



COOKING ACADEMY EXTENDER GUIDE

AN AFTERSCHOOL EXPERIENTIAL COOKING & NUTRITION INTERVENTION

ADAPTED FROM THE UNIVERSITY OF ILLINOIS 4-H COOKING 101 SERIES

REVISED JANUARY 2023

APPROVED FOR USE IN CALIFORNIA EFNEP AND CALFRESH HEALTHY LIVING, UC (SNAP-ED) PROGRAM



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ACKNOWLEDGEMENTS

Cooking Academy



These lessons have been designed to be used by afterschool program staff who directly teach 4th-6th grade.

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Special thanks to: Evelyn Mandujano and all of our interns, past and present, from California State University, Sacramento and the University of California, Davis.



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PROGRAM DESCRIPTION

Cooking Academy aims to inspire and create action in upper elementary school age “chefs” by allowing them to engage actively with food, practice basic culinary techniques, and complete and eat healthy recipes from start to finish with guided supervision. The program aims to empower “chefs” to cook and eat healthy foods at home, thereby inspiring their friends and family members to do the same. As a food and nutrition companion guide to the 4-H Cooking 101 curriculum series, Cooking Academy is primarily for students in grades 4-6th.

Week	Main Focus	Students Will Learn How To:
1	Learning To Read a Recipe and Measuring Dry Ingredients	<ul style="list-style-type: none"> • Work through the steps of food preparation. • Read a recipe. • Learn utensil terms.
Recipe	<i>Tasty Trail Mix</i>	<ul style="list-style-type: none"> • Use measuring cups for dry ingredients. • Use measuring spoons for dry ingredients.
2	Knife Skills Part 1 and Skillet Safety	<ul style="list-style-type: none"> • Whisk eggs. • Use tongs. • Measuring liquid ingredients with a measuring cup.
Recipe	<i>Delicious Berry French Toast</i>	<ul style="list-style-type: none"> • Use an electric skillet. • Flip food items using a spatula. • Using a knife.
3	Knife Skills Part 2 Learning Dicing and Opening Canned Goods	<ul style="list-style-type: none"> • Using a grater. • Use a can opener. • Drain an aluminum can using the lid.
Recipe	<i>Crispy Black Bean & Vegetable Quesadilla</i>	<ul style="list-style-type: none"> • Measure a liquid with a tablespoon. • Dicing zucchini. • Test zucchini for readiness.
4	Knife Skills Part 3 Learning Slicing and Grating	<ul style="list-style-type: none"> • Opening and slicing an avocado. • Slicing cucumbers and radishes. • Estimating thicknesses.
Recipe	<i>Colorful Pinwheel Vegetable Wraps</i>	<ul style="list-style-type: none"> • Using a grater. • Roll a tortilla wrap.
5	Knife Skills Part 4 Learning Chopping and Preparing Dry Pasta	<ul style="list-style-type: none"> • How to boil and simmer. • Prepare dry pasta.
Recipe	<i>Hearty Minestrone Soup</i>	<ul style="list-style-type: none"> • How to chop onion, carrots, and celery.
6	Knife Skills Part 5 Learning Mincing and Stir Frying	<ul style="list-style-type: none"> • Test carrots, cabbage, celery and broccoli for doneness.
Recipe	<i>Asian Teriyaki Stir-Fry</i>	<ul style="list-style-type: none"> • How to stir-fry. • How to mince garlic.

INTRODUCTION

The Cooking Academy program contains six hands-on lessons. Each lesson includes a cooking demonstration, preparation of a recipe, mealtime with discussions, and clean-up.

Program Objectives

- Increase chefs' exposure, consumption, attitude, and preference for a variety of fruits, vegetables, whole grains, and plant-based proteins.
- Expand chefs' culinary knowledge and skills so that they can confidently prepare healthy snacks and meals on their own.
- Identify and practice proper hygiene and safety in the kitchen.

Research Base

Thirty three percent of children eat from a fast-food restaurant daily, despite the fact that research has shown that food prepared at home is usually healthier, more economical, and lower in calories. With more than one third of children being overweight in the United States, healthier eating habits could lower the risk of developing related chronic diseases, which affect the physical, social, and emotional well-being of the child. Lack of cooking ability is cited as a major factor for selecting fast food over home-cooked meals. Thus, teaching students how to choose, prepare, and cook healthy foods is a priority for the UC CalFresh (SNAP-ED), EFNEP and 4-H Programs. Cooking is a life skill that increases confidence in children and promotes their independence, problem solving skills, and family bonds. Cooking also improves comprehension of abstract math, science, and language skills. Reaching children in schools maximizes an opportunity to adopt, shape, and support healthy lifestyle behaviors like food preparation, reading food labels, and choosing healthier options when away from home.

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Si el/la firmante es menor de 18 años, debe obtenerse el consentimiento de su padre/madre o tutor, segun se indica:

Certifico por la presente que soy el padre/la madre o tutor de, la persona anteriormente mencionada, y doy amplio consentimiento respecto de lo anteriormente expresado en su nombre.

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(Nombre del padre/la madre o tutor)	

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Dear Parent,

The University of California Nutrition Education Program will be leading *Cooking Academy* at your school. We will have class every _____ from _____ to _____ pm for six weeks. Class will start _____ and continue until _____. Topics will include food safety, food preparation skills, and following a recipe from start to finish.

This class is free for your student. Students will try different recipes each week, and appropriate handouts and incentives will go home with each student.

Please let us know if your student has any food allergies, so we may eliminate that food from our lesson.

Cooking Academy Dates _____

During these 6 weeks, your student will learn about the following:

LESSON 1 - LEARNING TO READ A RECIPE AND MEASURING DRY INGREDIENTS

Students will learn to read the whole recipe before starting to cook. Each student will make their own Trail Mix using dry measuring cups and spoons. We will discuss what we expect of the students during class and our zero-tolerance policy, as we will be using real kitchen utensils, which can be dangerous. Students will learn about kitchen tools/terminology, how to read a recipe, and proper cooking set up/clean-up procedures.

LESSON 2 - LEARNING KNIFE AND SKILLET SAFETY

Students will learn to use knives and an electric skillet safely. Each student will take a safety quiz, with both written and demonstration pieces, to help ensure everyone's safety during these classes. Students will also make Whole Wheat French Toast with Fresh Fruit.

LESSON 3 - LEARNING DICING AND OPENING CANNED GOODS

Students will learn to open canned foods and drain the juices from the can. Each student will learn to dice zucchini as their weekly knife skill. Students will be making Black Bean and Vegetable Quesadillas.

LESSON 4 - LEARNING SLICING AND GRATING

Students will learn to slice radishes, cucumber, and avocado. They will also learn how to use a box grater. Students will be making Colorful Pinwheel Vegetable Wraps.

LESSON 5 - LEARNING CHOPPING, BOILING, AND PREPARING DRY PASTA, BOILING LIQUIDS

Students will learn to chop onion, carrot, and celery. They will learn to prepare dry pasta as part of their Minestrone Soup.

LESSON 6 - LEARNING MINCING AND STIR FRYING

Students will learn mincing garlic and review other knife skills, such as chopping and slicing. Students will learn how to stir fry while making Asian Teriyaki Stir-Fry. We will review what we have learned together, celebrate our success, and set goals to continue our learning and cooking! Students will

be asked knowledge and behavior based questions about cooking and nutrition to assess what they have learned from our program

Our goal is to spark an interest in healthy eating, trying new foods, and mastery of simple kitchen skills.

More information on Cooking Academy or other Nutrition Classes please reach out to _____, Nutrition Educator at _____.

We invite you to drop in and visit any of the classes. It is a wonderful opportunity to see your chef in action. Please check what your child's current school's policy is first.

California's CalFresh Healthy Living, with funding from the United States Department of Agriculture's Supplemental Nutrition Assistance Program – USDA SNAP, produced this material. These institutions are equal opportunity providers and employers. For important nutrition information, visit the <https://calfresh.dss.ca.gov/cfhl/>



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to apply online



Call **1-877-847-3663** (FOOD)
For speech and/or hearing assistance
call 711 Relay



Come in/find an office
at **CalFreshFood.org**

If you agree to allow your student to participate, **please return the slip below to**

Yes, my student may participate in Cooking Academy.

Student's name _____

Grade _____

Parent's name _____

Phone# _____

List any food allergies _____

Estimado padre,

El Programa de Educación Nutricional de UC-CalFresh liderará la *Academia de Cocina* en su escuela. Tendremos clase cada _____ de _____ pm durante seis semanas. La clase comenzará _____ y continuará hasta _____. Los temas incluirán seguridad alimentaria, habilidades de preparación de alimentos y seguir una receta de principio a fin.

Esta clase es gratuita para su estudiante. Los estudiantes probarán diferentes recetas cada semana, y los folletos e incentivos apropiados se irán a casa con cada estudiante.

Por favor, háganos saber si su estudiante tiene alguna alergia alimentaria, para que podamos eliminar ese alimento de nuestra lección.

Fechas de la Academia de Cocina _____

Durante estas 6 semanas, su estudiante aprenderá sobre lo siguiente:

LECCIÓN 1 - APRENDER A LEER UNA RECETA Y MEDIR LOS INGREDIENTES SECOS

Los estudiantes aprenderán a leer toda la receta antes de comenzar a cocinar. Cada estudiante hará su propio Trail Mix usando tazas y cucharas medidoras secas. Discutiremos lo que esperamos de los estudiantes durante la clase y nuestra política de tolerancia cero, ya que usaremos utensilios de cocina reales, que pueden ser peligrosos. Los estudiantes aprenderán sobre herramientas / terminología de cocina, cómo leer una receta y los procedimientos adecuados de configuración / limpieza de cocina.

LECCIÓN 2 - APRENDER A LA SEGURIDAD DE CUCHILLOS Y SARTENES

Los estudiantes aprenderán a usar cuchillos y una sartén eléctrica de manera segura. Cada estudiante tomará un cuestionario de seguridad, con piezas escritas y de demostración, para ayudar a garantizar la seguridad de todos durante estas clases. Los estudiantes también harán tostadas francesas integrales con fruta fresca.

LECCIÓN 3 - APRENDER A CORTAR EN CUBITOS Y ABRIR PRODUCTOS ENLATADOS

Los estudiantes aprenderán a abrir alimentos enlatados y drenar los jugos de la lata. Cada estudiante aprenderá a cortar calabacines como su habilidad semanal con el cuchillo. Los estudiantes estarán haciendo Quesadillas de Frijoles Negros y Vegetales.

LECCIÓN 4 - APRENDER A CORTAR Y RALLAR

Los estudiantes aprenderán a cortar rábanos, pepino y aguacate. También aprenderán a usar un rallador de caja. Los estudiantes harán coloridas envolturas vegetales de molinete.

LECCIÓN 5 - APRENDER A CORTAR, HERVIR Y PREPARAR PASTA SECA

Los estudiantes aprenderán a picar cebolla, zanahoria y apio. Aprenderán a preparar pasta seca como parte de su sopa Minestrone.

LECCIÓN 6 - APRENDER A PICAR Y FREÍR

Los estudiantes aprenderán a picar ajo y revisarán otras habilidades con cuchillos, como cortar y rebanar. Los estudiantes aprenderán a saltear mientras preparan salteados teriyaki asiáticos. ¡Revisaremos lo que hemos aprendido juntos, celebraremos nuestro éxito y estableceremos metas para continuar nuestro aprendizaje y cocina! A los estudiantes se les harán preguntas basadas en el conocimiento y el comportamiento sobre cocina y nutrición para evaluar lo que han aprendido de nuestro programa.

Nuestro objetivo es despertar el interés en la alimentación saludable, probar nuevos alimentos y dominar las habilidades simples de la cocina.

SI le interesa más información sobre la Academia de Cocina u otras clases de nutrición, comuníquese con _____, educadora de nutrición en _____.

Te invitamos a pasar y visitar cualquiera de las clases. Es una oportunidad maravillosa para ver a su chef en acción

CalFresh Healthy Living de California, con fondos del Programa de Asistencia para Nutrición Supplemental (SNAP) del Departamento de Agricultura de los Estados Unidos, ofrece a las familias y a las instituciones que ofrecen comidas saludables y programas de nutrición importante, información sobre cómo obtener beneficios de CalFresh. Visite <https://calfresh.dss.ca.gov/cfhl/> para solicitar beneficios en línea.



Visite **GetCalFresh.org**
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Llame al **1-877-847-3663 (FOOD)**
Para ayuda con el habla o la audición,
llame al 711 Relay



Visite/Localice una oficina
en **CalFreshFood.org**

Si acepta permitir que su estudiante participe, **devuelva el recibo a continuación a**

Sí, mi estudiante puede participar en Cooking Academy.

Nombre del estudiante _____

Grado _____

Nombre de los padres _____

Teléfono # _____

Enumerar cualquier alergia alimentaria _____

Restricciones alimentarias _____

SITE CHECKLIST

Discuss with site staff any required forms to be filled out by parents beforehand.

Review any food allergies and adjust recipes as needed. Substitutions are suggested. Contact your local UC Nutrition Educator if you need additional help.

Program Requirements

- A max of 24 kids (these must be the same students each week).
- A room with a sink.
- Refrigerator to store food.
- Commitment to 6 weeks.
- Commitment to 90-minute sessions.
- Electrical plugs.
- Disciplinary action protocol (no tolerance is recommended as sharp and dangerous objects are being used).
- Must pass knife safety test before using chef knife (included in lesson 2).



Weekly Routine

Entire class:

1. Enter class, put down gear, and find their name tag.
2. Wash hands, pull back hair, and put on aprons (if used).
3. Review ground rules/group agreements, do any changes/additions need to be made?
4. Introduce the recipe and pass it out.
5. Read through recipes together and note new cooking skills.
6. Demonstrate cooking skill.

In smaller cooking groups:

1. Split up tasks if necessary.
2. Collect supplies as needed, returning large packages to the shared ingredient table.
3. Prepare food.
7. Eat together and discuss topics.
8. Clean-up.
9. Dismissal with parent/guardian letters and recipe.

Chef's name _____ Age _____ Grade _____
 School _____ Date _____

1. What could you cook with whole wheat bread, milk, eggs, cinnamon, strawberries?

☐ Stir-Fry ☐ French Toast ☐ Smoothie ☐ Soup ☐ Burrito

2. Using the list of ingredients at the right, answer the following questions:

A. How much pepper do you need? _____

B. How many ounces of beans do you need? _____

3. On a scale from 1-10, how would you rate your cooking skills (circle the number)

No experience 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 Expert level

4. On a scale from 1-10, how much do you enjoy cooking (circle the number)

Hate it! 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 Love it!

Ingredients

- 1 (15 oz) can, or 1 ½ cups of black beans, no salt
- 1 (15 oz) can, or 1 ½ cups of corn, no salt
- 2 large zucchini
- 8 oz low-fat sharp cheddar cheese
- 1 tablespoon oil
- 1/2 teaspoon ground black pepper
- 8 (8-inch) 100% whole wheat flour tortillas
- Nonstick cooking spray or oil
- Salsa (optional)

5. How confident are you to do the following:

Prepare food for yourself?

☐ Not at all ☐ Barely ☐ Somewhat ☐ Extremely

Follow the instructions on a recipe?

☐ Not at all ☐ Barely ☐ Somewhat ☐ Extremely

Chop hard vegetables with a knife (like a whole carrot or onion)?

☐ Not at all ☐ Barely ☐ Somewhat ☐ Extremely

Grate cheese?

☐ Not at all ☐ Barely ☐ Somewhat ☐ Extremely

Boil pasta?

☐ Not at all ☐ Barely ☐ Somewhat ☐ Extremely

Use a measuring cup?

☐ Not at all ☐ Barely ☐ Somewhat ☐ Extremely

6. How often do you:

try new foods?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

cook at home?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

wash your hands before preparing food?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

eat more than one kind of fruit or vegetable at dinner?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always

eat beans?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often ☐ Always



We want to make the program even better next time. Please answer honestly. Write your answers below.

7. On a scale from 1-10, how would you rate Cooking Academy overall (circle the number)

Horrible 1 — 2 — 3 — 4 — 5 — 6 — 7 — 8 — 9 — 10 Great

What are three things you learned at the Cooking Academy?

1. _____

2. _____

3. _____

What was the best thing about the Cooking Academy (besides eating)?

What is something that would make Cooking Academy better?

TASTE TESTING TOOL

Program staff should fill out this form completely and return to UCCE Community Educator.

School/Site: _____

Number of students in class today: # _____

Date: _____

Recipe/ Food:

☐ Stir-fry/ edamame

☐ Soup/ kidney beans

☐ Wraps/ hummus

☐ French toast/ berries

☐ Quesadilla/ diced zucchini

Encourage students to try the foods, but do not force them. Forcing people to eat foods they dislike often makes them like the food less.

After the students have tried the food, ask the following questions. Ask students to raise their hand to indicate a “yes”. Record the results.

1. Before today’s class, have you tasted ____ (insert food here, for example “Cooked tofu”) _ before? #_____ students
2. Did you taste it today? # _____ students
3. Are you willing to eat it again? _____ students
4. Are you willing to ask for it at home? _____ students

PROGRAM STRUCTURE & LAYOUT

Classroom Layout

Set up three to four cooking stations, one for each group.

In addition, set up four separate learning /eating stations, if space allows, one for each group.

