



COOKING ACADEMY

**A SUPPLEMENTAL
EDUCATOR
GUIDE
TO COOKING 101 SERIES
(AN AFTERSCHOOL
EXPERIENTIAL COOKING
& NUTRITION
INTERVENTION)**



ACKNOWLEDGEMENTS

Cooking Academy



APRON LOGO

This guide was adapted from the 4H Cooking 101 series
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UNIVERSITY OF CALIFORNIA
calfresh Nutrition Education

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Cooking Academy

Description:

Cooking Academy aims to inspire and create action in 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 upper elementary school students.

At a Glance:**Cooking Academy Weekly Objectives & Recipes**

Week	Objective	Recipe	Featured Fruit/ Vegetable
1	Understand the importance of following rules and safety in the kitchen. Intro to kitchen tools/terminology. Learn how to read a recipe.	Trail Mix	Dried Seasonal Fruit
2	Understand the MyPlate concept and practice preparing a MyPlate meal.	Black Bean & Vegetable Quesadilla	Zucchini
3	Practice, prepare, and enjoy vegetables and new foods.	Crisp Asian Tofu & Vegetable Stir Fry	Tofu
4	Understand the difference between whole grains and refined grains.	Delicious Berry French Toast	Seasonal Berries
5	Identify and learn to prepare healthy snacks and beverages at home and school.	Colorful Pinwheel Vegetable Wraps	Radish
6	Learn to choose healthy food and beverage choices when eating out.	Creamy Stove Top Macaroni & Cheese	Whole Wheat Pasta
7	Learn to prepare a healthy celebration food!	Awesome Apple Pie Cups	Cooked Apples



The Cooking Academy program contains seven hands-on lessons, each with a corresponding nutrition education component.

Each lesson includes an educator preparation and supply checklist, a recipe, and suggested nutrition education resources for discussion and interactive activities.

“Chefs” who complete the program receive the featured recipes, graduation certificates, culinary tools for food preparation, and an age-appropriate healthy cookbook reinforcement item.

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 MyPlate and use it as a guide to making healthy food and beverage choices.
- 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) and 4-H Programs. Cooking is a life skill that increases self-efficacy in children and promotes their independence, problem solving skills , and family cohesion. Cooking also improves comprehension of abstract math, science, and language skills and yet, many schools have removed culinary arts from their course offerings. 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.

Testing:

Pilot testing for the Cooking Academy program occurred in urban and suburban afterschool and low income housing settings in northern California with ethnically and culturally diverse samples of Hispanic Latino, Caucasian, Asian, American Indian, and African American students. To date, 188 students have participated in the Cooking Academy seven-week program. Data collection occurred through pre and post surveys using an intervention specific instrument and a standardized Taste Testing Tool.

Evaluation Results:

Among the various new foods prepared, students stated a willingness to ask for the food at home, (80% of students enjoyed whole-wheat pasta, 95% enjoyed blackberries, and 89% of students stated that they would eat zucchini again). By introducing students to new foods (like tofu), students showed increased likability (with 66% of students stating willingness to eat the food at home). Formative testing showed increases in cooking at home, self-efficacy in trying new foods, washing hands before food preparation, and eating more than one fruit or vegetable at dinner.

See our ANR Delivers article here:

<http://ucanr.edu/delivers/?impact=985&delivers=1>



Cooking Academy Coordinator Meeting:

- Bring promotional flyers and sample lesson schedules, recipes, photos, etc.
- Discuss required forms to be filled out by parents:

Enrollment Forms: allergies/emergency contact information

ANR Photo Release Forms

Program Requirements:

- 20 kids max/15 kids min (due to program funding and resources)
- A room with a sink and air conditioning
- A tutor (for the purposes of bathroom breaks, behavior checks, and standard onsite supervision)
- Walkie talkie (or method of communication between tutors on site)
- Tables: 4-6 tables needed, or table storage
- Hall pass rules/bathroom policy/school emergency procedures
- Procedure for dismissal
- Disciplinary actions/techniques: warnings-> no tolerance policy
- Commitment to 7 weeks: must be present at all classes, with exception of excused missed days, attendance will be noted

Weekly Routine:

Week 1: Instructional/Introduction (No cooking). Create ground rules, knife skills, kitchen terminology, learning to identify and how to use kitchen tools, food safety

Week 2-7: Cooking recipe and nutrition education lesson.

- Review Recipes
- Enter class: wash hands, pull back hair, and put on aprons. Review of ground rules, introduction of recipe for day.
- Read through recipe together in groups
- Cook meal in groups: Food prep time (cleaning vegetables, chopping, cleaning kitchen utensils)
- Team Meal time: eat together as a family, conversation.
- Nutrition education activity: MyPlate food groups, whole grains, sugar sweetened beverages, fast food choices, etc.
- Pre Post Test (Week 1 and Week 7)
- Taste testing tool: Consent form
- Dismissal

*Week 7: Celebration: certificates, prizes, group photo. Postcards to follow program.

-Parents are welcome to visit CA classes, drop in and see their student in action

Initial Meeting:

Pick up Enrollment Forms:

Cooking Academy Tentative Schedule: (next page)



Cooking Academy



Class 1: Foundation. Students will learn about kitchen tools, kitchen terminology, how to read a recipe, and proper cooking set up and clean-up procedures.

Featured Recipe- *We will enjoy sensational, seasonal snacks!*

Class 2: Food Safety. We will introduce the basic principles of balanced meals. We will practice safe knife skills and prepare a recipe incorporating three different food groups.

Featured Recipe- *We will cook up a favorite snack using whole grain tortillas and fresh, colorful vegetables.*

Class 3: Fruits and Vegetables. We will introduce a variety of fruits and vegetables, discuss the importance of eating fruits and vegetables, and prepare a colorful meal.

