

Make half your plate fruits and vegetables, even on a budget:

- Fresh, frozen, and canned fruits and vegetables are all smart choices. Look for sales and buy some of each to last until your next shopping trip.
- Choose frozen vegetables that do not have added fat, salt, or sugars from creamy sauces.
- Buy canned fruits packed in “100% juice” or water.
- Look for canned vegetables that say “No added salt.”



Corn and Zucchini Pancakes contain corn, zucchini, and scallions, which are all vegetables. They also contain whole-wheat flour, which is a grain, and eggs, which are protein foods. What food groups are missing from your plate?

Use the lines below to write down what foods you can eat with your corn and zucchini pancakes to make a MyPlate meal. Then draw your meal.

Fruits

Dairy



My Pancakes, MyPlate

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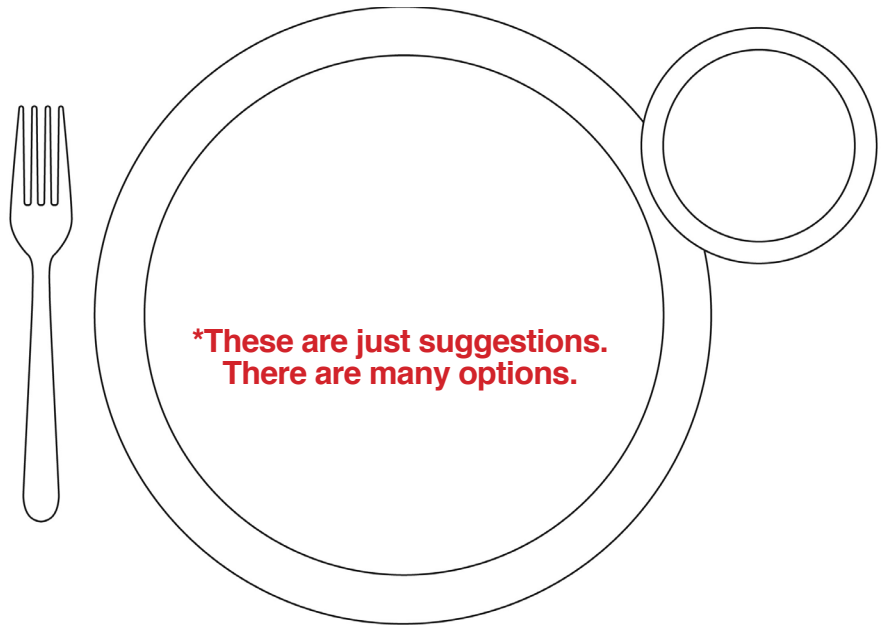
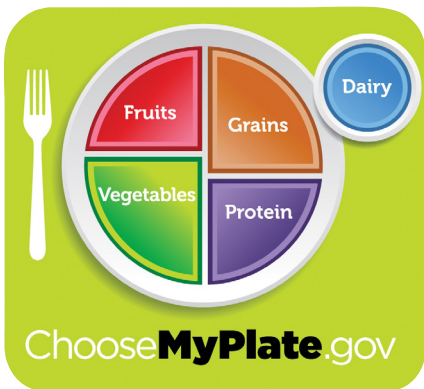
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Corn and Zucchini Pancakes contain corn, zucchini, and scallions, which are all vegetables. They also contain whole-wheat flour, which is a grain, and eggs, which are protein foods. What food groups are missing from your plate?

Use the lines below to write down what foods you can eat with your corn and zucchini pancakes to make a MyPlate meal. Then draw your meal.

Fruits

fruit salad, melon

pear halves, unsweetened

applesauce, orange slices

Dairy

low-fat milk

low-fat plain yogurt

low-fat cheese stick





**Discover other nutrition education materials developed under
the U.S. Department of Agriculture's Team Nutrition Initiative at
<http://teammnutrition.usda.gov>.**



United States Department of Agriculture

OMB# 0584-0524 Exp: 09/30/2019

RETAIN FOR YOUR RECORDS

Attachment M: Stimuli for IDIs – Team Nutrition
Cooks! Activity Guides

Team Nutrition Cooks!

Salad With Vinaigrette Dressing



ACTIVITY
GUIDE

Salad With Vinaigrette Dressing Activity Guide

Why Teaching Children To Cook Matters

Team Nutrition Cooks! is a series of activities for out-of-school and afterschool programs to teach children basic cooking skills. There are many reasons to include cooking activities in your program. Children love creating and preparing new foods, and will learn skills they'll use for life. Food preparation is also a great way to get children interested in healthy food choices. When children help to prepare fruits, vegetables, and whole grains, they are more likely to try them.

Overview

You can use this Salad With Vinaigrette Dressing Activity Guide alone or together with other *Team Nutrition Cooks!* activity guides as a series. Each *Team Nutrition Cooks!* session is designed for children 8 to 12 years old and takes 1 to 1½ hours to complete. Videos of key cooking skills are provided at <http://www.fns.usda.gov/tn/team-nutrition-cooks> and on the DVD that is included with the printed activity guides. All activity guides include handouts so that children can make the recipes at home with their families.



Preparation

- **Before starting, be sure to review all policies related to your program or facility regarding food preparation.** Check with your local health department about food safety requirements specific to your area.
- **Read this activity guide before you start.** Pay special attention to notes marked “**Do Ahead**,” “**Safety Tip**,” “**Bright Idea**,” or “**Instructor Tip**.”
- **Review the Ingredients and Supplies list on page 14.** Make sure you have all the ingredients, materials, and handouts needed.
- **Practice preparing the recipe.** Use all of the cooking tools in the room and area where the session will take place.
- **Plan for the time you have.** If your group has extra time, do the worksheets in the Family Handout as part of the session. (See **My Salad Story** on page 10, **Kitchen Tools** on page 11, **MyPlate Scavenger Hunt** on page 12, and **Plant Parts** on page 13). If not, offer these as take-home activities. This activity guide includes discussion questions that you may use at the beginning of the activity or during waiting times, such as while waiting for something to cook. If you are short on time, you may have to cut some sections short, or skip a section entirely.

Activities

1. **Introductions, Goals, and Ground Rules** (5 minutes)
2. **Handwashing** (5 minutes)
3. **All About Salad** (5 minutes)
4. **Nutritious and Delicious MyPlate** (5 minutes)
5. **Taste Test** (10 minutes)
6. **How To Read a Recipe** (5 minutes)
7. **Cooking and Eating** (35 minutes)
8. **Cleanup** (15 minutes)
9. **Wrap-Up and Summary** (5 minutes)

Supervision and Room Management

The Salad With Vinaigrette Dressing recipe makes six servings. We recommend having a group of five children and one adult. This way, each child will prepare or have a part in preparing the recipe, and will be given a full serving. The ratio of one adult for each group of five children will help you manage preparation, instruction, and behavior and avoid long waiting times and overcrowding of cooking stations.



Options for larger groups include:

- **Repeat the Activity**—Divide the children into small groups and then repeat the activity throughout the day or week.
- **Demonstrate**—Show cooking skills in front of the group, and then have each small group practice one skill, such as whisking or measuring.
- **Use Volunteers**—Teenagers, particularly those who are in a culinary arts or service learning program, can be a good resource to help with the activities. They can help you get ready for the session and help children with reading recipes, whisking, measuring, and other cooking skills that do not involve sharp knives. They can also assist with cleaning.

INSTRUCTOR TIP

Remember, cooking can be messy and hectic. Try to encourage the excitement and creativity while still keeping control of the activities. Focus on one activity at a time. Make sure all children understand and have finished each activity before moving on.

Additional Supplies Needed

In addition to this activity guide, you will need:

- A computer with speakers, a projector, and a screen large enough for showing skill videos, or a DVD player and television
- A chalkboard/whiteboard or large paper and markers
- Pens and pencils for each child
- Name tags and markers
- Copies of the *Salad With Vinaigrette Dressing Family Handout*, which you can order or download at: <http://www.fns.usda.gov/tn/team-nutrition-cooks>
- Ingredients and supplies listed on page 14
- Access to a handwashing sink and hand soap
- Access to a food-preparation sink. Having a food-preparation sink that is separate from the handwashing sink is ideal. If this is not possible, be sure to clean out the sink with hot soapy water before rinsing fruits and vegetables.
- MyPlate poster (free from <http://TeamNutrition.usda.gov>)

Food Safety

Specific food safety tips are included as part of each activity, including handwashing guides, correct temperatures at which to cook and store foods, and food allergy information.

No one who is feeling sick should handle food. If an adult or child has been sick with symptoms of vomiting or diarrhea, he or she should not participate until symptom-free for at least 24 hours.

If an adult instructor's hands have a cut or wound, the cut should be bandaged and clean disposable gloves should be worn. If a child's hand has a cut or wound, the child should be given jobs that do not involve direct contact with food.

What do you need to know about handling fruits and vegetables safely?

- Keep fruits and vegetables, also known as produce, separate from raw eggs, meat, poultry, and seafood while shopping, preparing, and storing.
- Rinse raw produce well under running tap water before eating or cooking with it. Rinse fruits and vegetables even if you plan to peel them before using them in the recipe. Do not use soap or detergent to clean fresh produce.
- Rub firm-skinned produce, like apples and cucumbers, under running tap water, or scrub the peel with a clean produce brush while rinsing with running tap water. If using pre-cut fruit or vegetables labeled "ready-to-eat" or "washed," you do not need to rinse them again.
- Refrigerate produce that has been cut. Never let cut fruits or vegetables sit at room temperature more than 2 hours before refrigerating. Use an appliance thermometer to be sure the temperature in your refrigerator is consistently at 40°F or below.