A Cooking Station may consist of: (see picture)

- 1 large (6ft.) table
- Cutting boards for each “chef”
- Kitchen equipment as needed for recipe

A Learning/Eating Station may consist of:

- 1 large (6ft.) table
- Chairs for “chefs” to sit, learn, and eat
- Large tablecloth, if available (washable fabric or plastic for easy cleaning)

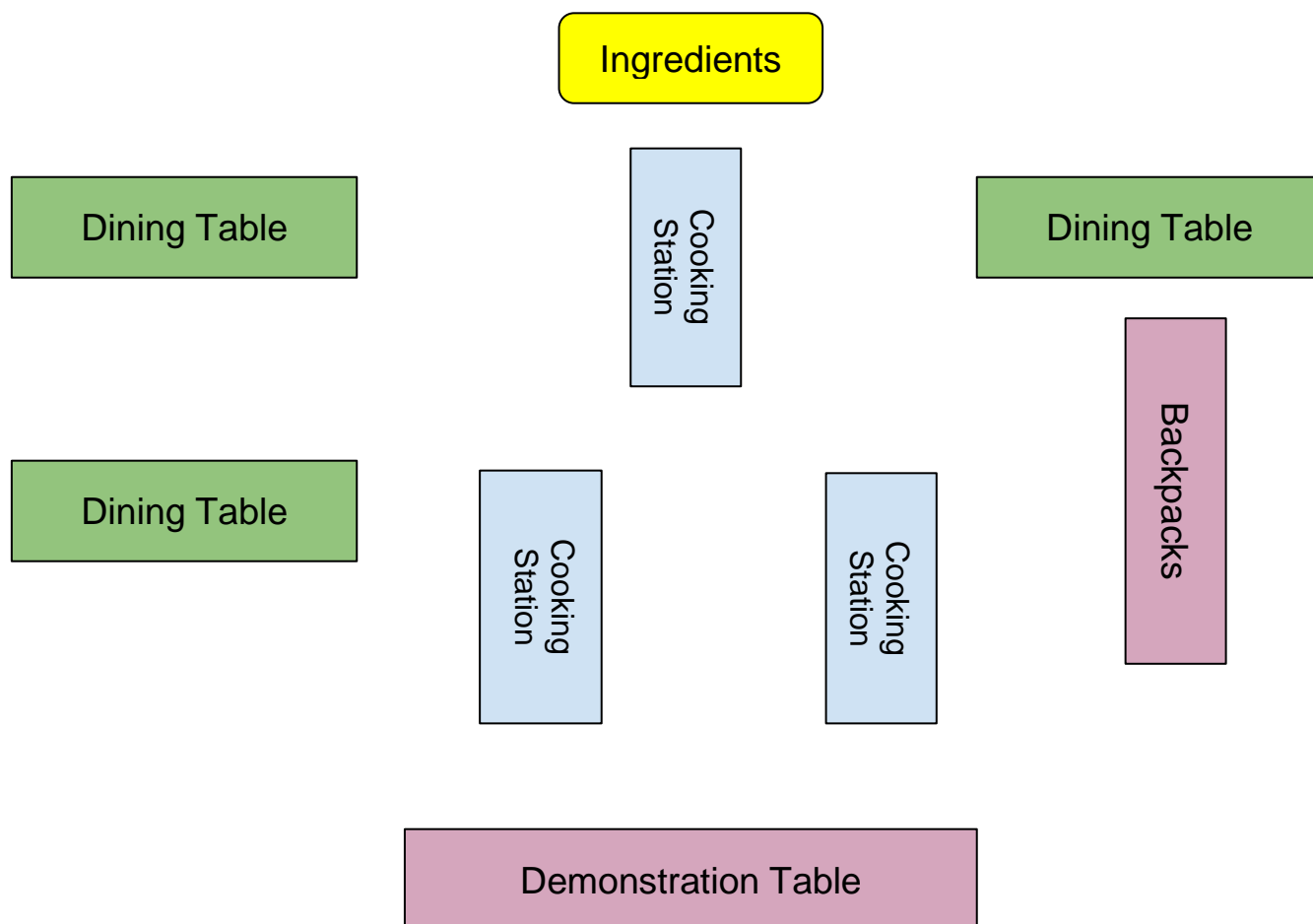
Internalizing Labels

Words and labels matter. Calling all participants “chefs” and using positive feedback for each chef builds confidence and perpetuates the mindset that they can become skilled cooks and continue to master this essential life skill. A safe environment for “chefs” to experiment plays an important role in the development of healthy behaviors.

Demonstrations

Each recipe includes a specific cooking skill. Leaders should practice the skills ahead of time. Slow and deliberate instruction of technique is important. Be sure the room is set up so everyone can see the demonstration.

SAMPLE ROOM DIAGRAM



CLEANING AND SANITIZING

Students should be actively participating in the clean up of the class site. Assign one of the roles listed below to individuals or groups of students.

Chef's Duties

- Sweeping.
- Wiping down tables.
- Disposing of old food.
- Washing dishes.
- Collecting trash & unwanted items.
- Drying and putting away dishes.

Kitchen Cleanup

- Soaking cooking utensils will make them easier to wash.
- Wipe greasy dishes and pans with a paper towel before washing.

Dishwashing

Wash dishes on-site. If you have an automatic dishwasher, ask how to use that model. If you are washing by hand, follow these steps.

Step 1: Return any leftover ingredients and unused cooking utensils to storage.

Step 2: Using a paper towel or spatula, scrape excess food into a trash can.

Step 3: Stack dishes to be washed next to the sink.

Step 4: On the other side of the sink, set out a drying rack, clean towels, or paper towels to set clean dishes on once washed.

Step 5: Sort the dishes: put glassware together, silverware together, pots and pans together.

Step 6: Using hot soapy water, wash the glassware first. Wash the rims carefully to destroy any germs where lips touched. Then wash the silverware. Always wash sharp knives separately. Next wash the rest of the dishes. Rinse the inside and outside of everything you wash with hot water. If using pots and pans, wash them last.

Step 7: If using a skillet, carefully wipe out with a sponge and hot water with soap. Be careful not to submerge the electrical part, which will ruin the skillet.

Step 8: Set clean dishes on towels.

Step 9: Dry dishes.



KITCHEN SAFETY

FOOD SAFETY BASICS

Cleanliness is important when preparing food to eat. Food can carry germs that make you sick. Dirty cooking utensils, hands, clothes or work areas can also spread germs to the food you are preparing. Follow some simple rules when you're cooking to keep your food safe.

Before You Begin to Cook

- Clip or tie long hair back so that it will not fall into the food.
- Wash your hands and fingernails with soap and warm water for at least 20 seconds.
- Check to see that your work area is clean and clear of clutter. Use a sanitizing wipe on the table.
- Wear an apron or tie a clean kitchen towel around you if available to keep from spreading any germs to the food and to keep your clothes clean.
- Use a clean paper towel to wipe your hands as they get messy while cooking. Do not wipe hands on your clothes or apron.
- Use a paper towel or mop to wipe up spills on the floor. Don't use a sponge, dish cloth or towel. The floor surface is covered with germs and they will get on the sponge you use, then spread to your dishes or counters when you wipe them.

While You Are Cooking

- Keep your hands away from your hair, face and pets.
- Don't lick your fingers. Wash your hands if you do.
- Cover your nose and mouth with your elbow if you have to sneeze or cough. Wash your hands before you start to cook again if you forgot and sneezed/coughed into your hands.
- Do not use your mixing spoon for tasting foods. Use a separate spoon for tasting. Never put a spoon you have licked into a food that will be served to others.
- Keep dairy products, meat, poultry and eggs cold. Don't leave them out of the refrigerator while you are cooking or they may spoil.
- Use clean cooking utensils.

Clean The Food

- Wash fresh fruits and vegetables in plenty of cold water before cooking with them.
- Use a vegetable brush to wash foods such as carrots, celery, and potatoes to remove any soil that remains.
- Rinse the tops of all cans before opening them. This helps remove any germs that are on the can.
- Do not use dented cans as sharp dents can allow bad bacteria to enter and grow in the canned food.
- Look for clues that food is spoiled. Spoiled food can make you sick.
 - Check the color; does it look right?
 - Check the odor; does it smell the way it should?
 - Check the appearance of the food and package; do you notice anything unusual about the way it looks?
 - If any of these clues make you think the food is spoiled, ask an experienced cook if the food is safe to use.
 - Never taste food you think is spoiled.

KITCHEN SAFETY BASICS

Be Safe When Using Electrical Equipment

- Check to see that the appliance switch is in the **off** position.
- Attach electrical cord to the appliance if it is not already attached.
- Plug the cord into the outlet.
- Turn off the heat when you are finished using the equipment.
Pull the plug from the outlet before detaching the cord from the appliance. Do not pull on the cord itself because this may break the wires. Pull on the hard plastic pieces at each end.
- Unplug appliances when not in use.
- Never plug-in or unplug appliances with wet hands because you may get shocked.

Be Safe When Using Microwaves to Reheat Leftovers

- Do not start the microwave oven when it is empty.
- Use microwave safe dishes. It is not safe to use metal in the microwave.
- Always heat the food through, the food should be hot, about 160F.
- Be careful of steam when you take off a cover or open a bag that contains hot food. Open the lid or cover away from you so steam escapes farthest from your face.
- Always use potholders to take things out of the microwave. The food container can get hot from the heat or steam in the food.

To Prevent Burns

- Use hot pads or a mitt when handling hot dishes and pans.
- Avoid using metal utensils when cooking food since metal quickly becomes hot. Wood and plastic utensils don't get hot as quickly.
- Use a fork, spatula, spoon, or tongs to lift foods that are hot out of the pan or skillet.

- Do not turn on stove burners or skillets until you are ready to use them and turn off as soon as you are finished. Double check that everything is turned off when you are finished cooking.
- Place the pan on the burner so that the panhandle is towards the center or the rear of the stove. This prevents someone from hitting the handle and spilling the food.
- Don't fill the pot or skillet over 2/3 full. This will prevent foods from boiling over or spilling.
- Remove covers from pots and skillets by tilting up and away from you. The hot steam will rise away from your face.
- Place skillets on flat, sturdy surfaces only.

To Prevent Cuts

- If a knife starts to fall, jump back. Don't try to catch the knife.
- Keep knives sharp. Because you have to use force to cut with a dull knife can be more dangerous than the sharp one. Let your Cooperative Extension Educator know if any equipment needs attention.
- Use a cutting board.
- Wash knives and put them away as soon as you're finished using them. Don't place knives in a sink or dishwasher because you or someone else may get cut trying to find the knives.
- Use knives for cutting only. Do not use them as can openers, screwdrivers, chisels or to stir.
- Move vegetable peelers away from you as you peel. Keep your fingers underneath the food.
- Hold food graters with one hand and the food to be grated in the other hand. Stop grating or grate slowly when only a small piece of food remains.
- Cut round foods in half first, lay the food on the new flat surface and then cut into the needed shape.

To Prevent Falls

- Immediately wipe up spills.

- Keep the kitchen floor free of clutter, including backpacks and bags.

Use a step stool if you must reach for a high object. If you don't have a stepstool, ask someone who is taller than you to get it for you.

COOKING SKILLS



COOKING “HOW TO” KNIFE SKILLS

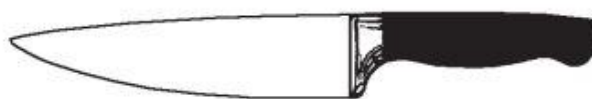
Many of the recipes in this guide require you to cut food into different shapes and sizes. You should start with a cutting board and a sharp knife. Use a knife to slice, chop, dice, or mince food. For most of these cutting options, you will use a chef's knife. The following instructions will help you know how to perform each action.

Some recipes will tell you to peel the fruit or vegetable before cutting it. If the recipe doesn't call for peeling then you can leave it on. Leaving the peel on fruits or vegetables such as potatoes, carrots, tomatoes, apples, or pears adds extra nutrients to your diet. Of course, some fruits and vegetables, such as onions and oranges should be peeled before using as the skin is inedible or unpleasant.

If the food you were cutting is round, first slice the food in half, then lay the flat side of the food on the cutting board, cut into the needed shape. This prevents the food from moving.

Types of Knives

Chef's knife — has a broad, tapered shape, and fine edge; good to use for chopping vegetables.



Paring knife — has a short, pointed blade; easy to handle and is used for peeling, removing cores, etc.

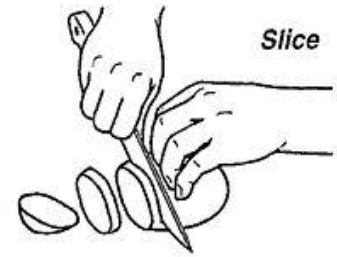


Serrated knife — has a scalloped edge; used to slice soft foods such as bread, tomatoes, and cake.

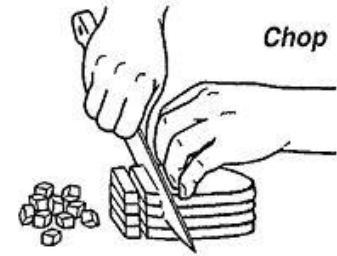


How to Cut Food

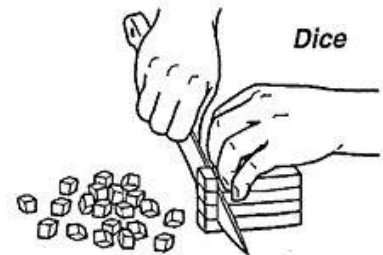
Slice - cut into thin, even pieces. To slice food, grasp the food with your fingers and curl your fingertips to avoid cutting yourself. **Keep the tip of the chef's knife on the cutting board**, and with a rocking motion, slice down through the food.



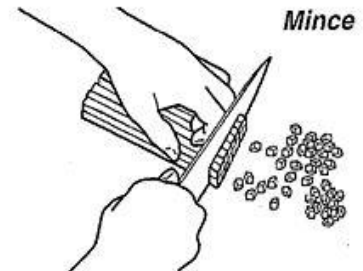
Chop - cut into small pieces. To chop food, start by slicing it. Then gather the slices together in a pile, curl your fingertips to avoid cutting yourself, and cut the slices. This will chop your food into smaller pieces. The closer the slices the smaller the pieces of food will be.



Dice - cut into small cubes. Slice the food into strips. Stack the strips and slice through them lengthwise into 1/4-inch cubes or larger, depending on the recipe. Keep your fingertips curled around the food to avoid cuts. Dicing creates uniform pieces that cook more evenly. The smaller pieces help the flavor to spread quickly throughout the dish.



Mince - cut into tiny pieces. Slice of food into thin strips. Stack the strips and slice through them lengthwise making tiny pieces. Keep your fingertips curled around the food to avoid cuts. The smaller pieces help the flavor spread quickly through the dish. You can use the slicing motion on a pile of cut food to make them even smaller.



HOW TO FOLLOW A RECIPE

1. Read the entire recipe all the way through before starting so you have an overall idea of what you are going to be doing.
2. Look up terms you are unfamiliar with.
3. Gather the ingredients for the recipe to be sure you have everything you need.
4. Gather the equipment you will need.
5. Follow the recipe step-by-step. Check off steps as you go if that makes it easier to keep track.

BASIC KITCHEN SKILLS

How to Mix Food

Beat - make a smooth mixture with rapid, regular motion using a whisk, spoon, or mixer. Use rapid circular motion with the utensil or lift the food up and over with each stroke. Beating makes the mixture or food light and fluffy by incorporating air.

Stir - mix foods with a circular motion using a spoon, fork or other utensil.

Toss - use forks or spoons to mix food lightly by lifting food and then dropping it gently back into the bowl.

How to Cook Food

Bake - cook food in an oven.

Boil - cook food over high heat in a liquid as bubbles constantly rise to the surface.

Stir-Fry - cook food in a skillet or wok over high heat with a small amount of oil. Frequent, almost continuous stirring rotates the pieces and evenly cooks them.

Grill - cooking ingredients over very hot heat on a metal grill.

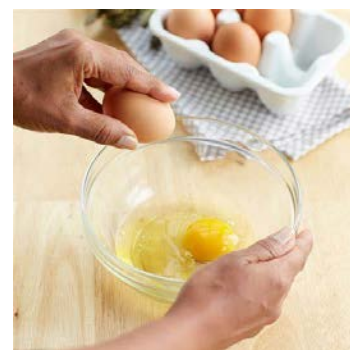
Microwave - cook food in an appliance using microwave energy.

Poach - cook food over low heat in a small amount of hot simmering liquid, such as milk or water.

Simmer - cook food over low heat in a liquid just below the boiling point; bubbles form slowly.

How to Break an Egg

1. Hold the egg in one hand.
2. Gently knock the center of the shell on the edge of a bowl to start a crack in the egg.
3. Hold the egg over a small bowl.
4. Pull the shell apart by grabbing both ends and separating.
5. The egg will slide into the bowl.
6. Check for any shell pieces that may have fallen in. Remove the pieces with a spoon.
7. If the recipe calls for more than one egg, repeat these steps.



How to Wash Fruits and Vegetables

All fruits and vegetables that do not have a peel that is removed (like a banana or orange) need to be washed under cool running water to remove any dirt or sand. Fruit with a peel that is cut off should still be washed (like a melon) so germs are not sliced into the fresh fruit. Do not use soap.

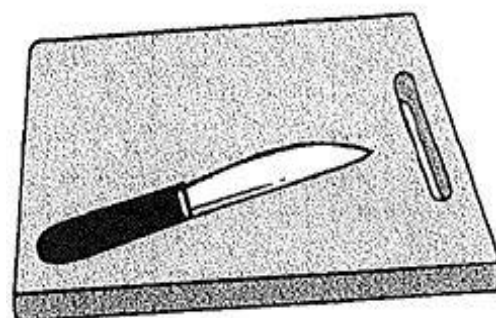


How to Use a Cutting Board and Knife

Many fruits and vegetables need to be trimmed or peeled before using.

To trim or cut the food:

1. Hold food firmly on the cutting board with one hand.
2. Keep your fingers curled back away from a knife blade while you cut.
3. When cutting round foods such as onions or melons, you first need to create a flat surface on the fruit or vegetable so it does not roll around or slip while you are cutting it.
4. Start by cutting down the middle of the food and place the flat sides onto the board before continuing to cut the item into the needed shapes.



5. Wash, rinse, and sanitize a cutting board after each use – especially when cutting meat, poultry, or seafood.

LESSON 1

Learning to read a recipe and measuring dry ingredients

Featured recipe: Tasty Trail Mix



LESSON PLAN WEEK 1

Learning to read a recipe and measuring dry ingredients

Key Concepts: Learn to follow the steps for food preparation, terms of kitchen utensils, read a recipe, use measuring cups and measuring spoons for dry ingredients.

Recipe: Trail Mix

Pre-class Preparation & Set Up

Introduction & Name Tags	10 minutes
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Evaluation	10 minutes
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Ground Rules	10 minutes
--------------	------------

Read A Recipe Game	10 minutes
--------------------	------------

Stations

A. Kitchen Utensil Matching Game	15 minutes
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B. Recipe Demonstration and Preparation	15 minutes
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C. Kitchen Glossary Activity	15 minutes
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Total Class Time	90 minutes
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SUPPLIES NEEDED FOR LESSON 1

Room Posters

Justice for All

Handwashing

Program Evaluation

Handout, 1 per student*

Pencils/pens

Ground Rules

Poster paper with adhesive backing or tape

Markers

How to Read Recipe Game

Laminated strips of instructions, 1 per group*

Kitchen Glossary Activity

Glossary worksheet, 1 per student*

Laminated answer key*

Take Home Papers

Parent/Guardian Letter, 1 per student*

Photo Release, 1 per student*

*These pages can be found in folder

Kitchen Utensil Matching Game

Laminated term cards, 1 per group*

Can opener

Colander

Cutting board

Grater

Oven Mitt/Hot pad

Measuring cup

Measuring spoon

Mixing bowl

Mixing spoon

Paring knife

Saucepan

Electric Skillet

Spatula

Vegetable peeler

Whisk

Ingredients

Raisins/Dried Fruit

Whole grain cereal

Nuts or seeds

Recipe Equipment

Bowls

Napkins

Measuring spoons

Measuring cups

Resealable sandwich or snack size baggies

Recipe, 1 per student*

Supplies

Hand sanitizer

Disinfectant wipes

Paper towels

Latex gloves

Plates/Bowls

Forks/Spoons/Knives

Napkins

Hair ties/Rubber bands

Name Tags

Markers/Crayons

LESSON PLAN WEEK 1

Pre-class Preparation & Set Up:

- A. Groceries from the UCCE office(staff).
- B. Read through this week's lesson plan.
- C. Organize tables and chairs (see diagram on page 13 for an example).
- D. Set up 1 table for Kitchen Utensil Matching Game (if there is not enough space to set up a separate table for each group have items set aside to add to the cooking tables).
 - a. Layout each utensil.
- E. Place blank name tags out on each table with markers/crayons.
- F. Set up the trail mix station.