Featured Recipe- *We will cook a delicious dinner favorite using whole grain rice, colorful vegetables, and a powerful protein addition.*

Class 4: Whole Grains. We will learn the difference between whole grains and refined grains, learn how to read a food label, and prepare a breakfast recipe rich in whole grains.

Featured Recipe- *We will cook up a favorite breakfast item using whole grain bread and fresh, seasonal berries.*

Class 5: Smart Snacking. We will practice reading food labels, and prepare a healthy beverage and snack.

Featured Recipe- *We will prepare a delicious snack using whole grain tortillas and fresh, colorful vegetables.*

Class 6: Fast Food Savvy. We will practice making smart choices when eating out and prepare a healthier version of a popular fast food item.

Featured Recipe- *We will cook a classic recipe using whole grain pasta with a homemade cheese sauce and a special superstar ingredient.*

Class 7: Wrap up and Review. We will review what we have learned together, celebrate our success, and set goals to continue our learning and cooking!

Featured Recipe- *We will cook up a delicious dessert! We will enjoy a sweet and fruity treat. All chefs will go home with new cookbooks and prizes to continue cooking!*





Cooking Classes at Yolo County YMCA Summer Camp, Weeks 3-6!

What do they learn?

- How to cook a healthy new recipe at each class
- How to prepare and eat more fruits and vegetables
- Kids taste each recipe and get free prizes to take home!



Kids learn cooking skills at each class!

Who can join and when are the classes?

- Students going into 5th & 6th grade
- The 7-class series will occur during weeks 3-6
- Mondays & Fridays, 10:30am-12:30pm, at YMCA in Woodland at 1300 College Street
- Class days: June 26th, June 30th, July 7th, July 10th, July 14th, July 17th, & July 21st

Interested?

Contact _____, Summer Camp Director
 555-555-5555
 email@yahoo.com



This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health.

For CalFresh information, call 1-877-847-3663.





¡Clases de cocina gratis para niños!

¿Qué aprenderán?

- En cada clase aprenderán a cómo cocinar una nueva receta saludable
- A como preparar y comer mas frutas y verduras
- Los niños probaran cada receta y también tendrán la oportunidad de ganar premios para llevar a casa!



Niños aprenden nuevas habilidades de cocina cada semana.

Como inscribirse y cuando son las clases?

- Niños edades 9 a 11 años
- La serie de 7 clases iniciara en el Verano 2017
- Se llevaran acabo en los Apartamentos Esperanza Crossing
- Los días y el horario exacto será programado basado en el interés de la comunidad

Interesado?

Comuníquese con _____, Coordinador de Servicios para Residentes
555-555-5555
email@yahoo.com



ChooseMyPlate.gov

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health.

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University of California
Agriculture and Natural Resources
4-H Youth Development Program

There's a big world out there...

4-H opens all kinds of new experiences for young people. Through our clubs, camps and science programs, youth ages 5-19 develop leadership and life skills, serve their community, explore their interests and learn about their world.



Anyone can join 4-H, and we have programs from the center of the city to the far corners of Yolo County. Adult volunteers are welcome, too!

Contact us at:



**Plant a garden.
Cook over a campfire.
Raise an animal.
Teach younger kids.**



Discover it in 4-H!



County 4-H Youth Development Program
Visit us online at:



Universidad de California
Agricultura y Recursos Naturales

Programa 4-H de Desarrollo para niños y jóvenes



Hay un mundo muy grande allá afuera....

El programa de desarrollo para la niñez y juventud 4-H ofrece toda clase de nuevas experiencias para los niños y jóvenes de tu comunidad. A través de clubes, campamentos y programas para después de las clases e introducción a las ciencias.

Los programas 4-H son para niños y jóvenes entre 5 y 19 años de edad. La participación en 4-H ayuda a tus hijos a desarrollar habilidades de liderazgo a través del servicio a su comunidad, les permite explorar sus intereses y aprender acerca del mundo.

Todos los niños y jóvenes pueden pertenecer a 4-H en cualquiera de sus programas, ya sea en la ciudad de Woodland o en otras partes del Condado. ¡Los Adultos que deseen ayudar también son bienvenidos!

Si estás interesado mándanos un correo electrónico a

Aprende Robótica

Diseña un Jardín

Ve de Campamento



¡Descubre 4-H!



Programa 4-H de Desarrollo para Niños y Jóvenes
Condado

PROGRAM STRUCTURE & LAYOUT

Structure:

Cooking Academy is intended to be run in small groups. Small group work allows “chefs” to engage with and cooperate with one another. A total enrollment of no more than twenty is recommended, to keep things running smoothly and reduce the risk of injury. If possible, organize groups of five to seven “chefs” to one leader/educator. Holding weekly sessions, consecutively without breaks, if possible, allows for better attendance, skill mastery, and learning outcomes.

Classroom Layout:

If possible, set up three cooking stations, one for each group. In addition, set up three separate learning/eating stations, one for each group. This allows for easy movement between preparing and cooking recipes and transitioning into the other activities and lessons. Three sets of cooking and kitchen equipment and three sets of learning materials, one for each group, is ideal.

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 (washable fabric or plastic for easy cleaning)

Presentation:

It is imperative to allow at least two hours for each lesson. This allows for the class to come together, split off into smaller groups, then return to the larger class format for discussion and reflection. Cooking and eating together are essential facets of Cooking Academy and should not be skipped. Great discussions and learning opportunities present themselves when there is enough time for all components of the program to be presented.