Food Allergies

Each year, millions of Americans have allergic reactions to food. Although most food allergies cause relatively mild symptoms, some can cause severe reactions and be life-threatening. There is no cure for food allergies. Strict avoidance of food allergens and early recognition and management of allergic reactions are important measures to prevent serious health consequences.

Review your program's food allergy policy and inform parents of your intent to have children participate in this food preparation activity. Ask parents of the children in your care about any food allergies.

The eight foods that most commonly trigger an allergic reaction are:

1. Fish
2. Shellfish
3. Eggs
4. Milk
5. Wheat
6. Peanuts
7. Tree nuts (e.g., walnut, almond, hazelnut, cashew, pistachio, and Brazil nuts)
8. Soybeans

Symptoms of food allergies typically appear from within a few minutes to a few hours after a person has eaten the food to which he or she is allergic.

Allergic reactions can include:

- Hives
- Flushed skin or rash
- Tingling or itchy sensation in the mouth
- Swelling of the face, tongue, or lips
- Vomiting and/or diarrhea
- Abdominal cramps
- Coughing or wheezing
- Dizziness and/or light-headedness
- Swelling of the throat and vocal cords
- Difficulty breathing
- Loss of consciousness

Prompt emergency treatment is critical for someone having a severe allergic reaction, called anaphylaxis.

For additional food allergy management and prevention information, refer to the Centers for Disease Control and Prevention's *Voluntary Guidelines for Managing Food Allergies In Schools and Early Care and Education Programs* at:

http://www.cdc.gov/healthyyouth/foodallergies/pdf/13_243135_A_Food_Allergy_Web_508.pdf.



Introductions, Goal, and Ground Rules (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to state the goal and ground rules.

Introductions

It is important to introduce yourself, the children, the activity, and the day's plan so that everyone feels comfortable and ready for the day's activities.

- ❑ Ask children to make name tags.
This will help everyone remember each other's names. Make a name tag for yourself and the other instructors too.
- ❑ Then, have the children sit facing one another in a circle or square, so that everyone can see each other. If the space does not allow for this, have them face each other as much as possible.
- ❑ Start by introducing yourself: who you are, where you are from, and include a fun food fact about yourself, such as your favorite food (or use the questions below). Then, have the children introduce themselves, adding a fun food fact or an answer to one of the questions below.



👉 DO AHEAD: Decide what questions you will ask to help the children share a fun food fact.

Some questions to get started:

- What does your family cook at home?
- What is your favorite fruit or vegetable?
- Who has eaten at least three different colors of fruits and vegetables so far today?
- What do you like to eat for dinner?
- Do you like to cook? Do you ever help your family cook at home?

Once everyone has been introduced and is wearing a name tag, describe the plan for the day.

COOKING SKILLS

The goal of this session is for the children to become familiar with the skills necessary for following and making a simple recipe, in this case, salad with vinaigrette dressing. A vinaigrette is a sauce or dressing made with oil, vinegar, herbs, spices, and other seasonings. In this recipe, it will be used as a salad dressing. The activities in this session help children develop the following skills:

- How To Rinse Fruits and Vegetables
- How To Peel
- How To Slice


- How To Dice
- How To Measure Wet and Dry Ingredients
- How To Whisk
- How To Toss a Salad
- How To Set a Table
- How To Serve Family Style

Ask the children if they are familiar with any of these skills. Ask questions such as, "Have you ever used a peeler? Have you ever used a whisk?" This will give you an idea of the skill level of the group and if there are areas of the activity you can move through more quickly.

Ground Rules


Review and have the children agree to the Ground Rules before starting.

When reading the Ground Rules, remind the children why each rule exists, or ask them to explain the reasoning behind each rule. Make sure everyone understands and agrees to the Ground Rules before moving on. You can either get a “thumbs up” or have the children sign the rules as an agreement.

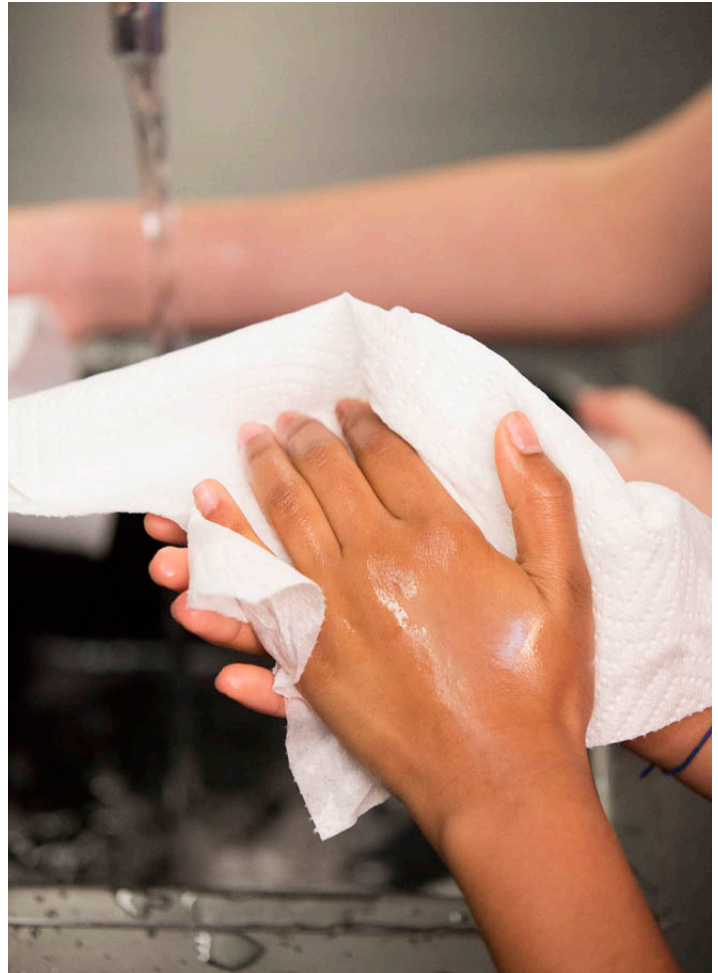
 **DO AHEAD:** Write the Ground Rules on a chalkboard, white board, or large piece of paper so that the children can see them when you are reading them aloud. This will help visual learners, as well as provide a reference point if a Ground Rule is broken.

- **Clear the decks.** Keep books, backpacks, electronics, and coats off the tables or counters where food is prepared or served. Be sure bags are not in the aisle or in a place where people will trip over them. *Remind the children that this is for their safety and to keep germs out of the food.*
- **Wear sneakers.** Wear closed-toed shoes, such as sneakers. *Remind the children that this is for their safety.*
- **Tie back long hair.** Pull long hair into a ponytail or bun to prevent accidents and to minimize hair getting into food. *Remind the children that this is for their safety and to keep germs out of the food.*
- **Scrub in and out.** Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom. *Need a timer? Hum the “Happy Birthday” song from beginning to end twice.*
- **Be careful.** Use the kitchen tools carefully and stay aware of where everyone is around you. *Remind the children that this is for their safety.*
- **No “ewwww’s.”** You are going to try some new things and you may love them, but if you don’t: NO “ewwww’s.” *Remind the children that this helps everyone to keep an open mind. It is also a part of practicing good manners.*
- **No “double-dipping.”** Tasting utensils should never be used in shared food. Watch to make sure that the children don’t put tasting utensils back into shared food and *remind the children that this is for their health and safety.*
- **Clean up your mess.** Everyone will clean up his or her own mess. *Remind the children that this is practicing responsibility.*



 **BRIGHT IDEA:** Ask the children to come up with more rules that they think are good for this class. Add them to this list if they make sense.





Handwashing (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to wash their hands correctly.

DO AHEAD: Make sure hand soap and paper towels are available for handwashing. Locate the closest handwashing sink, if not in the room, for the children to use.

Explain that everyone must wash their hands before any cooking or tasting begins. Washing hands helps keep food safe and prevents the spread of germs.

Remind the children to keep their clean hands away from their mouth, nose, face, or other places on their bodies.

1. Discuss necessary times to wash hands including:
 - Before, during, and after preparing food
 - Before eating food
 - After using the bathroom
 - After blowing your nose, coughing, or sneezing
 - After touching garbage or other unclean surfaces such as the floor

2. Show the handwashing video at <http://www.fns.usda.gov/tn/team-nutrition-cooks>. Follow the steps listed below:

- Take off all jewelry on your arms and hands.
- Wet your hands with clean, running tap water.
- Apply soap.
- Scrub your hands for at least 20 seconds. Be sure to lather the backs of your hands, your palms, between your fingers, and under your fingernails.
- Rinse your hands well under clean, running tap water.
- Dry your hands using a clean towel or air-dry them.
- Turn off the faucet with a paper towel, not bare hands.
- Use a paper towel to open doors, if needed, to get back to the cooking area.

3. Before the tasting or cooking activity, wash your hands. Have the children and other helpers wash their hands too.

All About Salad (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe where vegetables come from, be able to list the parts of a plant, and be able to describe the different types of salad greens.

To start the discussion, ask some questions:

- Do you eat salad at home?
- What do you usually put in your salad?
- Have you ever eaten a salad with fruit in it?
- What are your favorite kinds of vegetables?
- How do you serve vegetables at home?
- Do you cook with vegetables?
- Where do vegetables come from?

Use the discussion questions below to help the children learn more about vegetables.

What are some ways to cook and use vegetables?

Different vegetables grow during different seasons, so vegetables can be found in the grocery store or farmers' market all year long. Vegetables are versatile—there are many different kinds, they come in every color, and there are many different ways to prepare them.