1. Welcome “chefs” to Cooking Academy: as whole groups (10 minutes)

- A. Explain the goal of Cooking Academy:
 - a. To work together each week to learn cooking skills, such as knife safety and basic cooking techniques.
- B. Introduce leaders and have “chefs” introduce themselves.
Examples for introductions:
 - Say your name and what you hope to learn from Cooking Academy.
 - Say your name and your favorite meal or snack.
 - Say your name and the “weirdest” food you have eaten.
- C. Provide “chefs” with name tags or let “chefs” create their own name tags.
 - a. Greet “chefs” by name to increase their sense of belonging every week.
 - b. Collect name badges at the end of each meeting and bring them back to the site for every meeting.

2. Introduce Program Evaluation: as whole class (10 minutes)

- A. Get the pre-program evaluation sheets from the folder. This evaluation is volunteer
- B. Pass out one sheet to each “chef” and pens or pencils if needed.
- C. Explain that we want to measure what “chefs” learn during the six-week program. Their input is important, and helps make the program better.
- D. Ask students to answer questions independently, but raise their hand if they have a question. Let them know there are no wrong answers.
- E. Let them know this is not graded, and that they aren't expected to know these things yet. We will do this again at the end so that they can see what they have learned.
- F. Please have the “chefs” answer all the questions on both sides.

3. Develop Ground Rules Poster: (10 minutes)

- A. Hang the blank poster paper up where everyone can see.
- B. Add “Ground Rules” to the top of the poster.
- C. Explain that everyone follows rules every day; at home, school, work, etc.
- D. Cooking Academy has ground rules too, but “chefs” create the rules they want to follow together.
- E. Ask “chefs” to think of some rules that will be helpful and important so that everyone remains safe and has fun.
- F. As rules are suggested, write them down.
 - a. If “chefs” cannot name some rules, help them out by giving a few examples.
 - b. Save this poster and tape it up at each meeting.

Examples of Cooking Academy ground rules:

- Listen for directions.
- Be respectful of the room and all equipment.
- Be respectful of others.
- Use caution with hot tools.
- No waving or running with knives.
- Wash your hands.
- Cover your mouth/nose when coughing or sneezing.
- Be positive. No negative words.
- Don’t “yuck” someone else’s “yum”. (Let everyone decide for themselves if they like a food or not.)
- No tolerance policy.
- HAVE FUN!

- G. Ask everyone to agree on the list they created and have them write their initials at the bottom of the page.
- H. Keep the poster posted during the whole class.
- I. Save the poster to post each week.

4. ‘Read A Recipe’ Game: in cooking groups (10 minutes)

Objective: Ask all “chefs” to work together in their groups to put the steps of the recipe in the correct order. This activity will help “chefs” and leaders to gain an understanding of how to read a recipe well, use proper hygiene, follow steps in order, and the importance of preparing materials before cooking can begin.

Supplies: Laminated Recipe Game cards from the folder.

Set Up: Give one set of recipe strips to each group.

Instructions:

- A. Explain to “chefs” that we follow a recipe in order to make sure that our food turns out edible and delicious. Reading the recipe helps us make a great meal or snack.
- B. In groups, hand out the strips of laminated paper with the recipe steps on them.
- C. Ask each person to read out loud one or two strips.
- D. Ask if there are any questions about the steps to make sure all “chefs” understand what each step means.
- E. Then decide as a group what order the steps go in the recipe. Have groups place their strips in order on the table from top to bottom.
- F. Once done, ask each group to read their laminated strips in the order they chose.
- G. Ask if they think they are in the correct order. Discuss with groups the order they choose and make changes in the steps as discussed.

5. Read recipe: in cooking groups (10 minutes)

- A. Hand out copies of recipes to each group from the folder.
- B. Use a copy from the folder to read through the recipe with the group.
- C. As a table, have each participant take turns reading the ingredients and instructions on the recipe handout. Ask all “chefs” to follow along and check for understanding.
- D. Point out the skills they will be learning today as you go (these are all noted below).

6. The next three activities will be at different stations and each cooking group will rotate station to station, spending about 15 minutes per station.

Station A- Recipe Preparation

Station B- Kitchen Utensil Matching Game

Station C- Kitchen Glossary

Station A: Cooking Skill Demonstration and Recipe Preparation: in cooking groups (included in 15 minute)

- How to use a measuring cup and measuring spoons

Measuring Basics

- A. Ask students to gather around your table so that they can see what you are doing during the demonstration.
- B. A recipe is like a scientific formula. You have to follow it carefully to get a product that looks and tastes good. Because measuring is very important for successful food preparation, you will use special equipment to measure ingredients.
- C. Do not assume they have used measuring cups and spoons before. Demonstrate the task slowly and explain everything you are doing.
- D. Show the different sizes of measuring cups and spoons.

a. **Dry measuring cups** are used to measure dry ingredients and solid fats.

1. Explain how to measure solid ingredients:

A. You can directly scoop food out of a container if:

- a. The measuring cup is clean.
- b. The container is big enough.
- c. The ingredients will transfer easily (such as dry cereal).



B. Use a spoon to transfer the ingredient to the cup when:

- a. It would otherwise be difficult to scoop (such as raisins in a small box).
- b. When the measuring cup is dirty.

C. In either case, fill the ingredients to the very top of the cup. You can use the back of a knife to level fine ingredients (such as flour). Do not overfill. Do not pack down ingredients unless the recipe says to.

2. Demonstrate measuring the cereal using the ½ cup dry measuring cup. Scoop into the box or pour into the cup. Then pour into a baggie.

During the cooking time, have the group leaders oversee each “chef” measuring and help correct any mistakes.

b. **Measuring spoons** come in sets of 1 tablespoon, 1 teaspoon, 1/2 teaspoon, and 1/4 teaspoon.

1. Explain these are used for smaller amounts of foods.
2. Explain how to read the abbreviations on the spoons.
 - TB or TBSP = tablespoon
 - TSP = teaspoon



5. Show them where to find the fractions written on the spoons.

6. Demonstrate how to measure:

- 2 tablespoons of raisins.
- 2 tablespoons of nuts.
- Pour into the baggie.

7. Recipe Preparation:

- A. Have students wash hands.
- B. Read the recipe together.
- C. Ask the group to form a line and go through the station, each “chef” making their own baggie of trail mix.
- D. Oversee each “chef” measuring and help correct any mistakes.
- E. As “chefs” finish, they can eat their snack.
- F. Discuss the trail mix and the recipe steps.
 - a. *What would you add if you were making this at home?*
 - b. *What textures do you find in the trail mix?*

Station B. Kitchen Utensil Matching Game: in cooking groups (15 minutes)

Objective: This matching game allows “chefs” to learn the terms and definitions of common kitchen utensils and equipment used in cooking.

Set Up: Display kitchen equipment from the kit on a table for each group.

Instructions:

- A. Explain that we need tools to cook and bake. Knowing what each kitchen tool does and how to safely use it is an important skill and part of cooking successfully.
- B. Point out the kitchen equipment displayed on the tables.
- C. In their group, “chefs” will be given a set of the terminology cards. Cards have the term written on one side, and the definition on the back side.
- D. Explain that as a group they must read the term and definition and then decide what each item is.
- E. They will match the correct card with the correct tool at their table.

After all equipment is labeled, hold up each tool for all to see and read the name. Explain to the group how the item will be used in cooking, examples of its various uses, and how to safely handle the tool.

Station C. Kitchen Glossary Activity (15 minutes)

Instructions:

- A. Explain that in this activity they will learn the definitions for kitchen terms. Knowing what each term is helps when reading a recipe.
- B. Hand out a kitchen glossary worksheet to each “chef.”
- C. Have them work in pairs to complete the worksheet.
- D. Help chefs by explaining and guiding them to understanding, not just giving them the answers. Use real life examples and remind them about the kitchen equipment they learned during the Kitchen Utensil Matching Game.
- E. Refer to the answer key when needed.

8. To finish class:

Leaders:

- Collect name tags, try to keep them in the groups to make next week easier.
- Pass out take home notes and recipes.
- Pack up equipment and food.
- Pack away the Ground Rules poster.
- Check the room for any messes left behind and return the room to its original set up.
- Complete the reflection sheet on the next page and discuss the answers as a team.
- Prepare for and review next week's lesson.

End of Lesson Plan Week 1

The next few pages are the games/activities/worksheets and recipes, copies are provided in the folder.

1. Overall, how did the class go?
2. How many students were present?
3. What was a highlight of this week?
4. Were there any problems or concerns?
5. Additional comments:



COOKING ACADEMY GROUND RULES

- 1. Listen for directions.**
- 2. Be respectful of the space.**
- 3. Use caution with HOT TOOLS!**
- 4. No waving, running or playing with knives.**
- 5. Wash your hands.**
- 6. Cover your mouth/nose when sneezing.**
- 7. No Negative words. Be POSITIVE and respectful to others.**
- 8. If you cannot follow these rules, you will not be allowed to participate.**
- 9. HAVE FUN!!**

Please review the above rules with your child. Fill in the bottom portion, cut, and return next week!

I, _____ will follow the Cooking Academy Ground Rules as stated above.
(Student)

_____, have read the Cooking Academy Ground Rules as stated above and understand
the _____ expectations of my child.
(Guardian)

Emergency Contact Information

Student Signature _____

Guardian Signature _____

Phone Number _____



COOKING ACADEMY GROUND RULES

Please review the above rules with your child. Fill in the bottom portion, cut, and return next week!

I, _____ will follow the Cooking Academy Ground Rules as stated above.
(Student)

_____, have read the Cooking Academy Ground Rules as stated above and understand the
(Guardian) expectations of my child.

Emergency Contact Information

Student Signature _____

Guardian Signature _____

Phone Number _____



Tasty Trail Mix

SERVINGS: 1

SERVING SIZE: 1 CUP

TIME: 5 MIN

Materials

- Resealable bag
- Measuring spoon
- Measuring cup
- Bowl

Ingredients

- ½ cup of whole grain cereal
- 2 Tablespoons of small dried fruit, such as raisins or dried apple bits
- 2 Tablespoons of nuts or seeds

Allergens

- *Nuts* -
Substitute with dried coconut or seeds, such as sunflower

A Get ready:

1. Wash hands. Tie back hair. Put on an apron if available.

B Make trail mix:

2. Measure each ingredient and place into a plastic resealable bag.
3. Close the plastic bag and shake ingredients.
4. Open bag, eat and enjoy!



California's CalFresh Healthy Living, with funding from the United States Department of Agriculture's Supplemental Nutrition Assistance Program - USDA SNAP, produced this material. These institutions are equal opportunity providers and employers. For important nutrition information, visit www.CalFreshHealthyLiving.org.



Sabrosa mezcla de frutos secos

PORCIONES: 1

TAMAÑO DE LA PORCIÓN: 1 TAZA

TIEMPO: 5 MIN

Materiales

- Bolsa de plástico
- Cuchara medidora
- Taza medidora
- Taza

Ingredientes

- 1/2 taza de cereal integral
- 2 cucharadas de fruta seca pequeña, como pasas o trozos de manzana secos
- 2 cucharadas de nueces o semillas

Alérgenos

- *Nueces* - Sustituir con coco seco o semillas, como las de girasol

A Preparar:

1. Lávate las manos. Amárate tu cabello hacia atrás. Ponte un mandil si está disponible.

B Hacer mezcla de frutos secos:

2. Mide cada ingrediente y ponlo en una bolsa de plástico resellable.
3. Cierra la bolsa de plástico y mezcla los ingredientes.
4. ¡Abre la bolsa, come y disfruta!



California's CalFresh Healthy Living, con fondos del Programa de Asistencia Nutricional Suplementaria del Departamento de Agricultura de los Estados Unidos – USDA SNAP, produjo este material. Estas instituciones son proveedores y empleadores de igualdad de oportunidades. Para obtener información nutricional importante, visite www.CalFreshHealthyLiving.org.

Select recipe to prepare.

Shop for ingredients.

Pull/tie back hair if necessary.

Wash hands and fingernails for at least 20 seconds with soap.

Put on an apron if available.

Read the recipe from start to finish.

Look up unfamiliar terms and concepts.

Gather all equipment and supplies.

Gather all the ingredients.

Reread the recipe one step at a time.

Measure and prepare ingredients.

Complete one step at a time until the recipe is completed.

Serve food.

Sit down and enjoy your food.

Put away leftovers within 2 hours.

Clean up, recycle, compost.

Kitchen Utensil Matching Game Answers

Can opener: a tool designed to cut the tops of metal containers.

Colander: a bowl-like tool with holes used to strain liquid from foods (such as pasta or vegetables).

Cutting board: a flat thin piece of wood or plastic used under foods to protect counters and tabletops from a knife.

Grater: a sturdy, handheld tool with small sharp holes. When pressing food against it you get small shreds.

Oven mitts (hot pad): something that you put on your hands when handling a hot dish or pan to keep them from getting burned.

Dry measuring cups: utensils used to get exact amounts of ingredients like cereal or pasta. These come in many different sizes.

Measuring spoons: utensils used to measure small amounts of food that range from ¼ teaspoon to 1 tablespoon in size.

Mixing bowl: a round dish that is open on the top.

Mixing spoon: a utensil used to stir food.

Liquid measuring cup: a utensil used to get exact amounts of ingredients like milk or oil. Clear with markings on the side.

Paring knife: a short, very sharp utensil used for small tasks such as slicing strawberries.

Chef's knife: a medium sized utensil used for cutting foods like carrots and potatoes.

Electric skillet: a large open top pan with medium height sides. Some have the heating element built in and plug directly into the wall.

Spatula: a flat utensil made of plastic or metal that is flat and used to flip foods.

Vegetable peeler: a utensil used to scrape away the outer layer of a fruit or vegetable.

Whisk: a kitchen utensil with several thin wire loops attached to a handle. Used for mixing foods together and adding air to make them lighter and fluffier.

Saucepan: A round, deep cooking vessel with a long handle. Used on a stovetop.

Utensil Matching Game

Can opener

a tool designed to cut
the tops of metal
containers.

Colander

a bowl-like tool with
holes used to strain
liquid from foods
(such as pasta or
vegetables).

Cutting board

a flat thin piece of wood or plastic used under foods to protect counters and tabletops from a knife.

Grater

a sturdy, handheld tool with small sharp holes.
When pressing food against it you get small shreds.

Oven mitts (hot pad)	something that you put on your hands when handling a hot dish or pan to keep them from getting burned.
-----------------------------	--

Dry measuring cups	utensils used to get an exact amount of ingredients like cereal or pasta. Available in various sizes like 1, ½ and ¼.
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Measuring spoons

utensils used to measure small amounts of food that range from $\frac{1}{4}$ teaspoon to 1 tablespoon in size.

Mixing bowl

a round dish that is open on the top.

Mixing spoon	a utensil used to stir food.
---------------------	------------------------------

Liquid measuring cup	a utensil used to get exact amounts of ingredients like milk or oil. Clear with markings on the side.
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Paring knife	a short, very sharp utensil used for small tasks such as slicing strawberries.
---------------------	--

Chef's knife	a medium sized utensil used for cutting foods like carrots and potatoes.
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Electric skillet

a large open top pan with medium height sides. Some have the heating element built in and plug directly into the wall.

Spatula

a utensil made of plastic or metal that is flat and used to flip foods.

Vegetable peeler	a utensil used to scrape away the outer layer of a fruit or vegetable.
-------------------------	--

Whisk	a kitchen utensil with several thin wire loops attached to a handle. Used for mixing foods together and adding air to make them lighter and fluffier.
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Saucepan

A round, deep cooking vessel with a long handle. Used on a stovetop.

KITCHEN GLOSSARY WORKSHEET

Write the correct term from below before the definition:

Boil	Chop	Drizzle	Ingredients	Melt	
Mix	Peel	Shred	Steam	Stir	Whisk

Definitions:

- _____ To cut with a grater into very thin, long narrow strips by pressing the food against the utensil and sliding it downwards.
- _____ To pour a liquid or semi-liquid food gently over another food in swirls and ribbons.
- _____ To heat until a solid, such as butter or chocolate, becomes liquid.
- _____ To use a large utensil to combine foods using a circular motion.
- _____ To mix quickly and incorporate air into the food, by lifting the food over and over using a utensil.
- _____ To cut into small pieces with a knife.
- _____ To cook over boiling water.
- _____ To remove only the outer layer of skin from fruits and vegetables.
- _____ To heat liquid until bubbles pop onto the surface constantly and repeatedly.
- _____ Food items needed in a recipe.
- _____ To completely join foods together.

ANSWER SHEET

Write the correct term from below before the definition:

Boil	Chop	Drizzle	Ingredients	Melt	
Mix	Peel	Shred	Steam	Stir	Whisk

Definitions:

1. **shred** To cut with a grater into very thin, long narrow strips by pressing the food against the utensil and sliding it downwards.
2. **drizzle** To pour a liquid or semi-liquid food gently over another food in swirls and ribbons.
3. **melt** To heat until a solid, such as butter or chocolate, becomes liquid.
4. **stir** To use a large utensil to combine foods using a circular motion.
5. **whisk** To mix quickly and incorporate air into the food, by lifting the food over and over using a utensil.
6. **chop** To cut into small pieces with a knife.
7. **steam** To cook over boiling water.
8. **peel** To remove only the outer layer of skin from fruits and vegetables.
9. **boil** To heat liquid until bubbles break on the surface constantly and repeatedly.
10. **ingredients** Food items needed in a recipe.
11. **mix** To completely join foods together.