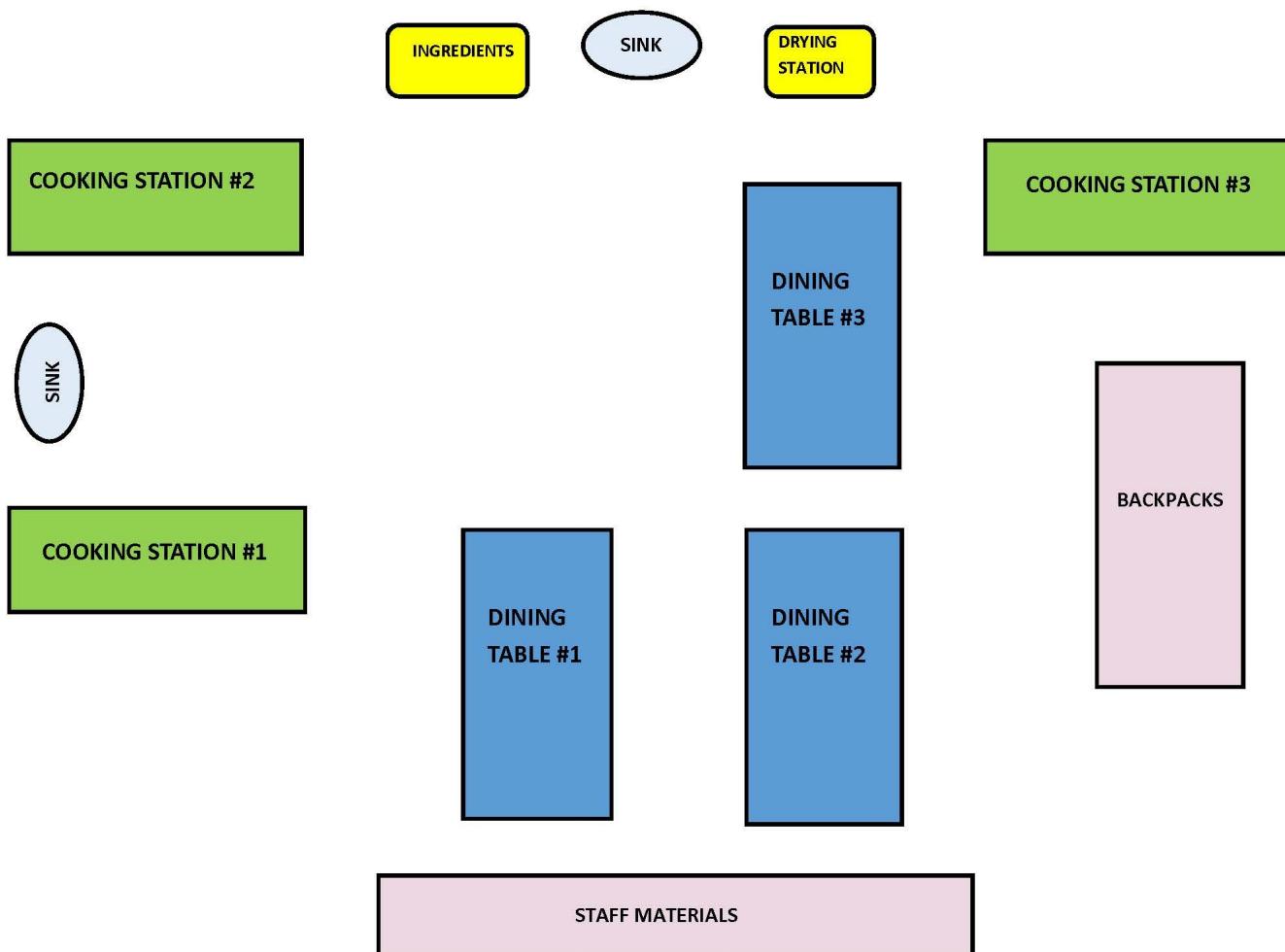
Internalizing Labels:

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.



SAMPLE ROOM DIAGRAM

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PACKING LIST:**Cooking Equipment**

Can opener
Colander
Cookie sheet
Cutting board
Extension cord (optional)
Fork
Grater
Griddle
Hot pad
Knife
Measuring cup, dry
Measuring cups, liquid
Measuring spoons
Mixing bowl
Mixing spoon
Muffin pan
Oven mitt
Paring knife
Rice cooker (optional)
Saucepan, with lid
Shallow baking dish
Skillet, with lid
Spatula
Spoon, mixing
Spoon, serving
Vegetable brush
Vegetable peeler
Whisk

Educator Supplies

Activity Supplies
Camera
Easel note pad
Ground Rules poster
Lesson schedule
Markers
MyPlate poster
Name tags
Pencils
Recipes
Student roster
Tables
Tape
Taste Testing Tool
Trifold board (optional)

Supplies

Aprons, name badges
Tablecloths
Dishtowels
Dishrack
Dish soap
Hand soap
Sponges
Hand sanitizer
Clorox wipes
Food Surface Wipes
Paper towels
Latex gloves
First aid kit
Dustpan
Garbage bags
Plates/bowls
Forks/Spoons/Knives
Napkins
Drinking cups
Ziploc bag/container
Water Jug
Hair ties/Rubber bands



Cooking Academy Student Internship Initial Meeting

-Introduction

- Overview of UC CalFresh Nutrition Education Program
- Office tour
- University transcript notation or internship requirements

-Student Experience

- Previous nutrition experience
- Previous cooking experience
- Previous work with youth (teaching, tutoring)
- Interests in the field
- Goals/Expectations for internship

-Contact Information

- Email
- Phone Number

-Availability/Schedule/Transportation

- Academic Schedule
- Cooking Academy Schedule
- Transportation available
- Alternative opportunities for growth in nutrition (guest lessons, parent classes, smoothie bike)

-Cooking Academy

- Recipes
- Nutrition education activities/discussions
- New cooking skills/techniques
- Working as a team
- Eating together/conversation
- Recipes
- Student leader role

-Food Safety

- Importance of safety with students
- Handwashing
- Dishwashing
- Equipment food safety protocols



Cooking Academy Student Internship Initial Meeting

-Responsibilities and Expectations as an Intern

- Nutrition knowledge (MyPlate, RYD, whole grains)
- Comfortable leading a group and nutrition lesson
- Responsibility, Reliable: contact asap if sick, emergency

-Attire

- Office versus Cooking Academy
- UC Polo, name badge, comfortable shoes, hair back, clean nails

-Food Demonstration & Sanitizing Protocol

- Steps to conducting a food demo
- Food safety

-UC CalFresh tracking & Extender Enrollment Paperwork

-Questions/Concerns

*Each week lesson and recipe instructions will be emailed with specific instructions attached. Please read prior to coming into office, prepare any questions you may have. We will meet for 15 minutes before leaving for Cooking Academy to review the day's schedule and recipe.