- Some of the most popular ways to enjoy vegetables are steamed, grilled, sautéed, boiled, stir-fried, baked, and, of course, raw.
- Vegetables can be eaten on sandwiches, in salads, with pastas, with dips, as side dishes, and in sauces. When you think of all the great ways you can eat vegetables, it's pretty easy to find ways to include them in meals and snacks.

Where do vegetables come from?

Vegetables come from plants.

What parts of a plant do we eat?

All of them—but not all parts of every plant. Although fruits and vegetables both come from plants, they come from different parts of those plants. Plants have seeds, stems, roots, fruits, leaves, and flowers. Have you ever eaten a flower (broccoli)? A stem (celery)? What about a root (sweet potato)? These are all examples of plant parts that you have probably eaten, even if you didn't realize what they were.

- **Leaves**—provide energy for the plant through a process called photosynthesis. Today we will use Salad Greens, which are different types of leaves that can be used in a salad. Look at the "Salad Greens" chart for more examples of salad greens.
- **Fruit**—forms after a flower is pollinated. Inside of the fruit are seeds that you can use to grow more plants. If you're eating a plant part that has seeds in it, it's a fruit. This is why the tomato is technically considered by plant scientists to be a fruit, though nutritionists

Salad Greens

- **Arugula**—peppery and spicy; also known as "rocket"
- **Bibb lettuce**—mild and sweet
- **Boston lettuce**—buttery; very soft leaves
- **Chicory** (curly endive)—has a nice bite but can be slightly bitter to some
- **Endive**—sweet, bitter, crunchy
- **Frisée**—slightly sweet, slightly bitter; good paired with nuts and cheese
- **Green oak-leaf lettuce**—mild and slightly grassy
- **Green chard**—spinach-like; use baby leaves for salad
- **Iceberg lettuce**—crisp, mild
- **Kale**—earthy and slightly bitter
- **Mustard greens**—crunchy, slightly bitter, with a taste like cabbage
- **Radicchio**—beautiful deep red color; bitter and slightly peppery
- **Red chard** (and beet greens)—slightly sweet and grassy; use baby leaves in salad
- **Romaine lettuce**—very crunchy, slightly sweet, slightly bitter
- **Watercress**—peppery and spicy; great with citrus fruit

INSTRUCTOR TIP: If picking out separate salad greens is too complicated (or expensive), use a bag of mixed salad greens. It might be called "spring mix" or "baby greens," and it will include a variety of lettuces and greens.

consider the tomato to be a vegetable because of how we eat it and the nutrients it contains.

- **Seeds**—are planted to grow more plants.
- **Roots**—grow underground and absorb the water and nutrients from the soil that a plant needs to survive.
- **Stems**—holds up a plant's leaves, flowers, and fruit. They also transport nutrients from the root to the rest of the plant.





It is important to explain that not all plants or plant parts are edible. Some plants are poisonous, while others have parts that are edible, as well as parts that are not.

What are some tips for buying vegetables?

Buying vegetables doesn't always mean going to the produce section of your grocery store. There are more ways to buy vegetables than buying them in their whole form. Of course, when you find fresh vegetables in season at the grocery store or farmers' market, buy them! They cost less and are likely to be at their peak flavor. But when they are not in season, there are some other options.

- **Canned vegetables:** Buy canned vegetables labeled "reduced sodium," "low sodium," or "no salt added." If you can only find regular versions of the vegetables, drain and rinse the vegetables under cool running tap water to reduce the amount of sodium in the food.
- **Frozen vegetables:** Stock up on plain, unseasoned frozen vegetables for quick and easy cooking.
- **Prerinsed and bagged vegetables:** Buy vegetables that are easy to prepare. Pick up prerinsed bags of salad greens and add baby carrots or grape tomatoes for a salad in minutes. Buy packages of veggies such as baby carrots or celery sticks for quick snacks.
- **Dried or dehydrated vegetables:** You can find vegetables such as sun-dried tomatoes on the shelves at your grocery store. Look for dried vegetables without added sugars or sodium.

What are some tips for buying vegetables for this salad?

- **When buying raw salad greens, look for fresh and tender leaves with no yellowing, decay, or insect or mechanical damage.** Salad greens should be stored in the refrigerator. Do not rinse the greens before storing. Salad greens typically last 10 to 14 days.
- **Select bright, evenly green cucumbers without blemishes or yellow spots.** A good cucumber should be firm so it will be crunchy. Cucumbers can be stored in the refrigerator in a plastic bag. Do not rinse before storing. Cucumbers typically last one week.
- **Choose tomatoes with a deep red skin without bruises or blemishes.** Test for ripeness by smelling the tomato. Tomatoes should be firm and heavy.
- **Tomatoes should not be refrigerated** but should be stored in a cool, dry place.
- **Do not store tomatoes in a plastic bag;** instead, store them in a single layer, as stacking tomatoes may cause them to become mushy.
- **Fresh tomatoes may be frozen whole, chopped, or sliced.** Rinse tomatoes and remove the stem, arrange them in a single layer in a tightly closed plastic bag, then freeze up to eight months.

Nutritious and Delicious MyPlate (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe how salad vegetables fit into a healthy diet.

BRIGHT IDEA: Display the MyPlate icon in a place where everyone can see it.

OPTIONAL ACTIVITY: Decide if you want to do the **MyPlate Scavenger Hunt** activity sheet found on page 12 of the Family Handout. If so, have copies of the Family Handout and pencils for each child.

Fruits and vegetables are part of a healthy diet

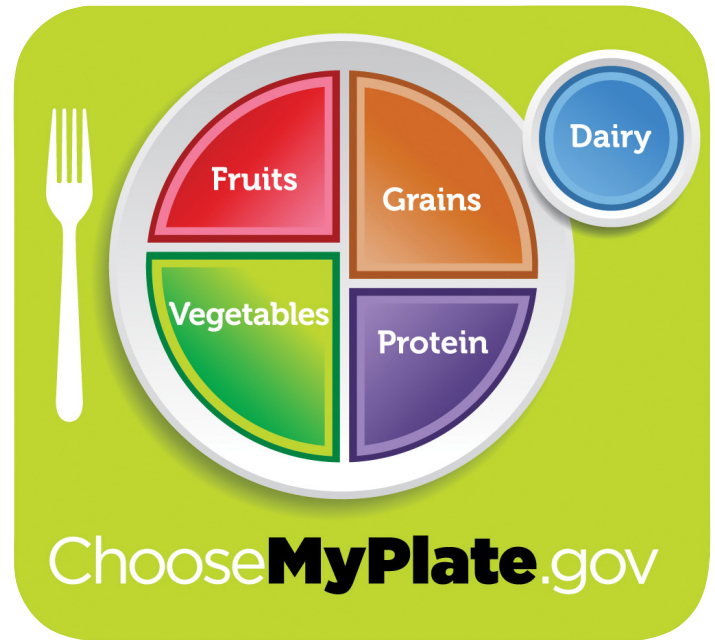
Key Nutrition Messages:

The MyPlate icon reminds you to eat foods from all five food groups. **MyPlate's five food groups are:** • **Fruits** • **Vegetables** • **Grains** • **Protein Foods** • **Dairy**. The MyPlate icon is also a reminder to make half your plate fruits and vegetables. Eating this way will help you get the nutrients you need to feel and look your best. One way to help you eat enough fruits and vegetables every day is to choose fruits and vegetables at each meals and snacks.

Salad Greens are vegetables

Salad greens are part of the **Vegetable** Group, which is in the lower left, green section of the MyPlate icon. Any vegetable or 100% vegetable juice counts as a member of the Vegetable Group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and they may be whole, cut-up, or mashed. Based on their nutrient content, vegetables are organized into five subgroups:

- dark green vegetables,
- starchy vegetables,
- red and orange vegetables,
- beans and peas, and
- other vegetables.



Vegetables are important sources of nutrients

- **Potassium** helps your body keep a healthy heartbeat.
- **Dietary fiber** may help lower risk of heart disease and diabetes, and it keeps food moving through the digestive tract. It also helps us to feel full after eating.
- **Folate**, or folic acid, helps the body form red blood cells.
- **Vitamin A** helps protect your eyes and skin and helps you see at night. It also helps your body to fight off infections so you stay feeling your best.
- **Vitamin C** helps with the healing of cuts and wounds and keeps teeth and gums healthy.

It's important to eat many different types of vegetables. Different vegetables often include different combinations of nutrients. By eating many different vegetables, and a variety of foods from all five food groups, you can make sure you are getting many of the nutrients you need to stay healthy.

INSTRUCTOR TIP

Remind the children that it's okay if the vegetables you eat are mixed with other foods, such as in a carrot-apple soup or in a salad, or if you eat them in a bowl instead of on a plate. They still count as part of your MyPlate meal. They do not have to be in separate portions on your plate, the way they appear in the MyPlate icon. The exact amount of vegetables you need to eat each day depends on your age, how active you are, and whether you are a girl or a boy.

The children can use MyPlate's Supertracker Web site to see how much of each food group they need to eat each day: <https://www.supertracker.usda.gov/>.



Taste Test (10 minutes)

OBJECTIVE: At the end of this activity, the children will be able to describe the tastes of different kinds of salad greens and vinegars.

Taste testing is a fun way to try new foods. In this taste test, the children will sample different kinds of salad greens and vinegars to find the ones they like best. The taste test can help children decide which greens and vinegars to use in their salad and vinaigrette dressing.

DO AHEAD: Prepare for the Taste Test (about 10 minutes of preparation).