LESSON 2

Knife Skills: Part 1 and Skillet Safety

Featured Recipe: Delicious Berry French Toast



LESSON 2

Knife Skills Part 1: Skillet Safety

Key Concepts: Learn to prepare eggs, whisk, use tongs, flip food items using a spatula, and measure liquid ingredients.

Recipe: Delicious Berry French Toast

Pre-class Preparation & Set Up

Introduction	5 minutes
Review Ground Rules and Previous Lesson	5 minutes
Safety Lesson and Test	20 minutes
A. Play Dough Safety Lesson	
B. Knife and Skillet Safety Test	
Read Recipe: Delicious Berry French Toast	5 minutes
Cooking Skills Demonstration	10 minutes
Recipe Preparation	20 minutes
Eat Together and Discussion	10 minutes
Clean Up	15 minutes

Total Class Time 90 minutes

SUPPLIES NEEDED FOR WEEK 2

Room Posters	Cooking Equipment	Supplies
Handwashing	1 Teaspoon	Aprons
Ground Rules	1 Tablespoon	Tablecloths
	Bowls	Dishtowels
Safety Lesson & Test	Colander	Dishrack
Playdough	Cutting board	Dish soap
Plastic Chef's Knife	Electric skillet, with lid (or hot plate and pot)	Hand soap
Cutting Board/Paper Plate	Extension cord (if needed)	Sponges
Knife Cuts Paper, Laminated	Knives	Hand sanitizer
Safety Test, 1 per student*	Liquid measuring cup	Disinfectant wipes
	Oven mitt	Paper towels
Take Home Papers	Spatula	Latex gloves
Recipe, 1 per student*	Spoon, mixing	First aid kit
	Spoon, serving	Broom & Dustpan/Vacuum
Ingredients	Whisk	Garbage bags
Berries	Fork	Plates/Bowls
Bananas	Tongs	Forks/Spoons/Knives
Eggs		Napkins
Milk, low-fat		Hair ties/Rubber bands
Cinnamon		Name Tags
Cooking Spray, non-stick		
Bread, whole wheat		

*These pages can be found in folder

LESSON PLAN WEEK 2

1. Set-Up: Leaders (5-10 minutes)

- A. Lay out name tags and aprons for each group.
- B. Put up Justice for All, Handwashing and Ground Rules Posters.
- C. Set up cooking stations for each group.
 - a. See Supplies List.
- D. Rinse the fruit beforehand.
- E. Determine who will do the demonstrations.
- F. Set-up for Safety lesson and test.
- G. Set-up for cooking skills demonstration.
 - a. Cracking eggs and using a whisk.
 - b. Using tongs and flipping bread.
 - c. Measuring with a liquid measuring cup.

2. Introduction: as a whole class (5 minutes)

- A. Introduce staff and this week's lesson.
 - a. Berry French Toast
- B. Everyone should have name tags on and visible.
- C. Collect signed take home sheets sent out last week.

3. Review ground rules and previous lesson: as a whole class (5 minutes)

- A. Review the Ground Rules poster with "chefs." Add any new concerns that may have come up during Lesson Two.
- B. Ask "chefs" to recall what Lesson One covered and share.
- C. Ask "chefs" if they prepared the recipe from last class and if they made any changes or added something to the recipe.

4. Safety Lesson and Test: as a whole class (15 minutes)

Knife Skill Playdough Activity

A. **Using a knife** (refer to the Cooking Skills section for additional information).

Demonstrate how to:

- i. Tell the difference between a chef's knife and a paring knife.
- ii. Know when to use a chef's knife or paring knife.
- iii. Hold a knife safely.
- iv. Walk with a knife if necessary.
- v. Chop a food with the tip of the blade of the chef's knife always in contact with the cutting board while rocking it up and down.

B. **Using a skillet.** Demonstrate how to:

- i. Attach cord and turn on the skillet, carefully lining up the outlet pieces.
- ii. Tell when it has reached the correct temperature.
- iii. Be careful so as not to burn yourself. What parts get hot:
 1. The glass lid and the pan, the handle might be hot too
- iv. Crumple up a paper towel, hold it with tongs, and wipe out the skillet carefully, if needed when changing ingredients in the pan.
- v. Unplug the skillet by pulling on the hard plastic ends, and not the cord.
- vi. Allow the skillet to cool as much as possible before washing
- vii. When removing the lid use a hot pad or oven mitt and lift the lid away from you.
- viii. Rinse and dry the skillet after use, do not submerge the skillet in water.

C. **Give the Knife and Skillet Safety Quiz**

5. **Read recipe: as a whole class (10 minutes)**

- A. Hand out copies of recipes to each group.
- B. As a group, have participants say the words you skip as you read the ingredients and instructions on the recipe handout. Ask all "chefs" to follow along and check for understanding.
- C. Point out the skills they will be learning today as you go (these are all noted below).

6. **Cooking skills demonstration: Teens (10 minutes)**

Ask the students to gather around your cooking demonstration station so they can all see what you are doing.

a. **How to break an egg:**

- i. Hold the egg in one hand.
- ii. Gently knock the center of the shell on the edge of a bowl or cup to create a crack.
- iii. Hold the egg over a small bowl.



- iv. Pull the shell apart by grabbing both ends and separating.
- v. The egg will slide into the bowl.
- vi. Check for any shell pieces that may have fallen in. Remove with a spoon.

b. How to use a whisk:

- i. **Side whisking:** Side whisking involves using a side-to-side motion with your dominant hand.
- ii. **Circular whisking:** This type of whisking involves looping your whisk in a circular motion with your dominant hand. Circular whisking is a useful method for preventing the edges of a sauce from burning.
- iii. **Beating:** Beating involves whisking in a diagonal direction to carefully lift liquid out of the bowl. Using this method whips egg whites together, incorporating air molecules into the mixture. This makes your ingredient have a fluffy result.

c. How to use tongs:

- i. Tongs are used to grip something and lift it.
- ii. Always move food while keeping a firm grip on the handle of the cooking pan or skillet, while using tongs to prevent spills or burns.
- iii. Grab the closed end of the tongs, the open end will be used to grab the food. Hold and release pressure to grab different sized food items.

d. How to flip bread with a spatula:

- i. A spatula can be used to flip food items in pans, coat food with spices or oils, or remove food from containers.
- ii. Always flip food while keeping a firm grip on the handle of the cooking pan or skillet, to prevent spills or burns.
- iii. Use a pot holder if hot oil is splattering to protect yourself.
- iv. Slide the spatula underneath the food item.
- v. Lightly lift it once the spatula is completely under the item.
- vi. Move the spatula up and over to flip the food item onto its other side.



e. **How to use a liquid measuring cup:**



- i. These are used to measure liquids such as milk, water or oil. These cups have a spout and measurement markings.
- ii. Place the measuring cup on a level surface.
- iii. Slowly pour the liquid into it until you reach the correct amount.
- iv. To get an accurate measurement, bend down and read the measurement at eye level.
- v. Slowly pour from the measuring cup to prevent spills and drips.

6. Cook together: in cooking groups (30 minutes)

Break into cooking groups. There should be a teen leader or staff with each group, at all times. As a group you will cook the recipe together.

The **leader** should perform the following steps in each group:

- Rinse the fruit beforehand.
- Ask for volunteers to:
 - Crack the eggs.
 - Measure and pour the milk.
 - Whisk the mixture.
 - Measure and add the cinnamon.

Each “chef” will have work to do. In this recipe, there is a combination of individual and team work.

Each “chef” will practice:

- Slicing ¼ cup berries.
- Slicing ¼ a banana.
- Move fruit to their own plate.
- Spraying oil, during their turn to make their toast.
- Dipping bread using tongs, during their turn to make their toast.
- Flipping bread using a spatula, during their turn to make their toast.

7. Eat together: in cooking groups (15 minutes)

As a table, eat together. Discuss how the recipe was made, what changes can be made, how “chefs” might do the recipe at home. Ask if there are any questions.

- **Talk about how colors make food more visually appealing.**
- **What are some common breakfast foods they eat?**
- **How could they make them more colorful?**
For example
 - “I am going to try adding canned fruit to my cottage cheese.”

- “I like to add frozen peas to my top ramen.”
- “Maybe adding red apple slices to my grilled cheese sandwich would be good.”
- “Maybe I could try adding bell peppers to my pizza.”
- **Talk about breakfast foods.**
 - “What is your favorite quick breakfast?”
 - “How do you make it?”
 - “Have you made it with your family before?”
 - “How could you make it more colorful?”
 - “What is your favorite holiday, weekend or special event breakfast?”
 - “How could you make it more visually appealing?”

8. Clean up together: in table group (15 minutes)

As a group, ask and assign “chefs” to a clean up tasks:

- Wiping foods off of dishes into trash and putting back extra foods.
- Washing dishes.
- Drying dishes.
- Packing away items.
- Sweeping.
- Wiping down tables or tablecloths and putting them away.
- Disposing of trash.

Leaders:

- Collect name tags, try to keep them in the groups to make next week easier.
- Pass out take home notes and recipes.
- Pack up equipment (including guidelines poster) and food.
- Check the room for any messes left behind.
- Complete the reflection sheet on the next page and discuss the answers as a team.
- Prepare for and review next week's lesson.

1. Overall, how did the class go?
2. How many students were present?
3. What was a highlight of this week?
4. Were there any problems or concerns?
5. Additional comments:

TASTE TESTING TOOL

Program staff should fill out this form completely and return to UCCE Community Educator.

School/Site: _____

Number of students in class today: # _____

Date: _____

Recipe/ Food:

☐ Stir-fry/ edamame

☐ Soup/ whole wheat pasta

☐ Wraps/ hummus

☐ French toast/ berries

☐ Quesadilla/ diced zucchini

Encourage students to try the foods, but do not force them. Forcing people to eat foods they dislike often makes them like the food less.

After the students have tried the food, ask the following questions. Ask students to raise their hand to indicate a “yes”. Record the results.

1. Before today’s class, have you tasted ____ (insert food here, for example “Cooked tofu”) _ before? # _____ students
2. Did you taste it today? # _____ students
3. Are you willing to eat it again? _____ students
4. Are you willing to ask for it at home? _____ students



Delicious Berry French Toast

SERVINGS: 8

SERVING SIZE: 1

TIME: 30 MIN

Materials

- Colander
- Cutting board
- Forks
- Measuring cups
- Measuring spoons
- Skillet
- Plates
- Oven mitts
- Spatula
- Bowl
- Knife
- Tongs
- Whisk
- 2 small bowls
- Paper towels

Ingredients

- 2 cups berries (blueberries, strawberries, blackberries or raspberries)
- 2 bananas
- 4 large eggs
- 1 cup low-fat milk
- 1 teaspoon ground cinnamon
- Cooking spray
- 8 slices 100% whole wheat bread

Allergens

- *Wheat* - replace with gluten free bread for the entire group.
- *Eggs* - prepare only the fruit, and top with muesli, granola, nuts or yogurt.
- *Specific fruit* - eliminate from the recipe.
- *Milk* - replace with almond, soy, or oat milk.

A Prep:

1. Wash hands. Tie back hair. Put on an apron if available.
2. Rinse berries.
3. Cut or pull off leafy tops or stems from berries and compost.
4. Slice strawberries into $\frac{3}{8}$ - $\frac{1}{4}$ inch thick slices.
5. Slice bananas into $\frac{3}{8}$ - $\frac{1}{4}$ inch thick slices. Set fruit aside for later.

**B Cook:**

6. In a bowl, crack eggs. Then compost shells.
7. Add milk and cinnamon. Mix well with fork or whisk to break apart egg yolk and combine.
8. Heat skillet to medium high heat.
9. Spray oil into pan to prevent egg mixture from sticking.
10. Using the tongs, dip a piece of bread into egg mixture. Flip to coat both sides.
11. While lifting out bread, let it drip excess back into the bowl for a few seconds.
12. Place bread gently onto skillet.
13. Repeat with the other pieces of bread.
14. Check each piece after 2 minutes to see if it has browned. Eggs should be firm and the color like toast. Once it reaches this stage, flip the bread using the spatula.
15. When bread is done, place one piece on each plate.
16. Top each piece of bread with the fruit.
17. Enjoy! Store any leftovers in the refrigerator within 2 hours of preparing.



At-Home Preparation Tips

Delicious Berry French Toast

- Fruit can be cooked at home. Stir occasionally while cooking the fruit. It will begin to get soft and create something more like a fruit sauce. Add one tablespoon of water if the fruit is getting stuck to the pan.
- If you can't find fresh berries, you can use frozen ones. Just heat before serving, as they will already be soft and juicy.
- Different sizes of bread will need varying amounts of the milk/egg mixture. If you run out, just make more.
- Cinnamon is not crucial to the recipe. If you do not have any, just eliminate it.
- Any type of milk you have will work.
- While liquid oils are a healthy fat to eat, if you only have butter or margarine those will also work to keep the egg from sticking.
- This recipe can be made ahead of time for busy mornings:
 - Put the fruit mixture in a separate container in the refrigerator so the bread does not get soggy.
 - Reheat toast on a skillet, in a pan, in a toaster, or under the broiler in an oven to crisp.
 - Toast can also be frozen and reheated for up to 2 years!



Delicioso Pan Tostado Francés con bayas

PORCIONES: 8

TAMAÑO DE LA PORCIÓN: 1

TIEMPO: 30 MIN

Materiales

- Colador
- Tabla de cortar
- Tenedores
- Tazas medidoras
- Sartén
- Cucharas medidoras
- Platos
- Guante de horno
- Espátula
- Taza
- Cuchillo
- Pinzas
- Batidor
- 2 tazas pequeñas
- Toallas de papel

Ingredientes

- 4 tazas de bayas (arándanos, fresas, moras o frambuesas)
- 4 plátanos
- 4 huevos grandes
- 1 taza de leche baja en grasa
- 1 cucharadita de canela molida
- Spray para cocinar
- 8 rebanadas de pan 100% integral

Alérgenos

- *Trigo:* reemplázelo con pan sin gluten para todo el grupo.
- *Huevos:* prepare solo la fruta y cubra con muesli, granola, nueces o yogur.
- *Fruta específica:* eliminar de la receta.
- *Leche:* reemplázela con leche de almendras, soya o avena.



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A Preparación:

1. Lávate las manos. Amárrate el cabello hacia atrás. Ponte un mandil si está disponible.
2. Enjuague las bayas.
3. Corte o retire las hojas y los tallos de la fruta y pon los en el compost.
4. Corta las fresas en rodajas 1/8 -1/4 pulgadas gruesas.
5. Cortar los plátanos en rodajas 1/8-1/4 pulgadas gruesas. Guarda la fruta para más tarde.



B Cocinar:

6. En un tazón, rompa los huevos. Luego pon la cascara de huevo en el compost.
7. Agregue la leche y la canela. Mezcla bien con el tenedor o bate para romper la yema del huevo y combinar.
8. Caliente el sartén a fuego medio alto.
9. Pon el spray de aceite en la sartén para evitar que la mezcla de huevo se pegue.
10. Usando las pinzas, sumerja un trozo de pan en la mezcla de huevo. Voltea el pan para cubrir ambos lados.
11. Mientras levanta el pan, deje que gotee el exceso de la mezcla durante unos segundos en el tazón.
12. Coloque el pan suavemente en el sartén.
13. Repita con los otros pedazos de pan.
14. Revise cada pieza después de 2 minutos para ver si se ha dorado. Los huevos deben ser firmes y el color debe ser igual que un pan tostado. Una vez que llegue a esta etapa, voltee el pan usando la espátula.
15. Cuando el pan esté listo, coloque una pieza en cada plato.
16. Cubra cada pedazo de pan con la fruta.
17. ¡Disfruta! Guarde las sobras en el refrigerador dentro de 2 horas después de la preparación.



Consejos para la preparación en el hogar

Delicioso Pan Tostado Frances con bayas

- La fruta se puede cocinar en casa. Mezcla ocasionalmente mientras cocina la fruta. Comenzará a ablandarse y creará algo parecido a una salsa de frutas. Agregue una cucharada de agua si la fruta se está pegando a él sartén.
- Si no puede encontrar bayas frescas, puede usar bayas congeladas. Solo caliente la fruta antes de servir, y estarán suaves y jugosas.
- Diferentes tamaños de pan necesitarán cantidades diferentes de la mezcla de leche/huevo. Si se te acaba, solo haz más.
- La canela no es crucial para la receta. Si no tienes, simplemente elimínalo.
- Cualquier tipo de leche que tenga funcionará.
- Los aceites líquidos son una grasa saludable para comer, pero si solo tiene mantequilla o margarina, también funcionarán para evitar que el huevo se pegue.
- Esta receta se puede hacer antes de tiempo para las mañanas ocupadas:
 - Coloque la mezcla de frutas en un recipiente separado en el refrigerador para que el pan no se empape.
 - Vuelva a calentar el pan tostado en un sartén, en una cacerola, en una tostadora o debajo de la parrilla en un horno para que estén crujientes.
 - ¡El pan tostado también se pueden congelar y recalentar hasta por 2 años!

California's CalFresh Healthy Living, con fondos del Programa de Asistencia Nutricional Suplementaria del Departamento de Agricultura de los Estados Unidos – USDA SNAP, produjo este material. Estas instituciones son proveedores y empleadores de igualdad de oportunidades. Para obtener información nutricional importante, visite www.CalFreshHealthyLiving.org.

KNIFE CUTS ACTIVITY

Goal: Use play dough to practice knife cut safety and estimating thickness and size.

Set up:

Put students in cooking groups.

Have at least 2 laminated copies of the Knife Cuts sheet per group.

Play-Doh (recommend 4 oz per chef)

Plastic Chef's knife or Chef's Knife**

Instructions:

1. Students should knead the play dough to get it warmed up to shape.
2. Remind students to practice knife safety and that group leaders will be checking #8 on the safety test as they practice.
3. Shape the dough into a cylinder shape.
4. Leaders demonstrate all the knife skills and knife safety.
5. Chef's practice cutting the cylinder into slices and if time allows practice- dice, chop, and mince:
 - a. Slice
 - i. Cut the cylinder in half longways.
 - ii. Slice the half cylinder into half-moons.
 - iii. Practice slicing $\frac{1}{4}$ and $\frac{1}{8}$ inch thick pieces.
 - iv. Compare to the Knife Cuts sheet.
 - v. Knead the pieces back together and remake the cylinder.
 - b. Chop
 - i. Cut the cylinder in half longways.
 - ii. Slice the cylinder into long equal strips, keep the strips together.
 - iii. With the strips together, practice cutting the strips into $\frac{1}{4}$ and $\frac{1}{8}$ inch pieces.
 - iv. Knead the pieces back together and remake the cylinder.
 - c. Dice
 - i. Cut the Cylinder in half longways.
 - ii. Slice the cylinder into long equal strips. Half into $\frac{1}{4}$ pieces and half into $\frac{1}{8}$ inch pieces. Keep the strips together.
 - iii. With the strips together, practice cutting the strips into $\frac{1}{4}$ and $\frac{1}{8}$ inch pieces.
 - iv. Knead the pieces back together and remake the cylinder.
 - d. Mince
 - i. Make a small piece of play dough into the shape like a teardrop or garlic clove.
 - ii. Make very thin slices, try to keep the slices together.
 - iii. Turn the pile of slices and slice again into smaller pieces.
 - iv. Pile the pieces up again and work the knife back and forth making all the pieces as small as possible.
 - e. Knead dough back together and return to the package.