REMINDER: Send follow-up email after initial meeting.



Cooking Academy: (Lesson 1)**Unpack equipment and set up classroom:**

Organize tables and chairs, wipe down tables, lay out table cloths, place name tags at seats

Set up 2 back tables with Kitchen Utensil Matching equipment

Set up 1 table for snack

Post Ground Rules poster on white board

Introduction: Wash hands, nametags, introductions, summary of program, and what we will be doing today.

Pretest: Pass out pretest and pencils, students must answer all questions on survey. You may answer their questions regarding the comprehension of the question, but do not give them answers – answer to the best of their abilities.

Ground Rules: Pass out ground rule forms. Students raise hands and participate in brainstorming ground rules together as a class. Students bring home ground rules, review with parents, sign, and return at Week 2.

Read a Recipe: Separate in 2 groups. Pass out strips and students work together as a team to put in order. Review Read a recipe as group and explain in detail if necessary.

Kitchen Utensil Matching: In same 2 groups. Pass out terminology cards, students read the definition and work together as a team to locate the kitchen item on designated table (in back of room). Review each kitchen utensil as a class: student holds up item, reads definition aloud, and gives examples of uses.

Snack: *Wash hands* Trail mix (dried apricots, raisins, pretzels, whole grain cereal). Each student scoops each item in a cup to create mixture. Encourage each student to try the dried apricot - encourage trying if unfamiliar.

Kitchen Glossary Worksheet: During snack. Pass out terminology worksheet, pencils, and laminated definition sheets. Match each kitchen term with the definition. Students must write the full definition on their sheet. Answer any questions, use examples of each term and encourage conversation – do not simply give them the answers.

Knife Skills (if time allows): focus on safety in the kitchen. How to hold a knife when cutting (“claw”), to walk with knife pointed down, and how to pass the knife to a partner.

TTT (Taste Testing Tool): Four questions recorded on clipboard about dried apricots. Ask students by a raise of hands...

Conclusions/Reminders: Return Ground Rules form at next class on _____. Come excited next week ready to cook!

Stickers: Pass out stickers/pencils to students after turning in nametags.

Pack up items and clean up space.

Wipe down table cloths, clean surfaces and floors

Reorganize tables and chairs, leave space in same condition

Dispose or trash and pack up car with equipment



Cooking Academy: (Lesson 2)**Unpack equipment and set up classroom:**

Organize tables (6 tables total: 3 cooking stations, 3 eating tables), lay out table cloths, place aprons and name tags at seats (I have a list with students placed in each group)
 Post Ground Rules poster on white board

Introduction: Collect ground rules forms. Wash hands, pull back hair. Students will find their name tags at a designated table, put on aprons and name tags (please do not allow students to switch groups)

Review Ground Rules: reminder of rules and no tolerance policy

Reading of Recipe: Vegetable and Black Bean Quesadilla

Separate into 3 groups, sit with group, and read through the recipe together. Take turns reading through each item and instruction (go around in circle with each student reading a line). Answer any questions they may have (explain new terminology; explain what a griddle is; reference learning about that item last week, etc.).

The recipe is very simple, I will quickly review it with you before the lesson begins, but please come prepared.

*Only exception to the recipe is #10: You will NOT need to transfer mixture to bowl and wipe out clean, we will be using a GRIDDE for the second half of the recipe (This is designed so that students can make at home using one skillet total)

Cooking: Divide tasks up between students in your group:

1 person to open, drain, and rinse black beans

1 person to open, drain, and rinse corn

1 person to rinse zucchini

2-4 people to cut zucchini (cut each zucchini in half and let as many cut as possible)

2 people to grate cheese (each student grates half)

1 student to measure out oil and pour in skillet

Let each student have the opportunity to stir the mixture (with oven mitt on)

Let each student individually do #11-13. Let them scoop the mixture on a tortilla, add cheese, and place on gridde. Allow them to flip their quesadilla as well. When it is cooked, let them take it off, place on a plate, and cut into wedges.

When cooking, you will need to model techniques and show them how to safely complete the task. Have each student stop what they are doing, eyes on you, and properly show them how to use a box grater. By taking the extra minute to have each student watch you model, they are learning that skill even if it is not their designated task for the day. We want each student to be aware of all steps and see the process; how to follow a recipe from start to finish.

Each student should be doing something: completing a task with a partner, washing dishes, cleaning up the workstation, or setting the table. Keep them active, and often ask them to check the recipe and see if we are on track (read through the steps to see if they missed anything).

Eating Together: While the food is finishing up, select students to set the table (plates, napkins, forks, cups with water). Each student (and you included!) will get a plate of food and sit down together. Do not begin eating until everyone is seated. Use this time for conversation, talk about the recipe, what they liked, did not like, what they would change if they cooked it at home. It is a great opportunity to get to know the students in your group.

Clean Up: Let the students clean up. Have them do the dishes, throw away trash, wipe down tablecloths, etc. YOU ARE NOT TO DO ALL THE WORK!

TTT: When each group has finished cleaning up, we will do the TTT questions as a class (Zucchini).