- Pick a table or desks separate from the cooking area to hold taste-test supplies.
- Wash tables with hot soapy water.
- Wash your hands before preparing the salad greens.
- Rinse salad greens to remove dirt and germs. Under clean, running water, rub greens briskly with your hands to remove any dirt. Dry with a clean cloth towel or paper towel after rinsing. Keep vegetables separate from raw meat, poultry, and seafood while shopping, preparing, or storing them.
- Cut or tear the salad greens into small bite-size pieces.
- Put each kind of vinegar in a separate bowl and each salad green on a different plate with its own serving utensil for sampling. Label each serving plate with the type of each salad green or vinegar.

INSTRUCTOR TIP

“Vinaigrette” is a mixture of vinegar and oil, sometimes with herbs or spices. Vinaigrette is used most often as a salad dressing. It can also be used as a marinade for meat, fish, or other foods, or as a sauce for other foods, such as pasta. The children will be tasting vinegar, which is the main ingredient in vinaigrette.

INGREDIENTS

- 2 or 3 salad greens of different types (1 bunch of each)
- 2 or 3 vinegars of different types (1 small bottle of each)

See “Salad Greens” list on page 7 and “Beginner Vinegar” list on page 11 for suggestions.



SUPPLIES

- 6 plates or bowls for eating
- 2 to 3 serving plates (1 for each variety of salad green)
- 6 napkins
- 6 spoons
- 6 forks
- 1 set of tongs or 1 serving fork
- 5 to 6 labels (1 for each variety of salad green and vinegar)
- pen or marker

INSTRUCTIONS

1. Have everyone wash their hands.
 2. Seat the children around desks or tables so that they can all see each other, and put the greens within easy reach.
 3. Give each child a fork and a plate, and put a piece of each variety of salad green on it using a serving fork or tongs. If possible, have the children try one type of green together before another type of green is put on their plates.
 4. Have the children look at and taste each green sample, without vinegar. Remind the children that these are all salad greens but different varieties. Each variety has a different name and may taste different too. Everyone should try the same kind of green at the same time to make discussion and tracking of each type easier. Repeat until everyone has tried every variety.
 5. Have the children put a spoonful of each type of vinegar on their plates. Children can dip the salad greens in each type of vinegar.
 6. Discuss and compare the different colors, tastes, textures, smells, and uses of each green and vinegar. Discussion questions are found in the next column. Survey the children to find out which green and vinegar they liked the best and record the results on a whiteboard or poster paper.
 7. Have the children help clean up leftovers and trash.
- **SAFETY TIP:** Make sure the children wash their hands again after eating and before cooking.

Beginner Vinegar

Vinegar is made from fermenting different ingredients, which gives it a sour taste.

- White vinegar is plain and slightly sweet
- Rice vinegar is mild and not too acidic
- Balsamic vinegar is dark and sweet
- Red wine vinegar or white wine vinegar is sharp and flavorful
- Sherry vinegar is strong and nutty
- Apple Cider vinegar tastes a little bit like apple

Taste Test Discussion Questions

Discuss the different tastes of each salad green and vinegar:

- Have you ever tasted any of these greens or vinegars before?
- What did the different greens and vinegars taste like?
- Which did you like the most? Why?
- Were there any tastes you didn't like? Why?
- Does this taste like anything you've ever eaten?
- What kinds of textures did you notice? Were the salad greens chewy, crispy, and/or crunchy?
- Are there any other salad greens or vinegars you have tasted before today that you think would go well with your salad?
- Which vinegar would you like to put in your salad dressing? (If desired, take a vote and let children choose the vinegar they will use later.)

INSTRUCTOR TIP:

Do not force anyone to taste something. Encourage them, but let them make their own decision. When a child sees other children enjoying the taste test, he or she will likely join in.



How To Read a Recipe (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to read and describe the steps in a recipe.

DO AHEAD: Provide each child with a copy of the *Salad With Vinaigrette Dressing Family Handout* and ask the children to turn to the recipe on page 2. Copies of the Family Handout can be downloaded and ordered from <http://www.fns.usda.gov/tn/team-nutrition>.

Explain how to read a recipe:

- A recipe lays out directions for cooking. It's important to read through the entire recipe.

Read the whole recipe first:

Read through the entire recipe from start to finish so that you can make sure you have everything you will need. The recipe will tell you:

- How much time it will take you to make the dish
- How many servings it will make
- The size of each serving
- Which ingredients (food) you need and in what amounts

Plan Ahead:

Explain that **“Total Time”** is the total amount of time the recipe takes to make from start to finish. **“Hands-on Time”** is the amount of time spent on preparing the food, such as rinsing, dicing, peeling, etc. For example, if something is baking in the oven for 30 minutes, that's part of the total time, but not the hands-on time, since you're just waiting for the oven to do the work. This time is perfect for doing something else in the kitchen, like cleaning up!

After looking at the **“Total Time,”** decide when you want to eat or serve the dish. For example, if a recipe takes 30 minutes to prepare and you want to eat at 5:00 p.m., you need to start cooking at 4:30 p.m. If it is your first time cooking something, you may want to add a bit more time to the total time listed.

Read through the recipe together and answer any questions the children may have about the directions, ingredients, or kitchen tools.

Salad With Vinaigrette Dressing

Eat this as a side, or add some chicken and grains to make it a MyPlate meal.
Total Time: 30 minutes • Hands-on Time: 30 minutes • Yield: 6 servings •
Serving Size: Vinaigrette: 2 teaspoons, Salad: 1 ¼ - 2 cups

VINAIGRETTE

INGREDIENTS

- 1 tablespoon chopped fresh basil or parsley
- 2 tablespoons oil
- 1 tablespoon vinegar or lemon juice
- ¼ teaspoon salt
- Pinch of black pepper

INSTRUCTIONS

1. Put all the ingredients in a jar, screw the lid on tightly, and shake until well blended.
Or, put everything in a bowl and whisk until well blended.
2. Taste the dressing on a leaf of lettuce: Does it need more oil, more lemon juice or vinegar, or a pinch of pepper? If so, add it and taste again.
3. Use right away, or cover and refrigerate up to 3 days.

Vinaigrette Dressing:

Nutrients per serving: Calories 40; Total Fat 5 g; Saturated Fat 1 g; Sodium 98 mg; Potassium 4 mg; Total Carbohydrate: 0 g; Dietary Fiber 0 g; Sugars 0 g; Protein 0 g; Vitamin A: 0 IU (1 RAE); Vitamin C: 1 mg; Vitamin D: 0 mcg; Calcium 1 mg; Iron 0 mg

SHOPPING LIST

Produce Section

- 1 to 2 bags of pre-mixed salad greens, or 6 to 8 cups of mixed greens
- 1 tomato
- 1 cucumber
- 1 apple
- fresh herbs (basil or parsley, one bunch)
- 2 lemons (for lemon juice, if using)

Dairy Section

- ¼ cup or 2 ounces shredded or crumbled low-fat cheese (such as cheddar, feta, or blue cheese)

Staples From Your Pantry

- salt
- black pepper
- oil
- vinegar

SALAD

INGREDIENTS

- 1 to 2 bags of pre-mixed salad greens, or 6 to 8 cups of mixed greens
- 1 tomato, cored and diced
- 1 cucumber, peeled and sliced
- 1 apple, scrubbed well, cored and diced
- ¼ cup shredded or crumbled low-fat cheese

INSTRUCTIONS

1. Put all the salad ingredients in a large bowl.
2. Add the vinaigrette described at left. Toss gently until the lettuce leaves are covered with the dressing.
3. Serve right away.

Salad

Nutrients per serving: Calories 85; Total Fat: 6 g; Saturated Fat: 1 g; Sodium: 168 mg; Potassium: 154 mg; Total Carbohydrate: 8 g; Dietary Fiber: 2 g; Sugars: 4 g; Protein: 3 g; Vitamin A: 3100 IU (161 RAE); Vitamin C: 21 mg; Vitamin D: 0.02 mcg; Calcium: 78 mg; Iron: 2 mg



Salad With Vinaigrette Dressing Recipe and Instructor Notes

Total Time: 30 minutes • Hands-on Time: 30 minutes
Yield: 6 servings • Serving Size: Vinaigrette:
2 teaspoons, Salad: 1 ¾- 2 cups

INSTRUCTOR TIP

The number of each tool needed in the cooking section is based on a group of six, with everyone in the group getting a chance to practice most of the skills. These numbers may be different for your session, depending on how the cooking stations are set up. See “**Instructor Tips for Teaching Cooking Skills**” on page 16 for more information.

For the Vinaigrette:

INGREDIENTS

- 1 tablespoon chopped fresh basil or parsley
- 2 tablespoons olive oil
- 1 tablespoon vinegar or lemon juice
- ¼ teaspoon salt
- Pinch of black pepper

SUPPLIES

- measuring spoons, including ¼ teaspoon and 1 tablespoon
- 1 glass jar with lid, or bowl and whisk

INSTRUCTIONS FOR CHILDREN

1. Have them wash their hands with soap and water, then gather all the kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Put all the ingredients in a jar and shake until vinaigrette looks fully blended. Or: Put all the ingredients in a bowl and whisk until vinaigrette looks fully blended.
3. Taste the vinaigrette on a leaf of lettuce. Does it need more oil, more lemon juice or vinegar, or some pepper? If so, add some in small amounts and taste again.
4. Use right away, or cover and refrigerate up to 3 days.

For the Salad:

INGREDIENTS

- 1 to 2 (7- to 8-ounce) bags of pre-mixed salad greens, or 6 to 8 cups of mixed greens
- 1 tomato, cored and diced
- 1 cucumber, peeled and sliced
- 1 apple, scrubbed well, cored and diced
- ¼ cup shredded or crumbled low-fat cheese



SUPPLIES

- 6 cutting boards
- 6 peelers
- 6 butter knives
- 1 salad bowl
- 1 cup dry measuring cup
- ¼-cup dry measuring cup

For eating:

- 1 set of salad tongs
- 6 forks
- 6 plates
- 6 sets of silverware
- napkins

INSTRUCTIONS FOR CHILDREN

1. Put all the salad ingredients in the salad bowl.
2. Add vinaigrette.
3. Use the salad tongs to toss the lettuce leaves gently until they are evenly covered with the vinaigrette.
4. Serve right away.