** If using a regular chef's knife be sure to wash before moving into the cooking lesson

KNIFE CUTS

Dice



1/4 inch x 1/4 inch



1/8 inch x 1/8 inch



Chop



1/4 inch x 1/4 inch



1/2 inch x 1/2 inch

Slice



1/4 inch



1/8 inch



Mince



KNIFE SAFETY QUIZ

Name: _____

Instructions: Check the correct answer.

1. How should you position your hand when holding a knife?

☐ Top of the handle & blade

☐ End of the handle

☐ Middle of the handle

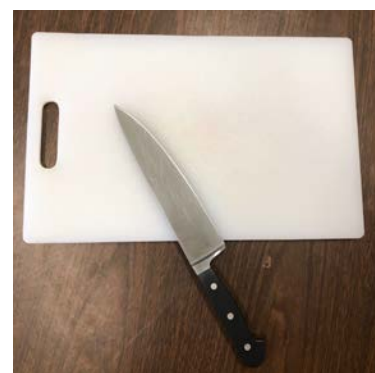


2. Where should the knife be placed when you are not actively using it?

☐ Above the board

☐ On the top of the board

☐ Halfway on the board



3. What surface should you use to cut on?

☐ Cutting board

☐ Table



4. How should you position your hand that is holding the food?

☐ Fingers untucked



☐ Fingers tucked in (claw)



5. What should you do if you drop the knife on the floor?

- Pick it up immediately and start using it again.
- Pick it immediately, wipe it with a towel, and start using it again.
- Pick it up and hold it carefully and tell your leader that it needs to be washed. Do not place it on the cutting board.

6. Where should your knife go if it needs to be cleaned?

- In the dirty dishes container
- In the sink full of water
- On the table

7. What should you do when a knife slips out of your hands?

- Step back as quickly as possible.
- Try to catch it.
- Slap at it.
- Scream so others know.

8. Please demonstrate the following to your leader using a safety knife, during the knife skills playdough activity:

	PASS	REPEAT
Holding a knife	<input type="checkbox"/>	<input type="checkbox"/>
How to chop and hold a food	<input type="checkbox"/>	<input type="checkbox"/>
How to slice a food	<input type="checkbox"/>	<input type="checkbox"/>

APPROVED BY LEADER:

☐ Pass ☐ No Pass (Repeat at next lesson)

SKILLET SAFETY

Name: _____

1. What pieces of the skillet get hot (select all that apply)?

- a. The lid b. The pan c. The handles d. The cord e. The food

2. How do you open the lid?

- a. Towards you b. Away from you c. Straight up d. Twist off

3. What could happen if you put paper and/or plastic next to the hot skillet?

4. What should you use when touching the skillet to prevent your hands from burning?

5. What happens if you use metal utensils on a nonstick skillet?

IF YOU ARE USING ELECTRIC SKILLETS:

6. How do you wash the electric skillet?

- a. Put the whole pan including the cord and lid into a sink full of soapy water.
b. Put only the lid and pan into a sink full of soapy water.
c. The lid can go into a sink full of soapy water, but the pan should be washed/rinsed with a sponge and rinsed out so that the port is never submerged in water.

APPROVED BY LEADER:

- ☐ Pass ☐ No Pass (Repeat at next lesson)

Knife Safety Answer Key

1. How should you position your hand that is holding the knife? (See pictures)
Middle of the handle
2. Where should the knife be placed when you are not actively using it? (See pictures)
Top of the cutting board
3. What surface should you use to cut on? (See pictures)
Cutting board
4. How should you position your hand that is holding the food? (See pictures)
Fingers tucked in (claw)
5. What should you do if you drop the knife on the floor?
Move away from the knife as it falls. Pick it up and hold it carefully and tell your leader that it needs to be washed. Do not place it on the cutting board.
6. Where should your knife go if it needs to be cleaned?
In the dirty dishes container
7. What should you do when a knife slips out of your hands?
Step back as quickly as possible.

Skill Safety Answer Key

2. What pieces of the electric skillet get hot?
- b. All of them. b. The lid and the pan c. The handles
2. How do you open the lid?
- b. Away from you
3. How do you wash the electric skillet?
- d. Put the whole pan including the cord and lid into a sink full of soapy water.
e. Put only the lid and pan into a sink full of soapy water.
f. The lid can go into a sink full of soapy water, but the pan should be washed/rinsed with a sponge and rinsed out so that the port is never submerged in water.
4. What could happen if you put paper and/or plastic next to the electric skillet?
-
5. What should you use when touching the skillet to prevent your hands from burning?
-
6. What happens if you use metal utensils on a nonstick skillet?

LESSON 3

Knife Skills Part 2: Learning Dicing and Opening Canned Goods

Featured Recipe: Crispy Black Bean and Vegetable Quesadilla



LESSON 3

Knife Skills Part 2: Learning Dicing and Opening Canned Goods

Key Concepts: Use a can opener, drain a can with the lid, measure liquid with a tablespoon, and test zucchini for readiness

Recipe: Crispy Black Bean and Vegetable Quesadilla

Pre-class Preparation & Set Up

Introduction	5 minutes
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Review Ground Rules and Previous Lesson	5 minutes
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Read Recipe: Black Bean and Vegetable Quesadilla	10 minutes
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Cooking Demonstration	10 minutes
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Cook	30 minutes
------	------------

Eat Together and Discussion	15 minutes
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Clean Up	15 minutes
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Total Class Time	90 minutes
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SUPPLIES NEEDED FOR WEEK 3

Room Posters

Handwashing

Ground Rules

Cooking Equipment

½ Teaspoon

1 Tablespoon

Bowls

Box Grater

Can opener

Colander

Cutting board

Electric skillet, with lid (or hot plate and pot)

Extension cord (for skillet)

Knives

Oven mitt

Spatula

Spoon, serving

Supplies

Aprons

Tablecloths

Dishtowels

Dishrack

Dish soap

Hand soap

Sponges

Hand sanitizer

Disinfectant wipes

Paper towels

Latex gloves

First aid kit

Broom & Dustpan/Vacuum

Garbage bags

Plates/bowls

Forks/Spoons/Knives

Napkins

Hair Ties/Rubber bands

Name Tags

Ingredients

Black Beans

Zucchini

Corn

Cheddar cheese, low-fat

Oil, canola

Black pepper, ground

Tortillas, whole wheat

Cooking Spray, non-stick

Salsa (optional)

Take Home Papers

Recipe, 1 per student*

Parent/Guardian Letter, 1 per student*

*These pages can be found in folder

LESSON PLAN WEEK 3

1. Set-up: Leaders (5-10 minutes)

- A. Lay out name tags and aprons for each group.
- B. Read through this week's lesson plan.
- C. Put up Handwashing and Ground Rules Posters.
- D. Set up cooking and eating stations for each group.
- E. Put out food.
 - a. Rinse zucchini and cans.
- F. Determine who will do the demonstrations.
- G. Set-up for cooking skills demonstration.



2. Introduction: (5 minutes)

- A. Introduce staff and this week's lesson.
 - a. Black Bean and Vegetable Quesadillas
- B. Everyone should have name tags on and visible.

3. Review ground rules and previous lesson:(5 minutes)

- A. Review the Ground Rules poster with “chefs”. Add any new concerns that may have come up during Lesson Two.
- B. Ask “chefs” to recall what Lesson Two covered and share.
- C. Ask “chefs” if they prepared the recipe from last class and what changes they made, if any.

4. Read recipe: as a whole class (10 minutes)

- A. Hand out copies of recipes to each group.
- B. As a group, have participants say the words you skip as you read the ingredients and instructions on the recipe handout. Ask all “chefs” to follow along and check for understanding.
- C. Point out the skills they will be learning today as you go (these are all noted below).

5. Cooking skills demonstration: as whole class (10 minutes)

Ask the students to gather around your cooking demonstration station so they can all see what you are doing.

A. How to use a can opener

- Rinse and dry the top of the can.
- Place the can on the countertop.
- Latch the opener onto the can's edge.
- Squeeze the two arms together. You should feel the cutting wheel puncture the can lid.
- Turn the knob to cut the can open.
- As the can is cut, the opener naturally rotates around the can.
- Once you've cut the metal ring to almost the end (leaving a section as a hinge) you can pry open the lid with a butter knife or fork, then cautiously use your fingers to pull the lid away.

B. Draining liquid from an aluminum can

- If you cut the lid off completely, it'll fall into the can. Instead leave a bit of the lid uncut, you now have a hinge.
- Gently press the lid of the can into the can.
- Hold the lid as you then turn the can upside down to drain the liquid from the can.
- When you are done draining the can, pry the lid up with a butter knife or fork, then cautiously use your fingers to pull the lid back.
- Once you've gotten the food out of your can, press or place the lid back into the can. It's still sharp, so be careful not to get cut.



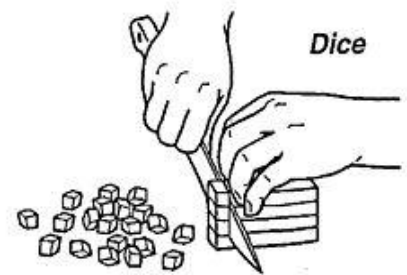
C. How to dice. Demonstrate how to:

- Dicing is** cutting food into small cubes. Slice the food into strips. Stack the strips and slice through them lengthwise into $\frac{1}{8}$ " to $\frac{1}{4}$ " cubes. Keep your fingertips curled around the food to avoid cuts. Dicing creates uniform pieces that cook more evenly. The smaller pieces help the flavor to spread quickly throughout the dish.



D. Measuring a liquid with a tablespoon. Demonstrate how to:

- Have one person hold the measuring spoon over an extra dish or surface. This is to make sure that if it spills it does not go into your main bowl and ruin your dish.
- Pour from a large bottle into a tiny spoon without spilling.



- c. Pour just enough to get to the rim of the spoon.
- d. Transfer to the main recipe bowl or pan without spilling.
- E. **Using a grater.** Demonstrate how to:
 - a. Keep fingers away from sharp edges. Go slow, use caution, and watch your knuckles.
 - b. Lay the grater flat as shown in the image. Apply even pressure on the downward stroke for consistent thickness. Upwards strokes do not work.
 - c. Use only the large holes on the grater to prevent clumping and for larger shreds, smaller holes are for hard cheeses.
 - d. Discard the last pieces of cheese to avoid cuts or use the “grabber” to finish if possible.



6. Cook together: in cooking groups (30 minutes)

Break into cooking groups. There should be a teen leader or staff with each group, at all times.

As a group you will cook the recipe together.

The leader should perform the following steps before class:

- Rinse the tops of the cans.
- Wash the zucchini.
- Cut each zucchini into 4 pieces.
- **Testing vegetables for readiness.** Demonstrate how to:
 - Check to see if vegetables are cooked by piercing them with a fork and then tasting them if necessary (you are looking for a soft but not mushy texture).
 - Dispose of any forks that have been used for tasting.
 - Remove from heat safely by using a spatula.

Each “chef” will have work to do, but there will be different tasks to be done by different people. Assign a task to each “chef”:

- Black beans. Open can, drain, rinse.
- Dice ¼ of a zucchini, per “chef.”
- Open and drain the corn.
- Grate the cheese.
- Cook vegetable mix in the skillet.
- Season with pepper.
- Clean the skillet with paper towel and tongs (two people can do this if needed.)

Once all of the food is prepared up to step 15, then each chef can create their own quesadilla. The leader should monitor portions taken to ensure everyone gets enough ingredients for theirs. Each “chef” should:

- Spread about $\frac{1}{8}$ of the vegetable mixture onto the tortilla.
- Sprinkle $\frac{1}{8}$ of the cheese on the tortilla.
- Fold tortilla.
- Cook in a skillet (multiple tortillas can be cooked at the same time.)
- Serve with salsa, if they want.

7. Eat together:(15 minutes)

As a group, eat together.

Discuss the following while eating:

Talk about different ways of preparing the foods on the table.

- “This food could be made with any kind of cheese you prefer, what would you want to use?”
- “What other vegetables could we include?”
- “What other dips could we try?”

Talk about cultural foods.

- “What is your favorite food and where does it come from?”
- “Quesadillas are a food from Mexico. How could we adjust the ingredients to include foods from another culture?” (If helpful, suggest something like you could use chickpeas inside and dip in a curry sauce for an Indian flare, or white beans and dip in a spaghetti sauce for an Italian taste.)
- “What are some cultural dishes that your family makes at home?”

8. Clean up together: in cooking groups (15 minutes)

As a group, ask and assign “chefs” to a clean up tasks:

- Wiping foods off of dishes into trash and putting back extra foods.
- Washing dishes.
- Drying dishes.
- Packing away items.
- Sweeping.
- Wiping down tables or tablecloths and putting them away.
- Disposing of trash.

Leaders

- Collect name tags, try to keep them in the groups to make next week easier.

- Pass out take home notes and recipes.
- Pack up equipment and food.
- Check the room for any messes left behind.
- Complete the reflection sheet on the next page and discuss the answers as a team.
- Prepare for and review next week's lesson.

Week ____ Site _____ ☐ Staff or ☐ Teen

REFLECTION FOR THIS WEEK'S LESSON

1. Overall, how did the class go?

2. How many students were present?

3. What was a highlight of this week?

4. Were there any problems or concerns?

5. Additional comments:

TASTE TESTING TOOL

Program staff should fill out this form completely and return to UCCE Community Educator.

School/Site: _____

Number of students in class today: # _____

Date: _____

Recipe/ Food:

☐ Stir-fry/ edamame

☐ Soup/ whole wheat pasta

☐ Wraps/ hummus

☐ French toast/ berries

☐ Quesadilla/ diced zucchini

Encourage students to try the foods, but do not force them. Forcing people to eat foods they dislike often makes them like the food less.

After the students have tried the food, ask the following questions. Ask students to raise their hand to indicate a “yes”. Record the results.

1. Before today’s class, have you tasted ____ (insert food here, for example “Cooked tofu”) _ before? # _____ students
2. Did you taste it today? # _____ students
3. Are you willing to eat it again? _____ students
4. Are you willing to ask for it at home? _____ students



Crispy Black Bean and Vegetable Quesadilla

SERVINGS: 8

SERVING SIZE: 1

TIME: 30 MIN

Materials

- Box grater
- Can opener
- Colander
- Cutting board
- Large skillet with lid
- Measuring spoons
- Oven mitts
- Plates
- Spatula
- Sharp knife
- Spoon, serving

Ingredients

- 1 (15 oz) can, or 1 ½ cups of black beans, no salt
- 1 (15 oz) can, or 1 ½ cups of corn, no salt
- 2 large zucchini
- 8 oz low-fat sharp cheddar cheese
- 1 tablespoon oil
- 1/2 teaspoon ground black pepper
- 8 (8-inch) 100% whole wheat flour tortillas
- Nonstick cooking spray or oil
- Salsa (optional)

Allergens

- *Wheat* - substitute with corn or gluten-free tortillas
- *Milk* - substitute with dairy-free cheese

A Prep:

1. Wash hands. Tie back hair. Put on an apron if available.
2. Wash the top of the cans before opening.
3. Open can of beans. In a colander, drain and rinse black beans.
4. Rinse zucchini. Dice zucchini into $\frac{1}{8}$ - $\frac{1}{4}$ " pieces. (about the same size as corn) set aside.
5. Open the lid of the canned corn, but do not discard.
6. While holding the lid on the can, strain liquid into the sink or garbage can. Push down on the lid to release more juice. Set can aside.
7. Grate cheese. Set aside.



B Cook:

8. In a large skillet over medium high heat, add oil.
9. Cook until the zucchini is semi soft, about 5 minutes more.
10. Add corn. Cover and cook until tender, stirring a few times. Remove from heat.
11. Add black beans to the vegetable mixture. Stir to combine.
12. Season mixture with black pepper.
13. Transfer the mixture to a medium bowl.
14. Using tongs and a crumpled paper towel wipe away moisture from the skillet.
15. Spread $\frac{1}{8}$ of vegetable mixture evenly on half of each tortilla.
16. Add $\frac{1}{8}$ of the cheese on top of the mixture.
17. Fold tortillas over. Press lightly with spatula to flatten.
18. Over medium/high heat, spray the skillet lightly with nonstick cooking spray. Add one folded tortilla.
19. Cook for about 4 minutes until lightly browned. Flip with spatula and brown other side. Repeat until all quesadillas are cooked.
20. Add salsa on the side (optional).
21. Enjoy! Clean up and put away leftovers.





Quesadilla Crujiente de Frijoles Negros y Verduras

PORCIONES: 8

TAMAÑO DE LA PORCIÓN: 1

TIEMPO: 30 MIN

Materiales

- Rallador de cajas
- Abrelatas
- Colador
- Tabla de cortar
- Sartén grande con tapadera
- Cucharas
- Medidoras
- Guantes de horno
- Platos
- Espátula
- Cuchillo afilado
- Cuchara para servir

Ingredientes

- 1 lata (15 oz), o 1 1/2 tazas de frijoles negros, sin sal
- 1 lata (15 oz), o 1 1/2 tazas de maíz, sin sal
- 2 calabacines grandes
- 8 oz de queso cheddar bajo en grasa
- 1 cucharada de aceite
- 1/2 cucharadita de pimienta negra molida
- 8 tortillas (8 pulgadas) 100% harina integral
- Spray o aceite de cocina antiadherente
- Salsa (opcional)

Alérgenos

- *Trigo* – sustituir con maíz o tortillas sin gluten
- *Leche* - sustituir con queso sin lácteos



UNIVERSITY OF CALIFORNIA
Agriculture and Natural Resources



A Preparación:

1. Lávate las manos. Amárate el cabello hacia atrás. Ponte un mandil si está disponible.
2. Lava la tapadera de las latas antes de abrirlas.
3. Abre la lata de frijoles. En un colador, escurra y enjuague los frijoles negros.
4. Enjuague el calabacín. Corta el calabacín en trozos de 1/8-1/4". (aproximadamente del mismo tamaño que el maíz) y pon lo al lado.
5. Abre la tapadera del maíz enlatado, pero no lo deseche.
6. Mientras sostiene la tapadera de la lata, cuele el líquido en el fregadero o en la basura. Empuje hacia abajo la tapadera para que salga más jugo. Deja al lado la lata.
7. Ralla el queso y pon lo al lado.