MyPlate Discussion: As a class, introduction of MyPlate and 5 food groups. We will go in more detail next week with a MyPlate activity.

Reminders/Dismissal: Next class is _____. Please collect aprons and name tags. Once they turn in their name-tag, they may receive a MyPlate sticker.

Pack up items and clean up space.

Wipe down table cloths

Laundry bag

Dispose of trash and leave space in same condition

Pack up car with equipment



Cooking Academy: (Lesson 3)**Unpack equipment and set up classroom:**

Organize tables as we did the week prior, lay out tablecloths, place aprons and nametags at seats, set up dishwashing stations.

Set out utensils on cooking stations

Post Ground Rules poster on white board

Introduction: Collect ground rules forms. Wash hands, pull back hair. Students will find their nametags at a designated table, put on aprons and nametags.

Review Ground Rules: reminder of rules and no tolerance policy.

Reading of Recipe: Crisp Asian Tofu & Vegetable Stir Fry

Read through recipe together as a group. Take turns reading and answer any questions, explain in detail any unfamiliar terms.

*Only exception to the recipe is the brown rice will be pre-cooked. The students will not be preparing the rice. We will do this for them (it takes an extended amount of time to cook).

Cooking: Divide tasks up between students in your group: (These are examples, you may choose to divide tasks as your group desires)

2 people wash, chop broccoli

2 people wash, chop celery

2 people wash, chop carrots

2 people drain, cut tofu in small pieces

3 people prepare soy sauce mixture (each get ingredient)

1 person oil measurement

Again, please model techniques and show them how to safely complete the task.

*Please assist with opening the tofu package, it is filled with liquid, and we do not want a spill.

**We will be sharing the tofu. There are 2 packages for 3 groups, so if you are the first to open the package, please only take 2/3 that way each group gets an equal amount.

Each student should be doing something: completing a task with a partner, washing dishes, cleaning up the workstation, or setting the table. Keep them active, and often ask them to check the recipe and see if we are on track (read through the steps to see if they missed anything).

Eating Together: Set table. Begin eating when everyone is seated and try meal together. Converse about recipe, what they liked, did not like, what they would change if they cooked it at home. It is a great opportunity to get to know the students in your group.

Clean Up: Let the students clean up. Have them do the dishes, throw away trash, wipe down tablecloths, etc. YOU ARE NOT TO DO ALL THE WORK!

TTT: When each group has finished cleaning up, TTT questions as a class (Tofu).

MyPlate Discussion/Activity: As a class, introduction of MyPlate and 5 food groups. MyPlate activity: building a meal including all 5-food groups.

*I will explain in detail in person (Very easy!)

Reminders/Dismissal: Next class is _____. Please collect aprons and name tags. Once they turn in their nametag, they may receive a MyPlate sticker.

Pack up items and clean up space.

Wipe down table cloths

Put all tables and chairs back to original position

Laundry bag

Dispose of trash

Pack up car with equipment



Cooking Academy: (Lesson 4)**Unpack equipment and set up classroom:**

Organize tables as we did the week prior, lay out tablecloths, place aprons and nametags at seats, set up dishwashing stations.

Set out utensils on cooking stations

Post Ground Rules poster on white board

Introduction: Wash hands, pull back hair. Students will find their nametags at a designated table, put on aprons and nametags.

Review Ground Rules: reminder of rules and no tolerance policy.

Review of Last week: Review our what we did last week: recipe and MyPlate (class discussion)

Reading of Recipe: Delicious Berry French Toast

Read through recipe together as a group. Take turns reading and answer any questions, explain in detail any unfamiliar terms.

Cooking: Divide tasks up between students in your group: (These are examples, you may choose to divide tasks as your group desires)

2 people wash, cut berries

2 people slice bananas

1 person measure brown sugar

1 person measure cinnamon

1 person carefully mix berry + banana mixture

2 people crack eggs (someone who has never done before?)

1 person measure milk

1 person measure cinnamon

1 person whisk to combine

1 person coat skillet with cooking spray

Each person will have the opportunity to dip bread in Pyrex, place on griddle, and flip when ready

2 people set table while French toast in cooking

*Model first how to dip the bread in Pyrex, and placement on griddle. Students follow after with own slice of bread. Next, show them how to check with the spatula to see if golden brown on bottom. Following, model how to flip the piece of toast.

Again, please model techniques and show them how to safely complete the task.

Each student should be doing something: completing a task with a partner, washing dishes, cleaning up the workstation, or setting the table. Keep them active, and often ask them to check the recipe and see if we are on track (read through the steps to see if they missed anything).

Eating Together: Set table. Begin eating when everyone is seated and try meal together. Converse about recipe, what they liked, did not like, what they would change if they cooked it at home. It is a great opportunity to get to know the students in your group.

Clean Up: Let the students clean up. Have them do the dishes, throw away trash, wipe down tablecloths, etc. **YOU ARE NOT TO DO ALL THE WORK!**

TTT: When each group has finished cleaning up, TTT questions as a class (Berry).

Whole Wheat Discussion/Activity: Discussion as a class followed by Activity in-group.

*I will explain in detail in person

Reminders/Dismissal: Next class is _____. Please collect aprons and name tags.

**Please walk with students to parking lot and wait until parents have picked up their child.

Pack up items and clean up space.

Wipe down table cloths

Put all tables and chairs back to original position

Laundry bag

Dispose of trash

Pack up car with equipment



Cooking Academy: (Lesson 5)**Unpack equipment and set up classroom:**

Organize tables as we did the week prior, lay out tablecloths, place aprons and nametags at seats, set up dishwashing stations.

Set out utensils on cooking stations

Post Ground Rules poster on white board

Introduction: Wash hands, pull back hair. Students will find their nametags at a designated table, put on aprons and nametags.