Salad: Servings per recipe: 6

Nutrients per serving: Calories 85; Total Fat: 6 g; Saturated Fat: 1 g; Sodium: 166 mg; Potassium: 154 mg; Total Carbohydrate: 8 g; Dietary Fiber: 2 g; Sugars: 4 g; Protein: 3 g; Vitamin A: 3100 IU (161 RAE); Vitamin C: 21 mg; Vitamin D : 0.02 mcg; Calcium: 78 mg; Iron: 2 mg

Crediting Information for the Child and Adult Care Food Program (CACFP): One portion of Green Salad provides 1 cup vegetable



INGREDIENTS AND SUPPLIES CHECKLISTS

Use these checklists to make sure you have all of the ingredients supplies for the activities in this session.

INGREDIENTS

For Taste Test

(For a group of 6)

- 2 or 3 salad greens of different types (1 bunch of each)
- 2 or 3 vinegars of different types (1 small bottle of each)

See list on pages 7 and 11 for suggestions of vinegar and salad greens types.

For Cooking and Eating Activities

- 1 to 2 (7- to 8-ounce) bags of pre-mixed salad greens, or 6 to 8 cups of mixed greens
- 1 tomato
- 1 cucumber
- 1 apple
- fresh herbs (fresh basil or parsley, 1 small bunch)
- 2 lemons (for lemon juice if using)
- ¼ cup shredded or crumbled cheese
- salt
- black pepper
- olive oil
- vinegar

SUPPLIES

For Taste Test Activity

- 6 plates or bowls for eating
- 2 to 3 serving plates (1 for each variety of green)
- napkins
- 6 spoons
- 6 forks
- 1 set of tongs or 1 serving fork
- labels
- pen or marker

For Cooking, Eating, and Cleanup

For Cooking

The number of kitchen tools listed in the Cooking section is based on a group of six. This includes one adult instructor to demonstrate the skills and everyone in the group getting a chance to practice most of these skills. These numbers may be different for your session, depending on how the cooking stations are set up. See “**Instructor Tips for Teaching Cooking Skills**” on page 16 for more information.

For Cooking, continued

- 1 chef’s knife (for instructor preparation)
- 6 cutting boards
- 1 salad bowl
- 1 mixing spoon
- measuring spoons, including ¼ teaspoon and 1 tablespoon
- 2 forks (for whisking)
- 1 small bowl (for whisking) OR 1 glass jar with lid
- 1 salad spinner (optional)
- 6 peelers (optional)
- 6 butter knives
- 2 large bowls for rinsing salad greens
- 2 vegetable scrub brushes
- 1-cup dry measuring cup
- ¼-cup dry measuring cup

For Eating

- 6 dinner plates or bowls
- 6 sets of silverware
- salad tongs or serving utensils
- napkins

For Cleanup

- trash bags
- dish cloths and dish soap
- paper towels
- sponges
- hand soap
- broom and dustpan

For Other Activities

- name tags
- markers
- 6 pens or pencils
- chalkboard/whiteboard or paper, markers, and tape for Ground Rules list
- a computer with speakers, a projector, and a screen large enough for showing skill videos, or a DVD player and television
- MyPlate poster (free from <http://TeamNutrition.usda.gov>)
- Copies of *Team Nutrition Cooks! Salad with Vinaigrette Family Handout* (free from <http://TeamNutrition.usda.gov>)



Cooking and Eating (35 minutes)

OBJECTIVE: At the end of this section, the children will have made salad with vinaigrette dressing.

➤ **SAFETY TIP:** Be sure the children wash their hands again before they start cooking.

The children will practice different skills as they prepare the salad and vinaigrette. Each recipe provides enough servings so that the adult instructors can eat as well. There should be one adult for every five children. Recipes are made and eaten “family style,” so after cooking, the entire group, children and instructors, will serve themselves and eat together at the table. If one group finishes first, they can clean up or work on optional activities.

💡 **BRIGHT IDEA:** The hands-on portion of cooking is the part of the activity that the children will be most excited about, other than eating. It’s important to supervise and keep as much control as possible so that the classroom remains safe and everyone gets a chance to participate. Again, to help ensure a successful learning experience, we recommend you have one adult instructor for every five children.

Ingredient List Per Group (5 children, 1 adult)

- 1 to 2 bags of pre-mixed salad greens, or 6 to 8 cups of mixed greens
- 1 tomato, cored and diced
- 1 cucumber, sliced
- 1 apple, scrubbed well, cored and diced
- ¼ cup shredded or crumbled low-fat cheese
- 1 tablespoon chopped fresh basil or parsley
- 2 tablespoons olive oil
- 1 tablespoon vinegar or lemon juice
- ¼ teaspoon salt
- pinch of black pepper

Skills that will be covered during this activity:

- How to Rinse Salad Greens
- How to Rinse Cucumbers, Apples, and Tomatoes
- How To Peel
- How To Slice
- How To Dice
- How To Measure Wet or Dry Ingredients
- How To Whisk
- How To Mix
- How To Set a Table
- How To Serve Family Style

How To Set a Table and How To Serve Family Style are not shown in the video.

👉 **DO AHEAD:** Make sure all adult instructors are comfortable using all the required tools and have practiced before the class. Watch each video and, if possible, practice the required skills in advance. Videos can be viewed at: <http://www.fns.usda.gov/tn/team-nutrition-cooks>.



INSTRUCTOR TIPS FOR TEACHING COOKING SKILLS

Watch the skills videos with the children at <http://www.fns.usda.gov/tn/team-nutrition-cooks>. Then, practice the cooking skills with the children at the stations.

- Designate a table or desk for each station that won't be used or touched before it is time to cook.
- In order to let the children practice their skills with enough supervision, divide into groups of five children for every one adult.
- Once divided into groups, each group will use each skill to make their own salad with vinaigrette. In **Options One** and **Two** (below), children will practice some, but not all skills used in the recipe.

Options One and **Two** should be used if groups are large or if you're short on time. In **Option Three**, all the children will practice the same skills. You can decide the best way to set up the cooking stations; some recommendations are below. At each station, have an adult show children how to use each tool before allowing them to try.

Options for practicing skills at stations:

- **Option One:** All the skills are practiced at each station, but each child contributes to only one part of the recipe. For instance, at each station, one child can do the measuring, another child may dice, and another child may whisk, etc.
- **Option Two:** Each station focuses on a single skill: at one station, children may do all of the measuring; at another station children may do all of the dicing, etc. This method works especially well for large groups. Children will practice fewer skills, but everyone will have a chance to do something.
- **Option Three:** Each station focuses on a single skill but children may rotate through all the stations, trying all the skills. This is another way to manage groups that are large.

Stations and Supplies for Option Two and Option Three:

The number of each tool needed will depend on the size and number of each group.

The Stations:

Peeling

- peelers
- cutting board
- trash or compost bin

KEY SKILLS

Cooking Skills

- How To Rinse Salad Greens (p. 17)
- How To Rinse Cucumbers, Apples, and Tomatoes (p. 17)
- How To Peel (p. 17)
- How To Slice (p. 18)
- How To Dice (p. 18)
- How To Measure Wet or Dry Ingredients (p. 19)
- How To Whisk (p. 20)
- How To Toss the Salad (p. 20)

Serving Skills

- How To Set a Table (p. 21)
- How To Serve Family Style (p. 21)

Rinsing

- large bowls
- salad spinner (optional)
- towels
- vegetable brush

Dicing and Slicing

- cutting boards
- butter knives
- bowls to hold cut ingredients

Measuring

- measuring cups
- measuring spoons

Mixing

- large salad bowls
- tongs
- salad servers

Whisking/Shaking

- whisks or forks
- bowls
- glass jars with lids (if using jars with lids, you will not need the whisks and bowls)



How To Rinse Salad Greens or Herbs

1. Fill a large bowl three-quarters full with cold water. You can also use a sink that has been cleaned and sanitized for this purpose.
2. If your greens are held together with a twist tie or rubber band, take it off. Put the greens in the bowl or sink filled with cold water and swish them around.
3. Look at the greens. Sometimes they will just need a good swishing around; other times, each leaf will need to be rubbed by hand to get rid of all sand and dirt.
4. Pull the greens out of the water and check to see if there is dirt at the bottom of the bowl or sink. If so, drain the sink or pour the water out of the bowl, and repeat steps 1 through 3 until there is no longer dirt at the bottom.
5. Put rinsed greens in a colander or salad spinner.
6. Dry greens well in a salad spinner or shake them in the colander and then blot them dry with a clean paper towel.