B Cocinar:

8. En un sartén grande a fuego medio alto, agregue aceite.
9. Cocine hasta que el calabacín este blando, como unos 5 minutos más.
10. Agregue maíz. Cubra y cocine hasta que esté tierno, revuélvalo varias veces. Remover del fuego.
11. Agregue los frijoles negros a la mezcla de verduras. Revuelva para combinar.
12. Sazonar la mezcla con pimienta negra.
13. Transfiera la mezcla a un tazón mediano.
14. Usando pinzas y una toalla de papel arrugada limpie la humedad del sartén.
15. Añade 1/8 de la mezcla de verduras en la mitad de cada tortilla.
16. Añada 1/8 del queso encima de la mezcla.
17. Dobla las tortillas. Presione un poco con la espátula para aplanar.
18. A fuego medio/alto, pon ligeramente en el sartén el spray para cocinar. Agrega una tortilla doblada.
19. Cocine durante unos 4 minutos hasta que estén un poco dorados. Voltea con la espátula y dora el otro lado. Repita hasta que todas las quesadillas estén cocidas.
20. Agregue salsa al lado (opcional).
21. ¡Disfruta! Limpie y guarde las sobras.



Consejos de preparación en el hogar

Quesadilla crujiente de frijoles negros y verduras

- Si no tiene una de las verduras disponibles, puede usar cualquier otra verdura o agregar más de otra.
- Experimenta con diferentes salsas y rellenos.
- Esto se puede mantener frío y guardar y comer como almuerzo.
- También es una buena opción para el desayuno.

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LESSON 4

Knife Skills Part 3: Learning Slicing and Grating

Featured Recipe: Colorful Pinwheel Vegetable Wraps



LESSON 4

Knife Skills Part 3: Learning Slicing and Grating

Key Concept: Learn to use a knife, use a grater, cut and peel an avocado, roll a tortilla wrap, and estimate thickness of slices.

Recipe: Colorful Pinwheel Vegetable Wraps

Pre-class Preparation & Set Up

Introduction	5 minutes
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Review Ground Rules and Previous Lesson	5 minutes
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Read Recipe: Colorful Pinwheel Vegetable Wraps	10 minutes
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Cooking Skill Demonstration	10 minutes
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Cook	30 minutes
------	------------

Eat Together and Discussion	15 minutes
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Clean Up	15 minutes
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Total Class Time	90 minutes
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SUPPLIES NEEDED FOR WEEK 4

Room Posters

Handwashing

Ground Rules

Cooking Equipment

Bowls

Box Grater

Colander

Cutting board

Fork

Knives

Plastic knife

Paper towels

Spoon, mixing

Spoon, serving

Spoon, small

Tablespoon

Vegetable brush

Plate

Supplies

Aprons

Tablecloths

Dishtowels

Dishrack

Dish soap

Hand soap

Sponges

Hand sanitizer

Disinfectant wipes

Paper towels

Latex gloves

First aid kit

Broom & Dustpan/Vacuum

Garbage bags

Plates/bowls

Forks/Spoons/Knives

Napkins

Hair ties/Rubber bands

Name Tags

Ingredients

Radish

Cucumber

Lettuce

Cilantro

Lemon

Monterey Jack cheese, low-fat

Avocado

Tortillas, whole wheat

Hummus

Take Home Papers

Recipe, 1 per student*

Parent/Guardian Letter, 1 per student*

*These pages can be found in folder

LESSON PLAN WEEK 4

1. Pre-class Preparation & Set Up:

- A. Pick up Groceries from the UCCE office(staff).
- B. Read through this week's lesson plan.
- C. Put up, Handwashing, and Ground Rules Posters.
- D. Set up cooking and eating stations for each group.
- E. Lay out name tags and aprons for each group.
- F. Put out foods and wash vegetables.
 - i. Cut 3 cucumbers in half, one for each "chef."
- G. Determine who will do the demonstrations.
- H. Set-up for cooking skills demonstration.

2. Introduction: (5 minutes)

- A. Introduce the leaders again and this week's lesson.
 - a. Pinwheel Vegetable Wraps
- B. Everyone has their name tag visible.

3. Review ground rules and previous lesson: (5 minutes)

- A. Review the Ground Rules poster with "chefs".
 - a. Are there any new rules or changes that need to be made?
 - b. Ask "chefs" to share what they remember from Lesson Three.
 - c. Ask "chefs" to share if they made the recipe from the previous class and if they made any changes.

4. Read recipe: as a whole class (10 minutes)

- A. Hand out copies of recipes to each group.
- B. As a group, have participants say the words you skip as you read the ingredients and instructions on the recipe handout. Ask all "chefs" to follow along and check for understanding.
- C. Point out the skills they will be learning today as you go (these are all noted below).

5. Cooking skills demonstration: as a whole class (10 minutes)

Ask the students to gather around your cooking demonstration station so they can all see what you are doing.

A. Demonstrate how to:

- i. Hold a knife safely.
- ii. Walk with a knife if necessary— blade pointed downward and kept at your side.
- iii. Chop a food with the tip of the blade of the chef's knife always in contact with the cutting board while rocking it back and forth.
- iv. Use the claw with your non cutting hand, to protect your fingers.
- v. Cut round foods in half, to make cutting easier and safer.



B. Estimating thicknesses. Demonstrate how to:

- i. Judge how thick $\frac{1}{8}$ " of a radish is.
- ii. Safely, cut each radish in half and then slice a radish with a chef's knife into $\frac{1}{8}$ " slices.

C. Opening and slicing an avocado. Demonstrate how to:

- i. Use a plastic knife to slice around the length of the avocado while holding it in your hand.
- ii. Know how to feel for the hard pit with the blade to gauge how deep to cut.
- iii. Turn the avocado to cut it lengthwise into 4 pieces.
- iv. Safely hold a food while using a knife.
- v. Twist the pieces off of the pit, twist the pit should come out easily this way.
- vi. Peel the skin of the avocado off of each piece, if the skin won't peel off use a spoon to scoop the avocado out. Remove the pit by scooping it out with a spoon.
- vii. Lay a flat side of each piece on the cutting board and make thin slices lengthwise. Use the plastic knife to make thin parallel slices that do not go through the skin. Remove the avocado slices with the spoon.



6. Cook together: in cooking groups (30 minutes)

Break into cooking groups. There should be a teen leader or staff with each group at all times.

As a group you will cook the recipe together.

Each "chef" will have work to do. In this recipe, each person makes as much of their individual wrap as possible.

The leader should perform the following steps:

- Rinse the vegetables beforehand.
- Cut the cucumbers in half, one section for each “chef.”
- Cut the avocado into quarters.
- Ask for volunteers to:
 - Grate the cheese for everyone.

Each “chef” will practice:

- Slicing 1 radish.
- Slicing $\frac{1}{4}$ - $\frac{1}{3}$ of a cucumber.
- Picking off cilantro leaves and dicing 1 cilantro stem.
- Tearing 1 lettuce leaf.
- Slicing $\frac{1}{4}$ avocado.
- Spreading hummus over 1 tortilla.
- Rolling the wrap.

7. Eat together: (15 minutes)

As a group, eat together. While eating, discuss:

Talk about favorite vegetables and how they could be used in this recipe.

Examples:

- “Did you know my favorite vegetable is cucumber?”
- “What is your favorite vegetable?”
- “How would you prepare and use it in a wrap?”

Talk about the spread on the wrap.

What descriptive words can they think of? (Such as creamy, salty, sweet.)

Examples: “The hummus is very creamy.” “What other kinds of spreads could we use in a wrap?”

8. Clean up together: in cooking groups (15 minutes)

As a group, ask and assign “chefs” to a clean up tasks:

- Wiping foods off of dishes into trash and putting back extra foods.
- Washing dishes.
- Drying dishes.
- Packing away items.
- Sweeping.
- Wiping down tables.
- Disposing of trash.

Leaders:

- Collect name tags, try to keep them in the groups to make next week easier.
- Pass out take home notes and recipes.
- Pack up equipment (including guidelines poster) and food.
- Check the room for any messes left behind.
- Reflect on the lesson.

1. Overall, how did the class go?
2. How many students were present?
3. What was a highlight of this week?
4. Were there any problems or concerns?
5. Additional comments:

TASTE TESTING TOOL

Program staff should fill out this form completely and return to UCCE Community Educator.

School/Site: _____

Number of students in class today: # _____

Date: _____

Recipe/ Food:

☐ Stir-fry/ edamame

☐ Soup/ whole wheat pasta

☐ Wraps/ hummus

☐ French toast/ berries

☐ Quesadilla/ diced zucchini

Encourage students to try the foods, but do not force them. Forcing people to eat foods they dislike often makes them like the food less.

After the students have tried the food, ask the following questions. Ask students to raise their hand to indicate a “yes”. Record the results.

1. Before today’s class, have you tasted ____ (insert food here, for example “Cooked tofu”) _ before? #_____ students
2. Did you taste it today? # _____ students
3. Are you willing to eat it again? _____ students
4. Are you willing to ask for it at home? _____ students



Colorful Pinwheel Veggie Wrap

SERVINGS: 8

SERVING SIZE: 1

TIME: 30 MIN

Materials

- Box grater
- Cutting board
- Fork
- Paper towel
- Plates
- Sharp knife
- Spoon
- Tablespoon
- Vegetable brush

Ingredients

- 8 large radishes
- 2 large cucumbers
- 8 lettuce leaves
- 8 sprigs of cilantro
- 1 cup of hummus
- 8 ounces low-fat Monterey Jack cheese (optional)
- 2 large, ripe avocado
- 8 (8-inch) 100% whole wheat tortillas

Allergens

- *Wheat* - substitute with gluten-free tortillas
- *Milk* - substitute with dairy-free cheese
- *Sesame* - substitute hummus with low-fat herbed cream cheese or plain Greek yogurt with extra cilantro

A Prep:

1. Wash hands. Tie back hair. Put on an apron if available.
2. Rinse radishes, cucumber, lettuce, cilantro, and avocados. Pat dry with paper towels.
3. Slice radishes thinly (about 1/8 of an inch thick).
4. Slice cucumber.
5. Pull cilantro leaves off stems and tear leaves into smaller pieces.
6. Finely dice stem.
7. Tear lettuce into small pieces.
8. Slice around avocado lengthwise through the skin to pit.
9. Turn the avocado to cut it lengthwise into 4 pieces.
10. Twist the pieces off of the pit. Two halves in opposite directions and your avocado will come apart.
11. Peel the skin of the avocado off of each piece, if the skin won't peel off use a spoon to scoop the avocado out. Remove the pit by scooping it out with a spoon.
12. Lay a flat side of each piece on the cutting board and make thin slices lengthwise.
13. Grate cheese.



B Assemble wrap:

14. Place the tortilla on a plate.
15. Spread about 2 tablespoons of hummus over tortilla.
16. Layer with vegetables and cheese.
17. Roll tortilla and toppings into a long tube shape.
18. Use a knife to slice into quarters.
19. Repeat process for other tortillas.
20. Enjoy! Clean up and store leftovers.





Envoltura Vegetal Colorida

PORCIONES: 8

TAMAÑO DE LA PORCIÓN: 1

TIEMPO: 30 MIN

Materiales

- Rallador de caja
- Tabla de cortar
- Tenedor
- Toalla de papel
- Platos
- Cuchillo afilado
- Cuchara
- Cuchara medidora
- Cepillo de vegetales

Ingredientes

- 8 rábanos grandes
- 2 pepinos grandes
- 8 hojas de lechuga
- 8 ramitas de cilantro
- 1 taza de hummus
- 8 onzas de queso Monterey Jack bajo en grasa (opcional)
- 2 aguacate grandes y maduros
- 8 tortillas (8 pulgadas) 100% integrales

Alérgenos

- *Trigo* - sustituto con tortillas sin gluten
- *Leche* - sustituto con queso sin lácteos
- *Sésamo*: sustituya el hummus con queso crema bajo en grasa con hierbas o yogur griego natural con extra cilantro

A Preparación:

1. Lávate las manos. Amárate el cabello hacia atrás. Ponte un mandil si está disponible.
2. Enjuague los rábanos, el pepino, la lechuga, el cilantro y los aguacates. Seque con toallas de papel.
3. Corta los rábanos en rodajas finas (aproximadamente 1/8 pulgadas gruesas).
4. Corta el pepino.
5. Arranca las hojas de cilantro de los tallos y rompa las hojas en trozos más pequeños.
6. Corte el tallo en cubitos finos.
7. Rompe la lechuga en trozos pequeños.
8. Corta alrededor del aguacate a lo largo a través de la piel hasta el hueso.
9. Gire el aguacate para cortarlo a lo largo en 4 trozos.
10. Gire las piezas para separar la semilla. Dos mitades en direcciones opuestas y su aguacate se separará.
11. Pelar la piel del aguacate de cada pieza, si la piel no se puede remover, use una cuchara para sacar el aguacate. Retire la semilla sacándola con una cuchara.
12. Coloque el lado plano del aguacate en la tabla de cortar y haga rodajas finas a lo largo.
13. Rallar el queso.



B Hacer la envoltura:

14. Coloque la tortilla en un plato.
15. Ponga aproximadamente 2 cucharadas de hummus sobre la tortilla.
16. Coloque las verduras y queso.
17. Enrolle la tortilla y los ingredientes en forma de tubo largo.
18. Use un cuchillo para cortar en cuartos.
19. Repita el proceso para las otras tortillas.
20. ¡Disfruta! Limpie y guarde las sobras.



Consejos para la preparación en el hogar

Envoltura Vegetal Colorida

- ¡Use las verduras que haya en su hogar! Cualquier cantidad está bien.
- Si no tienes hummus, ¡sé creativo! Puede usar el aderezo para ensaladas o otras salsas cremosas.
- Si lo guarda para el almuerzo, enrolle en papel de aluminio y no lo corte por la mitad.

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Lesson 5

Knife Skills Part 4: Learning Chopping and Preparing Dry Pasta

Featured Recipe: Hearty Minestrone Soup



LESSON 5

Knife Skills Part 4: Learning Chopping and Preparing Dry Pasta

Key Concepts: Learn to simmer, boil and prepare dry pasta. Learn how to chop onions and celery.

Recipe: Hearty Minestrone Soup

Pre-class Preparation & Set Up

Introduction	5 minutes
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Review Ground Rules and Previous Lesson	5 minutes
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Read Recipe: Minestrone Soup	10 minutes
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Cooking Skills Demonstration	10 minutes
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Cook	30 minutes
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Eat Together & Discussion	15 minutes
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Clean Up	15 minutes
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Total Class Time	90 minutes
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SUPPLIES NEEDED FOR WEEK 5

Room Posters	Cooking Equipment	Supplies
Handwashing	Large pot	Aprons
Ground Rules	Cutting board	Tablecloths
	Can opener	Dishtowels
Ingredients	Knife	Dishrack
Carrots	½ Teaspoon	Dish soap
Celery stalks	1 Tablespoon	Hand soap
Diced tomatoes	Bowls	Sponges
Green Beans, fresh/frozen	Colander	Hand sanitizer
Chicken broth or bouillon	Electric Skillet (or hot plate and	Disinfectant wipes
Kidney beans	pot)	Paper towels
Whole grain pasta (such as	Extension cord (for skillet)	Latex gloves
orzo/macaroni)	Liquid measuring cup	First aid kit
Onion	Oven mitt	Broom & Dustpan/Vacuum
Take Home Papers	Paper towels	Garbage bags
Recipe, 1 per student*	Spoon, serving	Plates/bowls
Parent/Guardian Letter, 1 per	Paper cups or bowls	Forks/Spoons/Knives
student*	Spoons, eating	Napkins
		Hair ties/Rubber bands
		Name tags

*These pages can be found in folder

LESSON PLAN WEEK 5

1. Set up: Leaders (5-10 minutes)

- A. Pick up Groceries from the UCCE office(staff).
- B. Read through this week's lesson plan.
- C. Put up Justice for All, Handwashing, and Ground Rules Posters.
- D. Set up cooking stations for each group.
- E. Lay out name tags and aprons for each group.
- F. Put out food.
 - a. Rinse the vegetables and can beforehand.
- G. Determine who will do the demonstrations.
- H. Set-up for cooking skills demonstration.
- I. Put water in a skillet and set to high so the water will boil while you are demonstrating the cooking skills.

2. Introduction: as a whole class (5 minutes)

- A. Introduce staff and this week's lesson.
 - a. Minestrone Soup
- B. Everyone should have name tags on and visible.

3. Review ground rules and previous lesson: as a whole class (5 minutes)

- A. Review the Ground Rules poster with "chefs."
- B. Ask "chefs" to recall what Lesson Four covered and share.
- C. Ask "chefs" to share if they made the recipe from the previous class and if they made any changes.

4. Read recipe: as a whole class (10 minutes)

- A. Hand out copies of recipes.
- B. As a group, have participants say the words you skip as you read the ingredients and instructions on the recipe handout. Ask all "chefs" to follow along and check for understanding.

- C. Point out the skills they will be learning today as you go (these are all noted below).

5. Cooking skills demonstration: as whole class (10 minutes)

A. How to chop an onion:

- i. Onions have an enzyme in the liquid that can make you tear up. Handling them carefully will reduce the amount of liquid that is sprayed into the air.
- ii. If possible, refrigerate the onion before use. You can even put it in the freezer for about 15 minutes to help make the liquid part solid.
- iii. Be sure not to rub your eyes with your hands when handling, and to wash them well after.
- iv. Peel the outside papery part off of the onion and compost.
- v. Cut the onion in half, through the root part that holds it all together. Handle gently so it doesn't break apart.
- vi. Place each half with the flat side down so it doesn't slide around.
- vii. Make slices gently to try to keep the rings together.
- viii. Discard the final cut which has the roots attached.
- ix. Rotate the cutting board and cut again in the other direction to make small squares.
- x. After slicing the onion, separate the onion rings as you put them in your dish.
- xi. If they will be sitting out for a while, you can place a wet paper towel on top of them to reduce the liquid that goes into the air and makes you cry.
- xii. Wash the utensils and board immediately when done.



. How to chop celery:

- i. Slice celery lengthwise down the narrow inside curve.
- ii. Rotate celery or board and dice into small cubes.