Review Ground Rules: reminder of rules.

Review of Last week: Review our what we did last week: recipe, MyPlate, whole grains (class discussion)

Reading of Recipe: Colorful Pinwheel Vegetable Wraps

Read through recipe together as a group. Take turns reading and answer any questions, explain in detail any unfamiliar terms.

Cooking: Divide tasks up between students in your group: (These are examples, you may choose to divide tasks as your group desires)

2 people rinse, slice radishes

2 people rinse, shred carrots with box grater

2 people rinse cilantro, pull off stems, tear leaves into smaller pieces, add to small green bowl with avocado mash

1 person rinse lettuce

2 people zest lemon (add to avocado mash in small green bowl)

2 people slice lemons into halves, squeeze into small brown bowl

2 people slice avocado, cut lengthwise (add to small green bowl)

2 people mash avocado with fork

2 people grate cheese onto paper plate

*Model how to complete tasks: how to pluck off cilantro sprig and tear into small pieces, how to zest lemon with box grater, how to slice an avocado lengthwise, and remove pit.

Again, please model techniques and show them how to safely complete the task.

Each student should be doing something: completing a task with a partner, washing dishes, cleaning up the workstation, or setting the table. Keep them active, and often ask them to check the recipe and see if we are on track (read through the steps to see if they missed anything).

Eating Together: Set table. Begin eating when everyone is seated and try meal together. Converse about recipe, what they liked, did not like, what they would change if they cooked it at home. It is a great opportunity to get to know the students in your group.

*Cucumber Mint Spa Water will be the beverage served for this lesson.

Clean Up: Let the students clean up. Have them do the dishes, throw away trash, wipe down tablecloths, etc. **YOU ARE NOT TO DO ALL THE WORK!**

TTT: When each group has finished cleaning up, TTT questions as a class (Radish).

Rethink Your Drink (RYD) Discussion/Activity: Discussion as a class followed by Activity in-group.

*I will explain in detail in person

Reminders/Dismissal: Next class is _____. Please collect aprons and name tags.

**Please walk with students to parking lot and wait until parents have picked up their child.

Pack up items and clean up space.

Wipe down table cloths

Put all tables and chairs back to original position

Laundry bag

Dispose of trash

Pack up car with equipment



Cooking Academy: (Lesson 6)**Unpack equipment and set up classroom:**

Organize tables as we did the week prior, lay out tablecloths, place aprons and nametags at seats, set up dishwashing stations.

Set out utensils on cooking stations

Post Ground Rules poster on white board

Introduction: Wash hands, pull back hair. Students will find their nametags at a designated table, put on aprons and nametags.

Review Ground Rules: reminder of rules.

Review of Last week: Review our what we did last week: recipe, MyPlate, sugar-sweetened beverages, water

Reading of Recipe: Creamy Stove Top Macaroni and Cheese

Read through recipe together as a group. Take turns reading and answer any questions, explain in detail any unfamiliar terms.

Cooking: Divide tasks up between students in your group: (These are examples, you may choose to divide tasks as your group desires)

2 people rinse, chop broccoli

2 people grate cheese on paper plate

2 people fill pot with hot water, carefully

Once boiled, 1 person add pasta

With 2 minutes left, 1 person add broccoli

1 person walk with you to sink to drain pasta (you hold pot, they hold colander)

1 person add oil

1 person add flour

1 person whisk constantly

1 person add milk, slowly

1 person add cream cheese

1 person add grated cheese, slowly

1 person add pasta to sauce

1 person add black pepper

Again, please model techniques and show them how to safely complete the task.

Each student should be doing something: completing a task with a partner, washing dishes, cleaning up the workstation, or setting the table. Keep them active, and often ask them to check the recipe and see if we are on track (read through the steps to see if they missed anything).

Eating Together: Set table. Begin eating when everyone is seated and try meal together. Converse about recipe, what they liked, did not like, what they would change if they cooked it at home. It is a great opportunity to get to know the students in your group.

Clean Up: Let the students clean up. Have them do the dishes, throw away trash, wipe down tablecloths, etc. **YOU ARE NOT TO DO ALL THE WORK!**

TTT: When each group has finished cleaning up, TTT questions as a class (Whole Wheat Pasta).

Eating Out Choices/Fast Food Discussion/Activity: Discussion as a class followed by Activity in-group.

*I will explain in detail in person

Reminders/Dismissal: Last class is _____ – Celebration Day! Please collect aprons and name tags.

**Please walk with students to parking lot and wait until parents have picked up their child.

Pack up items and clean up space.

Wipe down table cloths

Put all tables and chairs back to original position

Laundry bag

Dispose of trash

Pack up car with equipment



Cooking Academy: (Lesson 7)**Unpack equipment and set up classroom:**

Organize tables as we did the week prior, lay out tablecloths, place aprons and nametags at seats, set up dishwashing stations.

Set out utensils on cooking stations

Post Ground Rules poster on white board

Introduction: Wash hands, pull back hair. Students will find their nametags at a designated table, put on aprons and nametags.

Review Ground Rules: reminder of rules.

Review of Last week: Review of what we did last week: recipe, MyPlate, sugar sweetened beverages, water, fast food choices

Reading of Recipe: Apple Pie Cups

Read recipe together as a group. Take turns reading and answer any questions, explain in detail any unfamiliar terms.

Cooking: Divide tasks up between students in your group: (These are examples, you may choose to divide tasks as your group desires)

2 people wash apples

Each person peel, core, and cut their own apple into 1-inch pieces.

1 person place butter in skillet

1 person add apples to skillet

1 person add sugar to skillet

1 person add cinnamon to skillet

1 person add vanilla extract to skillet

1 person add salt to skillet

Each person occasionally stir apples until fork tender (10-15minutes)

Each person scoop apples into bowl, top with raisins, and 1 graham cracker

**Each group does NOT make whipping cream. I will make the whipping cream and students can come watch the process, assist with mixing. Only 1 whipping cream will be made for the entire class.