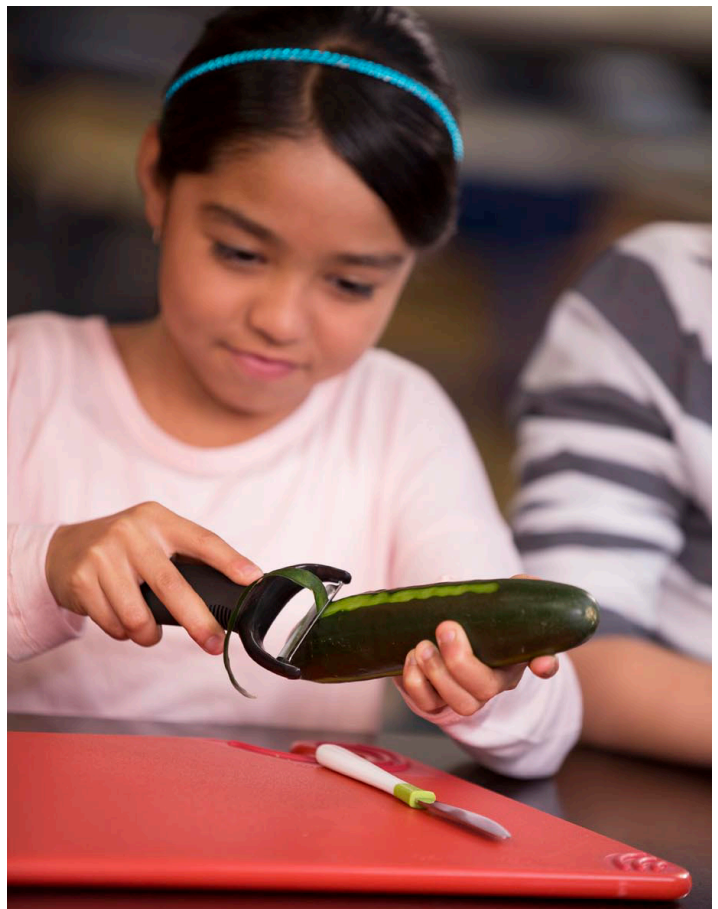
INSTRUCTOR TIP: If there is no sink available, use prerinsed salad greens. You do not need to rinse prerinsed salad greens.



How To Rinse Cucumbers, Apples, and Tomatoes

It is important to rinse the cucumber, apple, and tomato even if you are not eating the peel on the produce. Rinsing removes dirt and prevents it from traveling from the peel to the inside of the fruit or vegetable when slicing it with a knife.

1. Rinse cucumbers, apples, and tomatoes under cold running tap water.
2. Scrub the peel with a clean vegetable brush while rinsing the fruit or vegetable, rubbing gently so they don't get bruised.
3. Dry with a paper towel.



How To Peel

Peeling is included as a skill for the children to learn; however, peeling removes most of the cucumber's fiber and vitamin K, an important part of its nutritional value. Demonstrate and practice peeling to help the children learn the skill, but encourage them to leave the peel on the cucumber when making the salad.

1. Rinse the cucumbers before peeling them.
2. Peel the cucumbers over a clean cutting board, bowl, or sink. Don't peel over the garbage can in case the cucumber is dropped!
3. Keep your hand on the handle at the bottom of the peeler and avoid the blade.
4. Throw away or compost the peel.

➤ **SAFETY TIP:** A peeler is sharp—avoid touching the blade!

💡 **BRIGHT IDEA:** If you are leaving the cucumber peel on in this activity, you can have the children take turns peeling one strip each from a single cucumber, leaving strips of peel in between to create alternating strips of green and white. Leave the peels on any remaining cucumbers.





How To Slice

The children can use a butter knife to slice and dice (below). Butter knives are safe for children to use because they are not sharp but will still cut through apple, tomatoes, cucumbers, and herbs.

1. Hold the knife in the hand you use to write with, and grip it firmly around the handle.
2. Use your other hand to keep the cucumber steady by keeping your fingers curled under, away from the knife. Pay attention to where the knife is; as it moves forward, your hand holding the cucumber should move backward. The distance between the knife and your hand holding the cucumber should always stay the same.
3. Slice round shapes in half first so they can rest on their flat side instead of rolling around.

► **SAFETY TIP:** Remind children to take their time and keep their eyes on the knife at all times. Remind them they should always cut on a cutting board to avoid damaging the counter and use a non-slip cutting board for safety.

How To Dice and Chop

“Dicing” means cutting foods into pieces about the size of dice.

1. Hold the knife in the hand you use to write with, and grip it firmly around the handle.
2. Dice one apple or tomato slice at a time by placing the flat side on the counter. This way the apple or tomato won't roll when you cut it.
3. Use your other hand to steady the apple or tomato slice, keeping your fingers curled under, away from the knife, so only your knuckles show. Pay attention to where the knife is; as it moves forward, your hand holding the apple or tomato should move backward, exposing more of the apple or tomato. The distance between the knife and the hand holding the apple or tomato should always stay the same.
4. Cut the apple or tomato into pieces the size of dice, first slicing in one direction, then turning the slices a quarter-turn and slicing them again.
5. To chop the herbs, stack the leaves of the herbs on top of each other, so you can cut several leaves at once. You can also roll the stack of leaves into the log and cut the log into shorter pieces. This method is called a chiffonade.



Optional: How To Use a Salad Spinner

1. Remove the strainer (the plastic part in the center) from the salad spinner.
2. Place clean, rinsed greens in the strainer, and put the strainer in the spinner.
3. Put the lid on the spinner.
4. Hold the spinner steady with one hand and press down on the top part or pull the ripcord with your other hand. Keep spinning about 15 seconds.
5. Test for dryness and then repeat if necessary.

How To Measure

It is important to measure correctly when following a recipe so that it will work. The measuring tools the children will be learning about today are measuring cups and measuring spoons.

- Measuring cups are used for larger amounts and measuring spoons are used for smaller amounts.
- Measuring cups are divided into fractions of cups—usually 1 cup, $\frac{1}{2}$ cup, $\frac{1}{3}$ cup, $\frac{1}{4}$ cup.
- There are two different kinds of measuring cups, one for measuring liquids and one for dry ingredients.
 - Liquid measuring cups are usually made of clear glass or plastic, and sometimes have a pour spout. They are filled even with the measurement line on the side of the cup.
 - Dry measuring cups (usually shorter and not transparent) are meant to be filled to the top and then leveled off using the straight edge of a knife or fork. “Leveled off” means that the dry ingredients are even with the top of the measuring cup so that the measurement is accurate.
- Measuring spoons are divided into fractions of tablespoons and teaspoons — usually $\frac{1}{4}$ teaspoon, $\frac{1}{2}$ teaspoon, 1 teaspoon, and 1 tablespoon. Sometimes $\frac{1}{8}$ teaspoon and $\frac{1}{2}$ tablespoon are included.
- Tablespoons are abbreviated “Tbsp” on the spoon and are bigger than teaspoons. Teaspoons are abbreviated “Tsp” on the spoon.
- Measuring spoons can be used for dry or liquid measurements. Level off dry ingredients on a measuring spoon the same way you would on a measuring cup.



How To Measure Salad Greens:

1. Place the 1-cup dry measuring cup on a flat surface.
2. Fill the measuring cup with the greens and pack down tightly.
3. Repeat 6 to 8 times.

How To Measure Cheese:

1. Place the $\frac{1}{4}$ -cup dry measuring cup on a flat surface.
2. Fill the measuring cup.
3. Level off using a straight edge.

How To Measure Oil:

1. Pour the oil into the 1-tablespoon measuring spoon.
2. Repeat once.

How To Measure Vinegar or Lemon Juice:

1. Pour the vinegar or lemon juice into the 1-tablespoon measuring spoon.

How To Measure Herbs:

1. Fill the 1-tablespoon measuring spoon with herbs and pack down tightly.

How To Measure Salt:

1. Pour the salt into the $\frac{1}{4}$ -teaspoon measuring spoon.
2. Level off using a straight edge.



How to Whisk

Whisking is beating or stirring quickly to combine ingredients.

1. Put the ingredients for the vinaigrette into the bowl.
2. Use your wrist to move the fork or whisk quickly in a circular motion.
3. Stop whisking when the ingredients are blended together.
4. Make sure not to whisk too fast, so that the ingredients don't spill over the side.



How to Use a Glass Jar to Shake the Dressing (optional)

1. Put all of the vinaigrette ingredients in the jar.
2. Screw on the lid and shake until the vinaigrette looks blended.

If the vinaigrette sits for a while, make sure to mix it again before serving.



How To Toss the Salad

Tossing helps the ingredients from the bottom and sides of the salad bowl spread out evenly. Toss the salad to make sure all the salad greens have an equal amount of dressing.

1. Put all of the salad ingredients into a large bowl.
2. Drizzle the vinaigrette onto the salad.
3. Use tongs or salad servers to gently mix the salad around and make sure the ingredients are mixed and evenly coated with vinaigrette.

If the salad sits for a while, make sure to toss it again before serving.

How To Set a Table

Ask each child to prepare his or her own place setting. Have a sample place setting that the children can refer to as an example.

In a standard American place setting, the napkin and fork are on the left side of the plate, with the fork lying on top of the napkin. The knife goes next to the plate on the right side, with the blade facing the plate. The spoon is also on the right side of the plate, on the right side of the knife. The cup goes above the knife and the spoon.



How To Serve Family Style

Food is not usually cooked in individual servings. Most dishes are made in a large batch and then divided into portions. When a large serving dish is passed around the table from which diners can help themselves, this is called “family style.”

- Make sure to use clean serving utensils.
- Remind the children that they should eat only from their own plates, never directly from the serving dish, to avoid spreading germs. No one should touch the food with his or her fingers when serving or holding the serving dish.
- Everyone will have their own plate and eating utensil.
- Uneaten food should never be returned to the serving dish.
- Make sure that each child is offered one full serving of food, as written in the recipe. However, they do not have to take their full portion all at once and can go back for seconds if they want.





Cleanup (15 minutes)

OBJECTIVE: By the end of this activity, the children will be able to demonstrate how to clean dishes, kitchen tools (not sharp items), and table surfaces.