How to boil and simmer: for discussion during the recipe cooking within groups



- a. Fill the skillet or pot with water and place over high heat. Complete this step before class starts. It can take up to 15 minutes for cool water to boil.
- b. Wait for the water to begin to boil. Boiling water forms bubbles at the surface continuously.
- c. Show the students what boiling water looks like.
- d. Reduce heat until the bubbles are barely rising. This is called simmering.

How to add ingredients to boiling water:

- a. Once the water is boiling, be very careful when adding ingredients. If you put things in from too high a height, too fast, or too much, you can splash out water and burn yourself.
- b. Don't just dump out the box of pasta, pour it slowly, aiming for the side of the pot/skillet.
- c. Pasta will get sticky once it is in boiling water. Stir to break up clumps and keep it separated.



6. Cook together: in cooking groups (30 minutes)

Break into cooking groups. There should be a teen leader or staff with each group, at all times. As a group you will cook the recipe together.

The **leader** should perform the following steps:

- Rinse the vegetables and can beforehand.
- Peel the onion.
- Cut onion into halves through the root end, keeping them intact as much as possible.
- Ask for a “chef” in your group to:
 - Open and rinse the beans.
 - Open canned tomatoes and sauce.
 - Dice the onion halves.
 - Measure the green beans.
 - Measure the pasta.
 - Measure the oil.
 - Add ingredients to the pot/skillet.
 - Watch the pot, bring to a boil, reduce heat and simmer.
 - Serve soup.

Each **“chef”** will have work to do. In this recipe, there is a combination of individual and team work. Each “chef” will practice:

- Dicing $\frac{1}{2}$ a carrot.
- Dicing $\frac{1}{2}$ a celery stalk.
- Dicing $\frac{1}{8}$ an onion.

7. Eat together & discuss: in cooking groups (15 minutes)

As a group, eat together. Discuss how the recipe was made, what changes can be made, how “chefs” might do the recipe at home. Ask if there are any questions.

- **Talk about the textures, flavors and temperatures of the foods on the table.**

Use descriptive words: chilled, diced, juicy, tart.

- **What other types of dishes do they eat that are made with pasta?**

How do they think you would make pasta if it wasn't in soup?

- **What other soups could they learn to make?**

8. Clean up together: in cooking groups (10 minutes)

As a group, ask and assign “chefs” to a clean up tasks:

- Wiping foods off of dishes into trash and putting back extra foods.
- Washing dishes.
- Drying dishes.
- Packing away items.
- Sweeping.
- Wiping down tables or tablecloths and putting them away.
- Disposing of trash.

Leaders:

- Collect name tags, try to keep them in the groups to make next week easier.
- Pass out take home notes and recipes.
- Pack up equipment (including guidelines poster) and food.
- Check the room for any messes left behind.
- Complete the reflection sheet on the next page and discuss the answers as a team.
- Prepare for and review next week's lesson.

1. Overall, how did the class go?
2. How many students were present?
3. What was a highlight of this week?
4. Were there any problems or concerns?
5. Additional comments:

TASTE TESTING TOOL

Program staff should fill out this form completely and return to UCCE Community Educator.

School/Site: _____

Number of students in class today: # _____

Date: _____

Recipe/ Food:

☐ Stir-fry/ edamame

☐ Soup/ whole wheat pasta

☐ Wraps/ hummus

☐ French toast/ berries

☐ Quesadilla/ diced zucchini

Encourage students to try the foods, but do not force them. Forcing people to eat foods they dislike often makes them like the food less.

After the students have tried the food, ask the following questions. Ask students to raise their hand to indicate a “yes”. Record the results.

1. Before today’s class, have you tasted ____ (insert food here, for example “Cooked tofu”) _ before? # _____ students
2. Did you taste it today? # _____ students
3. Are you willing to eat it again? _____ students
4. Are you willing to ask for it at home? _____ students



Hearty Minestrone Soup

SERVINGS: 8

SERVING SIZE: 1

TIME: 30 MIN

Materials

- Large pot
- Cutting board
- Measuring cups
- Measuring spoons
- Can opener
- Knife
- Colander
- Ladle
- Bowls, eating
- Spoons, eating

Ingredients

- 4 carrots
- 4 celery stalk
- 1 medium onion
- 1 cup fresh or frozen green beans
- 2 tablespoons oil
- 1 (15 oz) can diced tomatoes
- 1 (15 oz) can tomato sauce
- 4 cups chicken or vegetable broth (or 4 bouillon cubes + 4 cups water)
- 1 (15 oz) can, or 1 ½ cups of kidney beans
- 1/2 cup dry whole grain orzo (any whole grain pasta if orzo not available)
- Black pepper to taste

Allergens

- *Wheat* - replace with a legume-based pasta (like chickpea or red lentil)



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A Prep:

1. Wash hands. Tie back hair. Put on an apron if available.
2. Wash carrots, celery and onion. Pat dry.
3. Rinse cans.
4. Open and drain kidney beans into the colander. Rinse until water is clear.
5. Chop carrot, celery and onion into small $\frac{1}{4}$ inch pieces.



B Cook:

6. Add oil into pot/skillet and turn on heat to a medium high level.
7. Put vegetables, including green beans, into pot and saute for 2 minutes.
8. Add the remainder of the ingredients (broth/bouillon, pasta, diced tomatoes, tomato sauce and kidney beans) into the pot.
9. Bring to a boil (many fast bubbles).
10. Cover the pot and reduce heat until it is just a low simmer (small and slow bubbles).
11. Simmer for 6 minutes then test a piece of pasta and a carrot to see if they are tender. Continue to cook if not yet done, testing every 1-2 minutes.
12. Once everything is tender, turn off the heat.
13. Spoon soup into bowls. Season with salt and pepper to taste and enjoy.
14. Put leftovers in the refrigerator within 2 hours of cooking.



At-Home Preparation Tips

Hearty Minestrone Soup

- You can use any other vegetables you may have on hand.
- Use the entire celery stalk, even the leaves taste good.
- Any type of small pasta will work if you don't have macaroni shaped pasta. You can even break up spaghetti into small pieces.



Abundante Sopa Minestrone

PORCIONES: 8

TAMAÑO DE LA PORCIÓN: 1

TIEMPO: 30 MIN

Materiales

- Olla grande
- Tabla de cortar
- Tazas medidoras
- Cucharas medidoras
- Abrelatas
- Cucharón
- Cuchillo
- Colador
- Tazones para comer
- Cucharas para comer

Ingredientes

- 4 zanahorias
- 4 apios
- 1 cebolla mediana
- 1 taza de ejotes frescos o congelados
- 2 cucharadas de aceite
- 1 lata (15 oz) de tomates cortados en cubitos
- 1 lata (15 oz) de salsa de tomate
- 4 tazas de caldo de pollo o verduras (o 4 cubos de caldo + 4 tazas de agua)
- 1 lata (15 oz) o 1 1/2 tazas de frijoles
- 1/2 taza de pasta seca orzo de grano integral (o cualquier pasta integral si orzo no está disponible)
- Pimienta negra al gusto

Alérgenos

- *Trigo:*
reemplácelo con una pasta con una base de legumbres (como garbanzos o lentejas rojas)



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A Preparación:

1. Lávate las manos. Amárate el cabello hacia atrás. Ponte un mandil si está disponible.
2. Lave las zanahorias, el apio y la cebolla, y secar.
3. Enjuague las latas.
4. Abra y drene los frijoles en el colador. Enjuague hasta que el agua esté clara.
5. Picar la zanahoria, el apio y la cebolla en trozos pequeños de 1/4 de pulgada.



B Cocinar:

6. Agregue aceite en la olla/sartén y encienda el fuego a un nivel medio alto.
7. Ponga las verduras, incluyendo los ejotes, en una olla y saltee durante 2 minutos.
8. Agregue el resto de los ingredientes (caldo, pasta, tomates cortados en cubitos, salsa de tomate y frijoles) en la olla.
9. Haz hervir el agua (muchas burbujas rápidas).
10. Cubra la olla y reduzca el fuego hasta que esté a fuego lento (burbujas pequeñas y lentas).
11. Cocine a fuego lento durante 6 minutos y luego pruebe un trozo de pasta y una zanahoria para ver si están tiernos. Continúe cocinando si aún no están tiernos, Pruébalo cada 1-2 minutos.
12. Una vez que todo esté tierno, apaga el fuego.
13. Pon la sopa en tazones. Sazone con sal y pimienta al gusto y disfrute.
14. Ponga las sobras en el refrigerador dentro de las 2 horas después de hacer la sopa.



Consejos para la preparación en el hogar

Abundante Sopa Minestrone

- Puede usar cualquier otra verdura que tenga a la mano.
- Use todo el apio, incluso las hojas saben bien.
- Cualquier tipo de pasta pequeña funcionará si no tienes pasta en forma de macarrones. Incluso puedes romper el espagueti en trozos pequeños.

California's CalFresh Healthy Living, con fondos del Programa de Asistencia Nutricional Suplementaria del Departamento de Agricultura de los Estados Unidos – USDA SNAP, produjo este material. Estas instituciones son proveedores y empleadores de igualdad de oportunidades. Para obtener información nutricional importante, visite www.CalFreshHealthyLiving.org.

LESSON 6

Knife Skills Part 5: Learning Mincing and Stir Frying

Featured Recipe: Asian Teriyaki Stir Fry



LESSON 6

Knife Skills Part 5: Learning Mincing and Stir Frying

Key Concept: Learn to use thickeners to create a sauce, test vegetables for readiness, stir fry, and mince garlic.

Review: Using a can opener, skillet, knife, measuring cups, and measuring spoons.

Recipe: Asian Teriyaki Stir Fry

Pre-class Preparation & Set Up

Introduction	5 minutes
Review Ground Rules & Previous Lesson	5 minutes
Read Recipe: Crisp Asian Tofu and Vegetable Stir Fry	10 minutes
Cooking Skill Demonstration	10 minutes
Cook	30 minutes
Eat Together & Evaluation	20 minutes
Clean Up	15 minutes
Total Time	95 minutes

SUPPLIES NEEDED FOR WEEK 6

Room Posters	Cooking Equipment	Supplies
Handwashing	1 Tablespoon	Aprons
Ground Rules	Bowls	Tablecloths
	Colander	Dishtowels
Ingredients	Cutting board	Dishrack
Broccoli	Electric skillet, with lid (or hot plate with pot)	Dish soap
Celery	Extension cord (for skillet)	Hand soap
Carrot	Knives	Sponges
Cabbage	Liquid measuring cup	Hand sanitizer
Garlic	Oven mitt	Disinfectant wipes
Canned pineapple	Pot, with lid	Paper towels
Soy sauce, low-sodium	Spoon, serving	Latex gloves
Corn starch	Vegetable Peeler	First aid kit
Oil, canola	Fork	Broom & Dustpan/Vacuum
Soy beans	Can opener	Garbage bags
Sesame seeds		Plates/bowls
Pepper		Forks/Spoons/Knives
	Other Items	Napkins
Take Home Papers	Post Evaluation, 1 per student*	Hair ties/Rubber bands
Recipe, 1 per student*	Certificates, 1 per student	Name tags
Parent/Guardian Letter, 1 per student*		

*These pages can be found in folder

LESSON PLAN WEEK 6

Pre-class Preparation & Set Up:

- A. Pick up groceries from the UCCE office (staff).
- B. Read through this week's lesson plan.
- C. Organize tables and chairs
- D. Put out name tags and aprons for each group.
- E. Set up cooking stations.
- F. Rinse the vegetables and can beforehand.
- G. Determine who will do the demonstrations.
- H. Set-up for cooking skills demonstration.

1. Introduction: as a whole class (5 minutes)

- D. Introduce staff and this week's lesson.
- E. Everyone should have name tags on and visible.
- F. Collect signed sheets.

2. Review ground rules and previous lesson: as a whole class (5 minutes)

- D. Review the Ground Rules poster with "chefs."
- E. Ask "chefs" to recall what Lesson Five covered and share.
- F. Ask "chefs" if they prepared the recipe from last class and what changes they made, if any.

3. Read recipe: as a whole class (10 minutes)

- A. Hand out copies of recipes to each group.
- B. As a group, have participants say the words you skip as you read the ingredients and instructions on the recipe handout. Ask all "chefs" to follow along and check for understanding.
- C. Point out the skills they will be learning today as you go (these are all noted below).

4. Cooking skills demonstration: as a whole class (10 minutes)

How to Stir-Fry

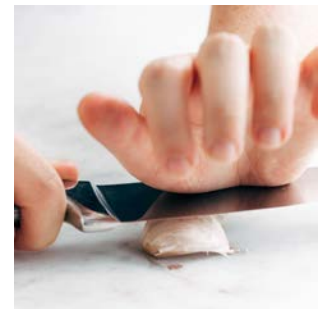
Because stir-frying cooks food very quickly, it is important to follow some basic cooking techniques to prevent over-cooked or burned food.

- A. Prepare all ingredients before beginning.
- B. Slice foods thinly.
- C. Use oils with a high smoke point, such as canola oil.
Oils with a high smoke point do not burn as easily.
- D. Heat the cooking oil first and then add vegetables when hot. To test the temperature of the pan:
 - a. Sprinkle a drop of water into the pan.
 - b. If it sizzles and evaporates quickly the pan is hot enough.
- E. Stir and flip food constantly to prevent overcooking, loss of texture, and to distribute the oil and seasonings.
- F. Add foods that take longer to cook first, then foods that cook more quickly toward the end.
- G. The skillet or pan retains heat even when turned off.
Food should be served immediately or transferred to another dish to prevent it from overcooking and getting mushy.



How to Mince Garlic

- A. Using a cutting board, place the flat side of a chef's knife over a clove. Use pressure with the heel of your hand to lightly crush the clove.
- B. Peel the skin off the clove.
- C. Slice the garlic and pile the slices up.
- D. Use a rocking motion to cut the slices in very small pieces(mince).



How to Make a Sauce

Recipes may call for a thin, medium, or thick sauce. The basic steps are the same for each consistency but the amount of liquid and flour will vary. Flour or starch can be used to thicken a sauce. Starch has a more concentrated thickening power, so you would use less than flour. The more starch in the sauce the thicker it will be. A good sauce does not have lumps. If you add your starch directly to the hot liquids, it can form small balls that remain doughy.



- a. Mix the starch with some cool water first. Then pour this into the heated pan. It thickens as it comes to a boil.
- b. In a separate bowl use a whisk and stir constantly, while gradually pouring in your mixture.
- c. Use a medium temperature to heat the sauce.
- d. Lower temperatures prevent the sauce from scorching, burning or developing foul flavors. But the mixture must come to a boil, so finding the right medium temperature is tricky.
- e. Stir the sauce constantly with a **spoon** (while in the skillet to prevent scratching the surface) until the mixture comes to a boil. Lower the heat immediately.
- f. If the sauce cooks too long, it may become too thick. To thin the sauce, add 1 tablespoon of liquid.

6. Cook together: in cooking groups (30 minutes)

Break into cooking groups. There should be a teen leader or staff with each group at all times. As a group you will cook the recipe together.

The **leader** should perform the following steps:

- Rinse the vegetables and can beforehand.

Each “**chef**” will have work to do. In this recipe, there is only team work. Each “chef” will select a job:

- Cut the broccoli.
- Cut the celery.
- Cut the carrots.
- Cut the cabbage.
- Remove edamame from the shell, if needed.

If making a sauce from scratch:

- Open and drain the pineapple.
- Prepare the garlic.
- Make the sauce.
- Stir-fry.

7. Eat together & evaluation: in cooking groups (20 minutes)

- Pass out the post-quiz evaluation (included in lesson 6) to youth and have them complete it while they eat.
- Once everyone has completed it, discuss which skill they valued learning the most from the project, which recipe they liked the best, and which new food they want to try the most.

8. Clean up together: in cooking groups (15 minutes)

As a group, ask and assign “chefs” to a clean up tasks:

- Wiping foods off of dishes into trash and putting back extra foods.
- Washing dishes.
- Drying dishes.
- Packing away items.
- Sweeping.
- Wiping down tables or tablecloths and putting them away.
- Disposing of trash.

Leaders:

- Collect name tags, try to keep them in the groups to make next week easier.
- Pass out take home notes and recipes.
- Pack up equipment (including guidelines poster) and food.
- Check the room for any messes left behind.
- Complete the reflection sheet on the next page and discuss the answers as a team.
- Prepare for and review next week's lesson.

1. Overall, how did the class go?
2. How many students were present?
3. What was a highlight of this week?
4. Were there any problems or concerns?
5. Additional comments:

TASTE TESTING TOOL

Program staff should fill out this form completely and return to UCCE Community Educator.

School/Site: _____

Number of students in class today: # _____

Date: _____

Recipe/ Food:

☐ Stir-fry/ edamame

☐ Soup/ whole wheat pasta

☐ Wraps/ hummus

☐ French toast/ berries

☐ Quesadilla/ diced zucchini

Encourage students to try the foods, but do not force them. Forcing people to eat foods they dislike often makes them like the food less.

After the students have tried the food, ask the following questions. Ask students to raise their hand to indicate a “yes”. Record the results.

1. Before today’s class, have you tasted ____ (insert food here, for example “Cooked tofu”) _ before? # _____ students
2. Did you taste it today? # _____ students
3. Are you willing to eat it again? _____ students
4. Are you willing to ask for it at home? _____ students



Teriyaki Stir-Fry

SERVINGS: 8

SERVING SIZE: 1

TIME: 30 MIN

Materials

- Cutting board
- Measuring spoons
- Skillet
- Oven mitts
- Plates
- Knife
- Bowl
- Spoon
- Vegetable brush
- Can opener

Ingredients

- ½ pound broccoli (about 1 large stalk)
- 2 medium celery stalks
- 2 medium carrots
- ¼ head green cabbage
- 1 cup edamame (shelled)
- 1 (16 oz) can crushed pineapple (in 100% juice)
- 1 tablespoon canola oil
- Sesame seeds
- Pepper to taste
- Homemade sauce (or use 1/3 - 1/2 cup pre-made bottled teriyaki sauce):
 - 3 cloves garlic
 - 3 tablespoons low-sodium soy sauce
 - 2 tablespoons cornstarch
 - Pineapple juice from can

Allergens

- *Wheat* - replace soy sauce with a gluten free soy sauce for the group. If not available, replace with 2 tablespoons of water and 1 teaspoon of salt.
- *Soy* - eliminate edamame. Substitute soy sauce with salt as noted above.
- *Sesame* - eliminate sesame seeds for that child.

A Prep:

1. Wash hands. Tie back hair. Put on an apron if available.
2. Wash carrots, broccoli, celery, and cabbage. Measure 1 cup of edamame and deshell if necessary. Set aside edamame for later.