Again, please model techniques and show them how to safely complete the task.

Each student should be doing something: completing a task with a partner, washing dishes, cleaning up the workstation, or setting the table. Keep them active, and often ask them to check the recipe and see if we are on track (read through the steps to see if they missed anything).

Eating Together: Set table. Begin eating when everyone is seated and try meal together. Converse about recipe, what they liked, did not like, what they would change if they cooked it at home. It is a great opportunity to get to know the students in your group.

Clean Up: Let the students clean up. Have them do the dishes, throw away trash, wipe down tablecloths, etc. YOU ARE NOT TO DO ALL THE WORK!

TTT: When each group has finished cleaning up, TTT questions as a class (Cooked Apples).

Graduation/Group Photo: Certificates, goodie bags, prizes, group photo

Reminders/Dismissal: Thank you! Keep cooking at home! Please collect aprons and name tags.

**Please walk with students to parking lot and wait until parents have picked up their child.

Pack up items and clean up space.

Wipe down table cloths

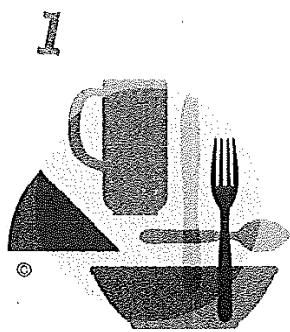
Put all tables and chairs back to original position

Laundry bag

Dispose of trash

Pack up car with equipment



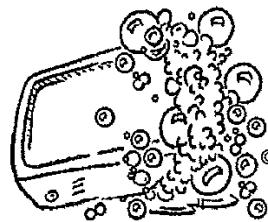


Food SAFETY BASICS

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 are cooking to keep your food safe. These rules should become a habit — things you do without thinking because you know the rules well.

Before You Begin To Cook

- Wash your hands with soap and warm water for at least 20 seconds.
- Be sure your fingernails are clean.
- Check to see that your work area is clean.
- Wear clean clothes.
- Wear an apron or tie a clean kitchen towel around you to keep from spreading any germs to the food and to keep your clothes clean.
- Use clean cooking utensils.
- Clip long hair back so that it will not fall into the food.
- Use a clean cloth or paper towel to wipe your hands. This prevents spreading germs. 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 the dish cloth or towel. The floor surface is covered with germs.



While You Are Cooking

- Keep your hands away from your hair, face, and pets. Don't lick your fingers.
- Cover your nose and mouth if you have to sneeze or cough. Wash your hands before you start to cook again.
- Do not use your mixing spoon for tasting foods. Use a separate spoon for tasting. Never put a used tasting spoon into food that is to 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.



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Clean the Food

- Wash fresh fruits and vegetables in plenty of cool water before using them.
- Use a vegetable brush to wash foods such as carrots, celery, and potatoes to remove any soil that remains.
- Wipe the tops of all cans, boxes, and bottles before opening them. This helps remove any germs that are on them.
- 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: 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.

Time for Clean up

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

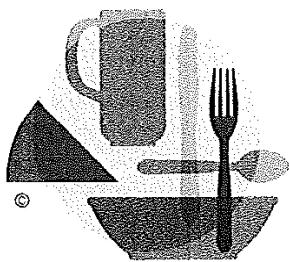
Dishwashing is easy if you use plenty of hot water and soap. (If you have an automatic dishwasher, ask how to use it.) There are three steps in washing dishes.

Step 1: Scrape and stack. Use a scraper or paper towel to remove food. Sort the dishes; put glassware together, silverware together, pots and pans together.

Step 2: Use hot, sudsy dishwater. Wash the glasses first; wash the rims carefully to destroy any germs. 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 and then let them air dry. Wash pots and pans last.

Step 3: Return any leftover ingredients and cooking utensils to storage. Clean your work area, stove top, and sink. If food has been spilled in the oven, let the oven cool before cleaning it.

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KITCHEN SAFETY BASICS

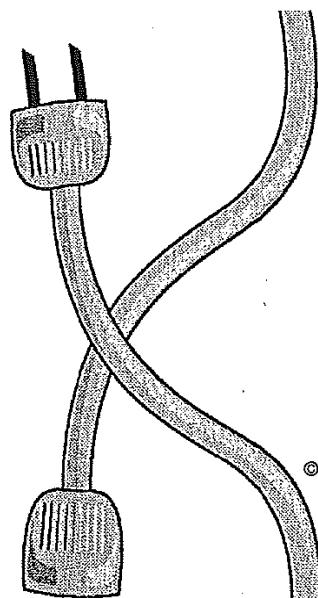


Be Considerate When You Use the Kitchen

- Ask permission to use the kitchen and prepare the food.
- Keep the kitchen neat and clean while you work.
- Wash all dishes and cooking utensils and put them away when you are finished.
- Clean your work area and put away any unused ingredients and utensils.

Be Safe When Using Electrical Equipment

- Check to see that the appliance switch is in the **off** position.
- Attach electric cord to appliance if it is not already attached.
- Plug the cord into outlet.
- Turn off the motor or heat when you are finished using the equipment.
- Pull the plug from outlet **before** detaching the cord from the appliance. Do not pull on the cord because this may break the wires.
- Unplug appliances when not in use.
- Keep your fingers away from the moving blades of a blender, mixer, or food processor.
- Place the lid on the blender or food processor before turning it on.
- Unplug the mixer when putting in beaters or removing them.
- Never touch the heating element of an appliance such as a toaster. Never put a knife or other utensil into a toaster because you may get shocked. If something is stuck, unplug the toaster before trying to remove anything.
- Never plug in or unplug appliances with wet hands because you may get shocked.