It is important to let the children know that cleaning up is an important part of the activity. Some children may not know the correct way to clean dishes, counters, and floors, so showing them what you expect is recommended. Have the children use hot water to wash dishes. Show them the correct amount of soap to put on the dish cloth: a drop or two should be enough for a few pots and pans.

Have dish soap, dish cloths, and dish towels on hand. The children can also use rubber dish gloves when washing dishes.

- **Soak dishes:** If food is baked on or stuck to the dishes, soak them in warm water to loosen it.
 - **Wash dishes:** Show the children how to scrub dishes, pots, and pans. Make sure that they wash both the inside and outside, and top and bottom of each. Since utensils go directly into our mouths, be sure they are washed well. It is important to wash all parts of every item, including the handles.
 - **Dry dishes:** Show the children where they can leave dishes to dry, or how to dry them with a dish towel. Have them check to make sure there are no remaining grease streaks or traces of food stuck on the pots and pans.
 - **Put away kitchen tools:** Show the children where kitchen tools belong so that they can help put them away.
 - **Wash surfaces:** Wash all surfaces that were used for cooking with hot, soapy water.
 - **Clean and dry sink:** Wash out the sink with hot, soapy water and dry it with a clean dish towel.
 - **Sweep floor:** Show how to sweep into a dustpan and throw away the waste.
- **SAFETY TIP:** When washing dishes, never swirl your hands around the bottom of the sink, especially if you can't see the bottom. There may be sharp tools or utensils under the water.

INSTRUCTOR TIP

Wash dish cloths in the hot cycle of the washing machine after each cooking activity. Kitchen sponges are potential sources of bacteria and are difficult to clean. If you use sponges, replace them with new ones frequently.

Discussion Questions

You can ask these questions if there is time left after making the salads, or you can use them while everyone is eating their salads.

- What did you like?
- What did you not like?
- Which step of the recipe was your favorite?
- What did you learn to do today that you didn't know how to do before?
- Could you teach someone in your family a skill you learned today?
- What would you add to your salad?
- What else could we serve with this dish?
- Use your five senses:
 - What does this salad with vinaigrette smell like?
 - What does this salad with vinaigrette look like?
 - What does this salad with vinaigrette taste like?
 - What is the texture/feel of the salad? Would it be different without the vinaigrette on it?
 - What sounds did you hear when we were making this recipe?



Wrap-Up and Summary (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to list five facts or skills they learned from the activity.

This is a great time to have a group discussion about the activities. This can be done in a few different ways:

- Ask for volunteers to name something that they learned.
- In groups, the children can create a 30-second commercial advertising homemade salad with vinaigrette dressing.
- The children can make a 30-second “fast forward” skit

about everything they did during the activity, including five facts or skills that they learned.

- Read aloud the “My Salad Story” on page 24 and have children follow along on page 10 of their Family Handout. Ask them to write their answers as you go along. At the end, have a child share their salad story with the group. An answer key is provided for instructors on page 25 of this guide.
- Have the children complete the **Kitchen Tools** activity sheet on page 11 of the Family Handout to test their knowledge. An answer key is provided for you on page 27 of this activity guide.

Additional Wrap-Up Items

- Review the Family Handout that the children will bring home to their families.
- Review and answer any questions about the day.
- Thank the children for being such good cooks today and have them give themselves a round of applause.



Optional: Plant Part Activity

INSTRUCTOR TIP: Have a variety of vegetables out for the children to view. (You can use the ones that will be used in the salad later, some additional ones, or just have some images printed out.) Have sticky notes and pencils for the activity. You can also do this activity verbally as a class.

1. Set out various vegetables (and fruits if desired)
2. Discuss parts of the plant using the **Plant Parts** activity sheet on page 13 of the Family Handout.
3. Have the children use sticky notes and pencils to label which plant part they think each fruit or vegetable is. (Example: for lettuce, the child will write “leaves” and stick the note onto the lettuce.)
4. Discuss each child’s guesses and give the correct answers.
5. Tell the children the Family Handout has another Plant Parts activity they can do at home with their families.

Some examples of vegetables to set out include:

Beet (root)	Cabbage (leaf)	Beans (seed)
Onion (root)	Spinach (leaf)	Peas (seed)
Carrot (root)	Collard greens (leaf)	Corn (seed)
Parsnip (root)	Kale (leaf)	Avocado (fruit)
Radish (root)	Chard (leaf)	Cucumber (fruit)
Potato (root)	Lettuce (leaf)	Bell pepper (fruit)
Sweet potato (root)	Endive (leaf)	Eggplant (fruit)
Brussels sprouts (leaf)	Asparagus (stem)	Tomato (fruit)
Parsley (leaf)	Celery (stem)	Broccoli (flower)



My Salad Story

Fill in the blanks and bring this home to share with your family.

Today, we made (_____). The main ingredient is (_____), which belongs in the (_____) section of MyPlate. Our class did a taste test where we got to try different kinds of (_____) and (_____). I tried (_____). My favorites were (_____).

We also learned to measure and used two different kinds of tools. One was measuring (_____) and the other was measuring (_____). We also learned that there are two kinds of measuring cups—one to measure (_____) ingredients and one to measure (_____) ingredients.

We learned some things about different parts of plants. The six different parts of a plant are (_____), (_____), (_____), (_____), (_____), and (_____). I learned that when I eat lettuce, I am eating (_____); when I eat a tomato, I am eating (_____); and when I eat potatoes, I am eating (_____).

We also learned how to read a recipe. It's important to read it all of the way through so you know what (_____) and (_____) you will need, what all of the steps are, and how much time it will take.

When we made the salad, we learned to use new tools. Some of these tools were a (_____), which is used for mixing up the vinaigrette. We can also use a fork if we don't have a (_____) at home. We can also use a (_____) and shake up the dressing inside.

I also practiced dicing, mixing, setting the table, and serving. After the salad was done, we got to try it. It was delicious!

WORD BANK: fruit, jar with a lid, leaves, roots, Vegetable, vinegars, spoons, cups, dry, liquid, salad greens, salad with vinaigrette dressing, fruits, stems, whisk, kitchen tools, salad greens, roots, ingredients, flowers, leaves, whisk, seeds



My Salad Story

Read this story out loud, and ask the children to fill in the blanks on the sheet in their Family Handout. You can then share the answers from the answer key below with them.

Today, we made (salad with vinaigrette dressing). The main ingredient is (salad greens), which belongs in the (Vegetable) section of MyPlate. Our class did a taste test where we got to try different kinds of (salad greens) and (vinaigrettes). I tried (*dependent on child's experience*). My favorites were (*dependent on child's experience*).

We also learned to measure and used two different kinds of tools. One was measuring (spoons) and the other was measuring (cups). We also learned that with measuring cups there are two kinds—one to measure (dry) ingredients and one to measure (liquid) ingredients.

We learned some things about different parts of plants. The six different parts of a plant are (seeds), (fruits), (stems), (flowers), (leaves), and (roots). I learned that when I eat lettuce, I am eating (leaves); when I eat a tomato, I am eating (fruit); and when I eat potatoes, I am eating (roots).

We also learned how to read a recipe. It's important to read it all of the way through so you know what (ingredients) and (kitchen tools) you will need, what all of the steps are, and how much time it will take.

When we made the salad, we learned to use new tools. Some of these tools were a (whisk), which is used for mixing up the vinaigrette. We can also use a fork if we don't have a (whisk) at home. We can also use a (jar with a lid) and shake up the dressing inside.

I also practiced dicing, mixing, setting the table, and serving. After the salad was done, we got to try it. It was delicious!

WORD BANK: fruit, jar with a lid, leaves, roots, Vegetable, vinegars, spoons, cups, dry, liquid, salad greens, salad with vinaigrette dressing, fruits, stems, whisk, kitchen tools, salad greens, roots, ingredients, flowers, leaves, whisk, seeds

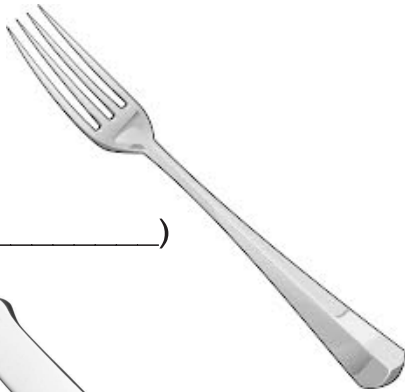


Kitchen Tools

These are the tools we need to make a salad and vinaigrette dressing. Can you name them all?



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)

WORD BANK: glass jar with lid, whisk , salad bowl, fork, cutting board, peeler, dry measuring cups, butter knife, liquid measuring cup, measuring spoons

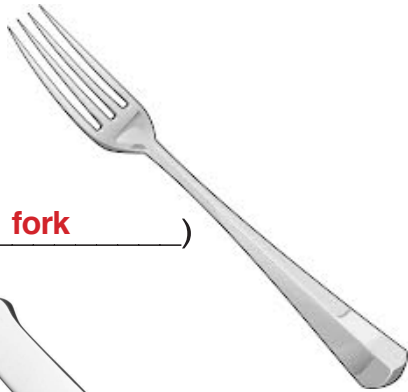


Kitchen Tools

These are the tools we need to make a salad and vinaigrette dressing. Can you name them all?