B Cook:

3. Cut up vegetables into similar bite-size pieces and set aside:
 - a. Chop carrots into small $\frac{1}{8}$ - $\frac{1}{4}$ inch thick "coins".
 - b. Chop off a thick part of the broccoli at the base. Cut into small $\frac{1}{2}$ inch cubes.
 - c. Slice broccoli florets (the head part) into separate pieces.
 - d. Cut celery into $\frac{1}{4}$ - $\frac{1}{2}$ inch thick chunks.
 - e. Cut cabbage into 1 inch sections. Separate leaves by pulling apart.
4. Compost any parts of the vegetables not used.
5. Rinse the can of pineapple.
6. Open the lid of the pineapple, but do not discard.
7. While holding the lid on the can, strain the juice into a bowl if you will be making your own sauce. Push down on the lid to release all the juice. Once drained, pry up the lid of the can with a fork. Recycle lid; set can aside for later (do not throw away pineapple).
8. Add a tablespoon of oil to the skillet. Turn heat to medium high.
9. Add a new vegetable every 1 minute, starting with the most dense, as they will take the longest to cook:
 - a. edamame
 - b. carrots
 - c. broccoli
 - d. celery
 - e. cabbage



10. Stir vegetables frequently so they cook evenly for 5-7 minutes until they soften. Pierce with a fork every couple of minutes to determine how easily the prongs go in. Once you feel that the vegetables are almost soft enough to eat, move on to the next step.
11. Add the pineapple to the skillet, stirring to warm, for about 2 minutes.
12. Recycle pineapple can.
13. Use premade bottled teriyaki sauce OR, prepare your own sauce while stir-fry is cooking:
 - a. Peel papery part off of garlic cloves and discard. Mince garlic into very tiny pieces so that it is the same size as sprinkles.
 - b. Add garlic to the bowl. Mix with pineapple juice, soy-sauce and cornstarch.
 - c. Whisk the sauce with a fork to blend well.
 - d. Set sauce aside.
14. While stirring the vegetable mixture, pour sauce over the top. If you made your own sauce, continue to stir until the sauce thickens. Premade sauce is usually already thick enough and you just need to stir long enough to coat the mixture.
15. Turn off the skillet.
16. Serve stir-fry.
17. Allow individuals to sprinkle on sesame seeds and pepper as desired.
18. Enjoy! Put leftovers in the refrigerator within 2 hours of cooking.



At-Home Preparation Tips

Asian Teriyaki Stir Fry

- If you have bottled teriyaki sauce, you can use that instead of making your own. Add it at the end or the liquid will evaporate and it will get too thick and sticky and can burn.
- If you have other types of pineapple, chop up the chunks or rings into small pieces.
- Use the entire celery stalk, even the leaves taste good.
- You can replace fresh garlic cloves with 2 teaspoons of pre-minced jarred garlic.
- Canola oil is one of the healthiest, but you can use any type.
- Low-sodium soy sauce is healthier for you, but you can use regular soy sauce.
- At home, you can also make some brown rice to eat with this.
- If you do not have sesame seeds, you can also use sliced almonds.
- If you do not have one of the vegetables available, you can use any other vegetable, or add more of one of the others. Prepare each so that it cooks at about the same (see handout)

California's CalFresh Healthy Living, with funding from the United States Department of Agriculture's Supplemental Nutrition Assistance Program – USDA SNAP, produced this material. These institutions are equal opportunity providers and employers. For important nutrition information, visit www.CalFreshHealthyLiving.org.



Salteado Teriyaki Asiático

PORCIONES: 8

TAMAÑO DE LA PORCIÓN: 1

TIEMPO: 30 MIN

Materiales

- Tabla de cortar
- Cucharas medidoras
- Sartén
- Guantes de horno
- Platos
- Cuchillo
- Tazón
- Cuchara
- Cepillo para vegetales
- Abrelatas

Ingredientes

- 1/2 libra de brócoli (aproximadamente 1 tallo grande)
- 2 apios medianos
- 2 zanahorias medianas
- 1/4 de cabeza de repollo verde
- 1 taza de endámame (sin cáscara)
- 1 lata (16 oz) de piña triturada (en jugo 100%)
- 1 cucharada de aceite de canola
- Semillas de sésamo
- Pimienta al gusto
- Para la salsa casera (o use salsa teriyaki embotellada prefabricada):
 - 3 dientes de ajo
 - 3 cucharadas de salsa de soja baja en sodio
 - 2 cucharadas de maicena
 - Jugo de piña de lata

Alérgenos

- *Trigo*: reemplace la salsa de soja con una salsa de soja sin gluten para el grupo. Si no está disponible, reemplácelo con 2 cucharadas de agua y 1 cucharadita de sal.
- *Soy* - eliminar endámame. Sustituya la salsa de soja con sal como se indicó anteriormente.
- *Sésamo*: elimine las semillas de sésamo para ese niño.

A Preparación:

1. Lávate las manos. Amárrate el cabello hacia atrás. Ponte un mandil si está disponible.
2. Lava las zanahorias, el brócoli, el apio y el repollo. Mida 1 taza de edamame y descárguelo si es necesario. Deja de lado el endámame para más tarde.

B Cocinar:

3. Corta las verduras en trozos similares del tamaño de un bocado y déjelas a un lado:
 - a. Pica las zanahorias del tamaño de pequeñas "monedas" de 1/8 - 1/4 pulgadas.
 - b. Corta la parte gruesa del brócoli, la base. Cortarlo en cubos pequeños de 1/2 pulgada.
 - c. Corta los floretes de brócoli (la parte de la cabeza) en trozos separados.
 - d. Corte el apio en trozos de 1/4 - 1/2 pulgada.
 - e. Corte el repollo en secciones de 1 pulgada. Separe las hojas.
4. Compostar cualquier parte de las verduras que no se utilice.
5. Enjuague la lata de piña.
6. Abre la tapadera de la piña, pero no la deseches.
7. Mientras sostiene la tapadera de la lata, cuele el jugo en un tazón si va a hacer su propia salsa. Empuje hacia abajo la tapadera para liberar todo el jugo. Una vez escurrida, levanta la tapadera de la lata con un tenedor. Recicla la tapadera; Deje la lata a un lado para más tarde (no tire la piña).
8. Agregue una cucharada de aceite a él sartén. Pon el fuego a nivel medio alto.
9. Agregue una nueva verdura cada minuto, comenzando con las más densas, por que tardarán más en cocinarse:
 - a. endámame
 - b. zanahoria
 - c. brócoli
 - d. apio
 - e. repollo



10. Mezcla las verduras con frecuencia para que se cocinen uniformemente durante 5-7 minutos hasta que se ablanden. Picar con un tenedor cada dos minutos para ver con qué facilidad entran las puntas. Una vez que sienta que las verduras están lo suficientemente suaves para comer, pase al siguiente paso.
11. Agregue la piña a él sartén, revuélvelo durante dos minutos para calentar.
12. Recicla la lata de piña.
13. Use salsa teriyaki embotellada prefabricada o prepare su propia salsa mientras se cocina el salteado:
 - a. Pelar la parte que se siente como papel de los dientes de ajo y desechar. Picar el ajo en trozos muy pequeños para que sea del mismo tamaño que las chispitas de comida.
 - b. Agregue el ajo al tazón. Mézclalo con jugo de piña, salsa de soja y maicena.
 - c. Batir la salsa con un tenedor para mezclar bien.
 - d. Ponga la salsa a un lado.
14. Mientras revuelve la mezcla de verduras, pon la salsa por encima. Si hizo su propia salsa, continúe revolviendo hasta que la salsa este suficientemente espesa. La salsa prefabricada generalmente ya está lo suficientemente espesa y solo necesita agregarla para cubrir la mezcla.
15. Apague el sartén.
16. Sirva el salteado.
17. Permita que las personas pongan semillas de sésamo y pimienta como desee.
18. ¡Disfruta! Ponga las sobras en el refrigerador dentro de las 2 horas después de cocinar.



Consejos para la preparación en el hogar

Salteado Teriyaki Asiático

- Si tienes salsa teriyaki embotellada, puedes usarla en lugar de hacerla. Agréguela al final o el líquido se evaporará y se volverá demasiado espeso y pegajoso y puede quemarse.
- Si tienes otros tipos de piña, corte los trozos o anillos en trozos pequeños.
- Use todo el apio, incluso las hojas saben bien.
- Puede reemplazar los dientes de ajo frescos con 2 cucharaditas de ajo en frascos picados.
- El aceite de canola es uno de los más saludables, pero puedes usar cualquier tipo.
- La salsa de soja baja en sodio es más saludable para usted, pero puede usar salsa de soja regular.
- En casa, también puedes hacer un poco de arroz integral para comer con esto.
- Si no tiene semillas de sésamo, también puede usar almendras en rodajas.
- Si no tiene una de las verduras disponibles, puede usar cualquier otra verdura o agregar más de una de las otras. Prepare cada verdura para que se cocine aproximadamente al mismo tiempo (ver el folleto).

California's CalFresh Healthy Living, con fondos del Programa de Asistencia Nutricional Suplementaria del Departamento de Agricultura de los Estados Unidos – USDA SNAP, produjo este material. Estas instituciones son proveedores y empleadores de igualdad de oportunidades. Para obtener información nutricional importante, visite www.CalFreshHealthyLiving.org

MORE VEGETABLE IDEAS FOR STIR FRY AT HOME

High-Moisture Vegetables

Cabbage	Shred coarsely
Onion, green	Thinly slice
Bean sprouts	No preparation needed
Swiss chard	Chop
Tomatoes	Cut in wedges

Low-Moisture Vegetables

Asparagus	Slice diagonally, 1/2-inch thick
Bell pepper	Cut in 1-inch chunks, thinly slice or dice
Broccoli	Cut in 2-inch flowerets; slice stems 1/4-inch thick
Carrots	Thinly slice, cut in matchstick-size pieces or dice
Cauliflower	Cut in 2-inch flowerets; slice stems 1/4-inch thick
Celery	Slice 1/4-inch thick on diagonal or in 1/2-inch diced pieces
Eggplant	Cut in 1-inch chunks
Mushrooms, fresh	Thinly slice
Peas	No preparation needed
Potatoes	Cut in 1/4-inch thick slices or in 1/2-inch diced pieces
Snow peas	Leave whole or halve if large
Squash, winter	Peel, cut in 1/4-inch thick slices or 1/2-inch diced pieces
Green beans	Snap in pieces or cut in 2-inch lengths
Turnips	Cut in 1/4-inch thick slices or in 1/2-inch diced pieces
Zucchini or yellow summer squash	Cut in 1/4-inch diagonal slices

SUPPLEMENTAL ACTIVITIES

SUPPLEMENTAL ACTIVITIES

If you find that you end early or have downtime during your class, here are some activities you can do with the students.

Mealtime Manners

Most of us enjoy a meal served and eaten in a pleasant way. Using good manners allows other people to enjoy your company. Test your manners by taking the true or false quiz below. Have students stand in a circle. If they think the answer is true, they should raise up onto their tippy toes. If they think the answer is false, they should squat down.

Check answers at the bottom of the page.

1. When you're served something, you don't like, it's OK to say, "No thank you."
2. It's okay to rest your elbows on the table.
3. It's okay to make lots of noise when you eat to let the cook know you like the food.
4. You should always wash your hands before coming to the table.
5. You should tuck the napkin into your shirt collar if you are eating really messy food.
6. You should not start eating until everyone has been served.
7. If someone asks you a question why you are chewing food, you should answer them quickly.
8. It is okay to blow your nose at the table, just use your napkin.
9. If you need something, you should just reach across the table and get it.
10. It's good to tell everyone how you feel if you don't like the food.

Answers
 1) True 2) False 3) False (it is proper to eat quietly) 4) True 5) False (always placed a napkin on your lap) 6) True 7) False (wait until you chew and swallow the food) 8) False (excuse yourself)

Cooking Charades

Goal: For the group to guess the correct word being acted out by the person who is “it”.

Set up: Everyone seated in a semi-circle or at tables like a stage.

Get a timer, or use a clock.

Instructions:

1. Select the first person to be “it”. This can be you.
2. Whisper in their ear one of the words from the list provided below.
3. Set a timer for 1 minute.
4. Have them act out the word.
 - a. No speaking allowed.
 - b. No writing or drawing allowed.
5. The audience calls out guesses until someone gets it correctly.
6. The person who guessed correctly becomes the next “it”.
 - a. If the same person guesses correctly multiple times, you can choose the person next to them to be “it” next.

WORDS TO ACT OUT:

- Chips and dip
- Crab
- Corn on the cob
- Chewing gum
- Crack an egg
- Hot dog
- Bread
- Chicken
- Soup
- Pizza
- Cow
- Jell-O
- Banana
- Pancakes
- Ice cream
- Pasta
- Clam

Cooking Pictionary

Goal: To have your image correctly identified.

Set Up: You will need a large white board, chalk board, or poster paper for drawing, and an appropriate writing instrument (dry erase marker, chalk, marker, pen, etc.).

Seat everyone around the board so they can see it.

Get a timer and use a clock.

Instructions:

1. Select the first person to draw. This can be you.
2. Set a timer for 1 minute.
3. Whisper in the drawers ear a word from the list provided below.
4. They have one minute to try to get the class to guess the correct word.
5. They cannot talk, act, or draw letters.

- Washing Dishes
- Making a Salad
- Grocery shopping
- Chips and Dip
- Making Tortillas
- Picking vegetables from a garden
- Using a spatula to make pancakes
- Preparing eggs
- Peeling a potato
- Putting out a fire
- Tossing a pizza
- Croissant
- Fish
- Shrimp
- Measuring cup
- Ice cream cone
- Grapes
- Broccoli
- Taco
- Tea bag
- Asparagus
- Strawberry
- French fries
- Pineapple
- Sandwich

Cooking Head Bands

Goal: To get the person who is “it” to correctly identify the item being described to them.

Set Up: Seat everyone in a circle.

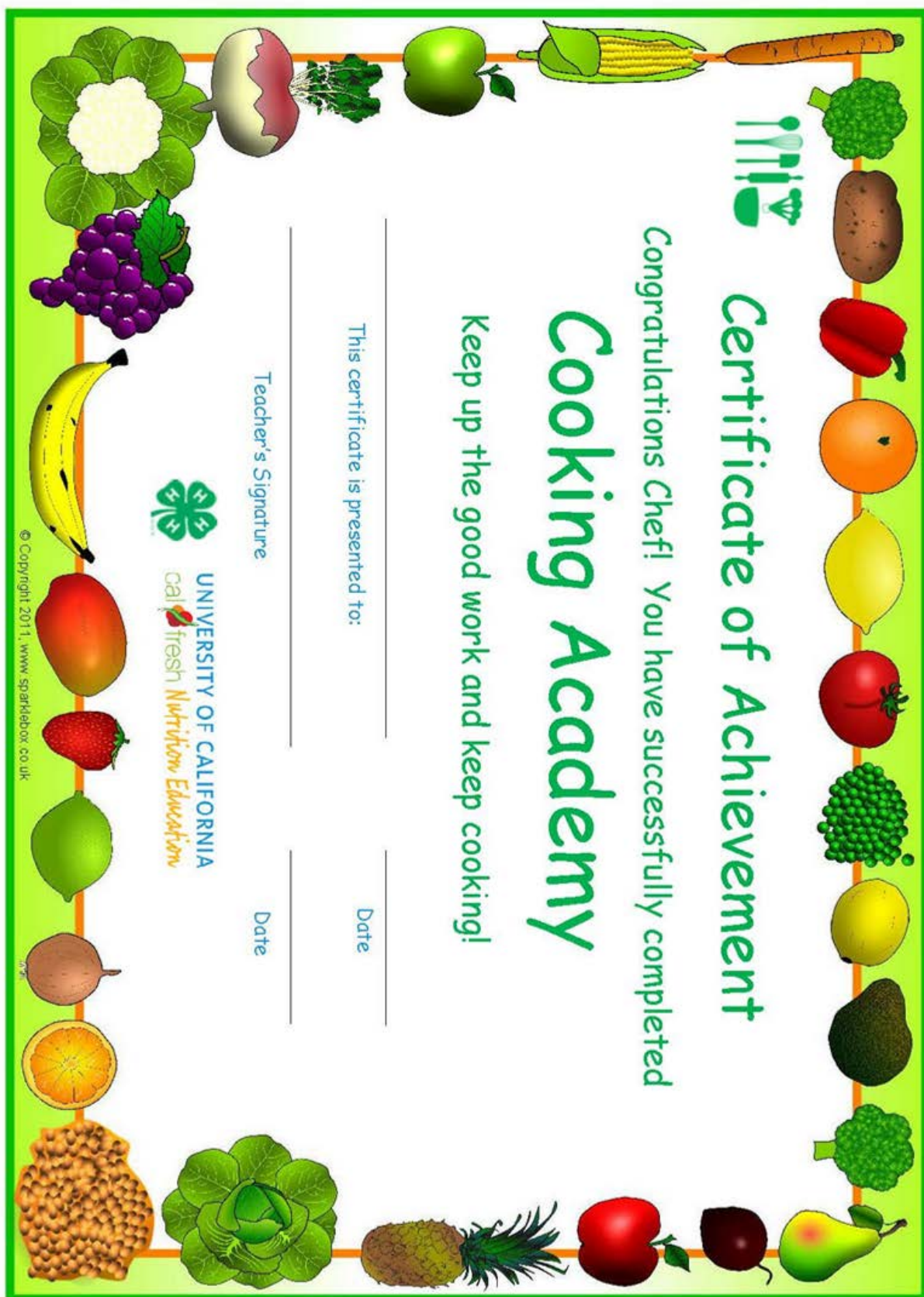
Get a timer or use a clock.

Get some pieces of paper and a pen.

Instructions:

1. Select someone to be “it” first.
2. Write down a word/phrase on a piece of paper, large enough for the group to see, from the list below.
3. Stand behind the person who is “it”.
4. Hold up the paper above their head so everyone else can see the word.
5. Start your timer.
6. The group can yell out items that would be in this category.
7. The person who is “it” tries to guess the category written on the paper.
8. You are the judge and should listen for the correct answer from “it”.
9. When correctly identified, or when the timer is up, move to the next person in the group.

- Kitchen utensils
- Fast food restaurants
- Types of salad dressing
- Types of bagels
- Condiments
- Spices
- Knives
- Sodas
- Beans
- Jobs in a restaurant
- Pots and pans
- Types of shellfish
- Cuts of beef
- Types of bread
- Movie Theater snacks
- Pasta
- Potato chip flavors
- Foods you lick
- Foods that are green
- Foods you put in a sandwich



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