(**whisk**)



(**fork**)



(**dry measuring cups**)



(**peeler**)



(**butter knife**)



(**liquid measuring cup**)



(**measuring spoons**)



(**salad bowl**)



(**cutting board**)



(**glass jar with lid**)

WORD BANK: glass jar with lid, whisk , salad bowl, fork, cutting board, peeler, dry measuring cups, butter knife, liquid measuring cup, measuring spoons



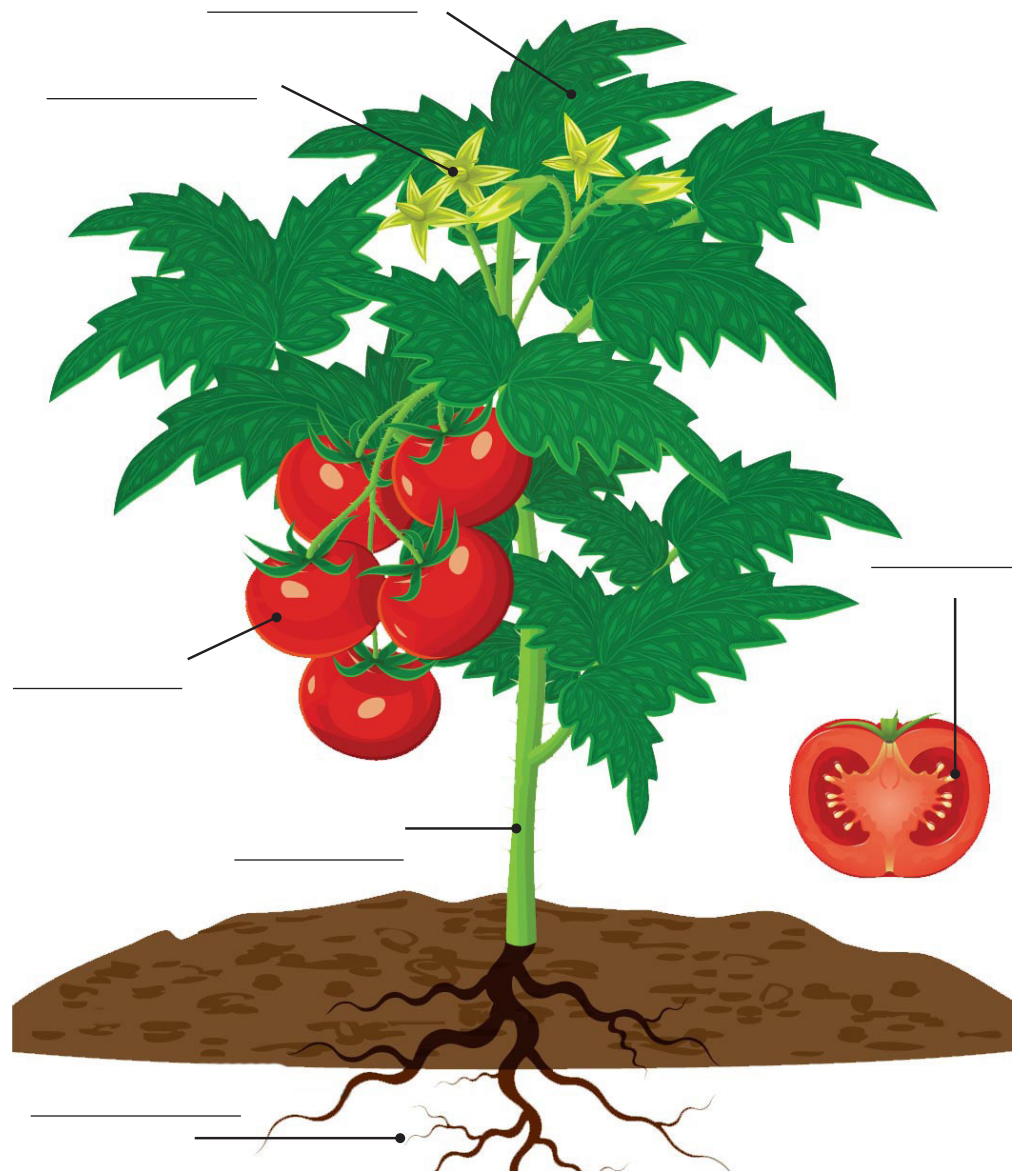
Plant Parts

Have you ever eaten a flower? How about a seed? What about a root? These are three different examples of plant parts that you have probably eaten, even if you didn't know it.

All fruits and vegetables come from plants. Can you label the six parts on this plant: seed, stem, root, fruit, leaf, and flower?

Which part of the plant do we eat? Circle all the correct answers.

- a. stem
- b. leaf
- c. fruit
- d. seed
- e. flower
- f. root



Eating the Different Parts of the Plant

What part of the plant are we eating when we eat:

- | | | |
|------------------------|-----------------|---------------|
| Onions _____ | Spinach _____ | Potato _____ |
| Brussels sprouts _____ | Asparagus _____ | Kale _____ |
| Celery _____ | Carrot _____ | Beans _____ |
| Lettuce _____ | Tomato _____ | Peas _____ |
| Bell pepper _____ | Cucumber _____ | Corn _____ |
| Eggplant _____ | Broccoli _____ | Avocado _____ |

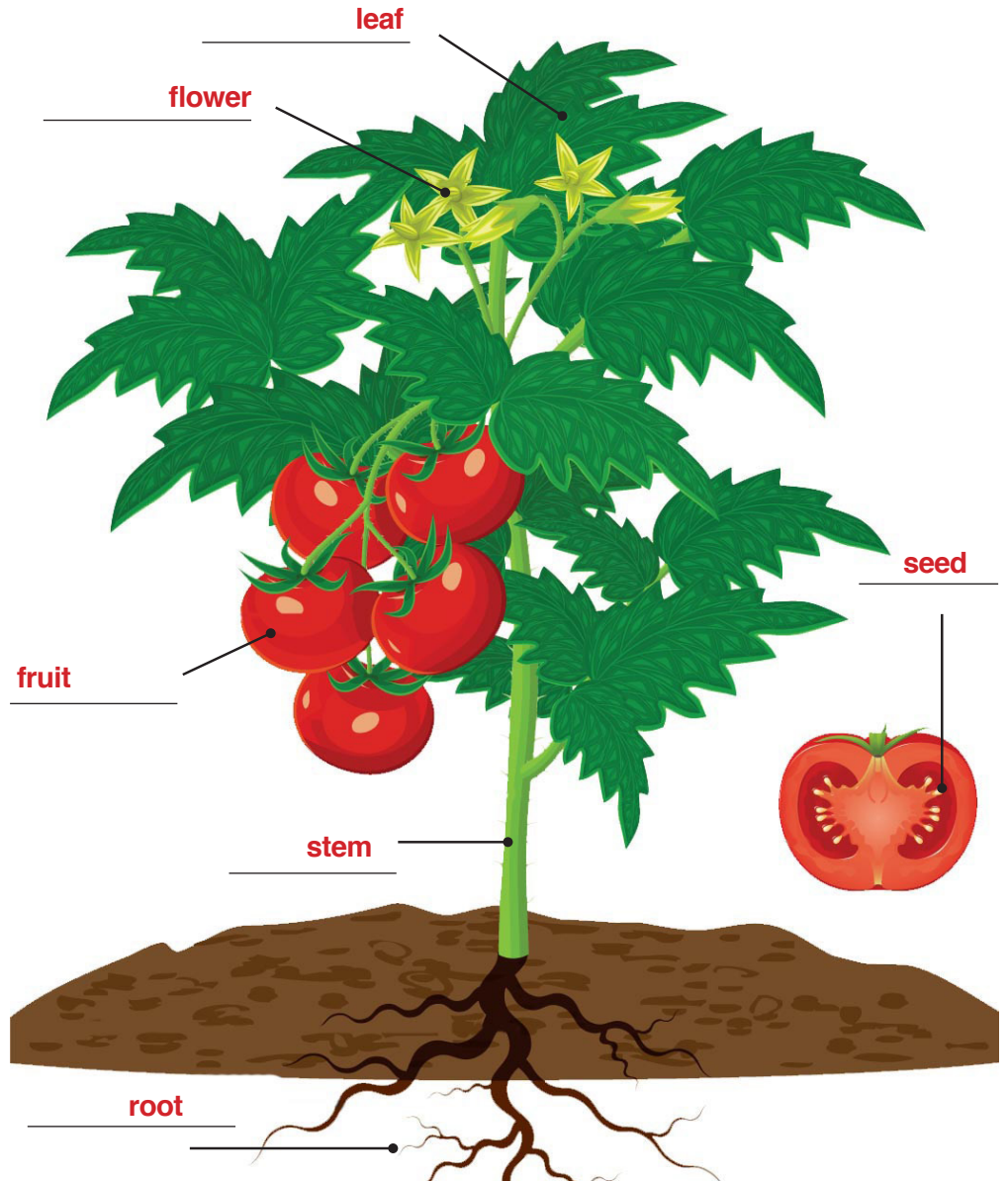


Plant Parts

Have you ever eaten a flower? How about a seed? What about a root? These are three different examples of plant parts that you have probably eaten, even if you didn't know it.

All fruits and vegetables come from plants. Can you label the six parts on this plant: seed, stem, root, fruit, leaf, and flower?

Which part of the plant do we eat? Circle all the correct answers.



- a. stem
- b. leaf
- c. fruit
- d. seed
- e. flower
- f. root

Eating the Different Parts of the Plant

What part of the plant are we eating when we eat:

Onions	<u>root</u>	Spinach	<u>leaf</u>	Potato	<u>root</u>
Brussels sprouts	<u>leaf</u>	Asparagus	<u>stem</u>	Kale	<u>leaf</u>
Celery	<u>stem</u>	Carrot	<u>root</u>	Beans	<u>seed</u>
Lettuce	<u>leaf</u>	Tomato	<u>fruit</u>	Peas	<u>seed</u>
Bell pepper	<u>fruit</u>	Cucumber	<u>fruit</u>	Corn	<u>seed</u>
Eggplant	<u>fruit</u>	Broccoli	<u>flower</u>	Avocado	<u>fruit</u>





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