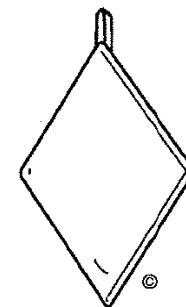
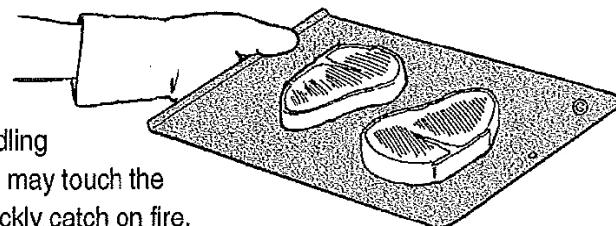
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Be Safe When Using Microwaves

- Do not start the microwave oven when it's empty.
- Use microwave-safe dishes. It is not safe to use metal in a microwave.
- Be careful of steam when you take off a cover or open a bag that contains hot food.
- Always use potholders to take things out of the microwave. The food container can get hot from the heat or steam in the food.
- Read and follow the microwave heating directions on food packages.

To Prevent Burns

- Use hot pads or a mitt when handling hot dishes and pans. Dish towels may touch the flame or heating element and quickly catch on fire.
- Avoid using metal utensils when cooking food on top of the stove since metal becomes hot quickly. Wood and plastic utensils don't get hot as quickly.
- Use a fork, turner, spoon, or tongs to lift foods that are hot.
- Do not turn on stove burners until you are ready to use them and turn off the burners as soon as you are finished using them. Double-check to see that all the burners are turned off when you are finished cooking.
- Place the pan on the burner so that the pan handle is toward the center or the rear of the stove. This prevents someone from hitting the handle and spilling the food.
- Don't fill cooking pot over two-thirds full. This will help prevent foods from boiling over or spilling.
- Remove covers from hot foods by tilting the lid away from you. The hot steam will rise away from your face.



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, it can be more dangerous than a sharp one.
- Use a cutting board to avoid cutting yourself or cutting the table or counter top.

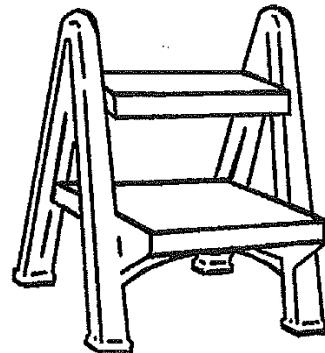


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- Wash knives and put them away as soon as you are finished using them. Don't place knives in dishwater because you may cut your hand trying to find the knives.
- Use knives for cutting only. Do not use them as can openers, screwdrivers, or chisels.
- 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.

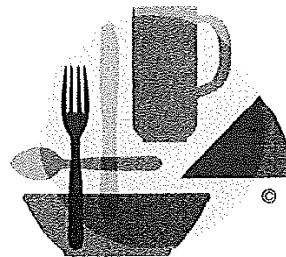
To Prevent Falls

- Immediately wipe up spills.
- Keep kitchen floor free from clutter.
- Use a step stool if you must reach for a high object. If you don't have a step stool, ask someone who is taller than you to get the object for you.



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MEAL TIME BASICS



Today's families are busy and it's hard to find time for a meal together. Shared meals can help families grow closer as they talk about their day and plan for family events. Try these tips to help your family find time to share a meal and have fun too.

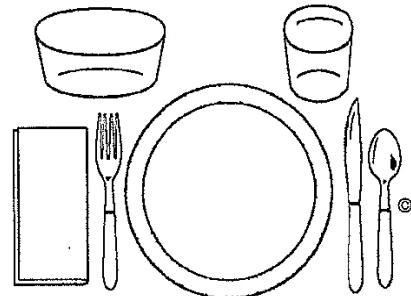
- **Show that family meals are important.** Turn off the television and don't answer the phone while you are eating.
- **Eat around a table.** It is easier to talk and listen when you are facing each other.
- **Enjoy your time together.** Make easy conversation — don't nag, complain or argue with your family. Have a "no bickering" rule. Any violators might have to wash dishes! Allow everyone a turn to talk. Try these conversation starters:
 - Ask everyone to share their favorite part of the day.
 - Plan the next day's dinner together.
 - Share a favorite vacation memory.
 - Discuss an activity the family can do together.
 - Talk about a book or a movie that everyone has seen.
 - Talk about upcoming holidays or vacations.
- **Be creative.**
 - Have a theme for your meals — such as a current event or ethnic food.
 - Play favorite music softly. If you are eating ethnic food play music from that nation or culture.
 - Every Sunday night is Pizza Night or Taco Night.
 - Family Picnic night — use a nearby park, back porch, or the living room!
 - "Try it" — try a new food, especially vegetables or fruits. Everyone needs to taste.
 - If the family misses an evening meal, gather for dessert or bedtime snack.
 - Have breakfast for dinner and serve your favorite breakfast food.
 - Make table decorations or centerpieces, these may be edible food.
- **Make meal preparation simple and quick.** Simple meals can taste good. Your family may bring home prepared food from a restaurant. Use disposable plates and silverware instead of washing dishes. This allows more time together as a family.

1

- **Get everyone involved** in preparing meals. Young children can wash vegetables, tear lettuce, and set the table. Prepare a simple dish from your 4-H project books as a meal for the family.
- **Write on the calendar** meals the family will eat together. Try weekend breakfasts too.

Setting a Pretty Table

It only takes a few minutes to set the table for your family and that extra step can set the mood for the family meal together. Sitting down to a nice table setting tells family members that they are worth the extra work. It also helps them to relax and enjoy the food that you have prepared for them. The drawing shows how to set the table for meals. Just remember to use only the silverware and dishes you need for the food you are serving — no need to wash extra dishes!



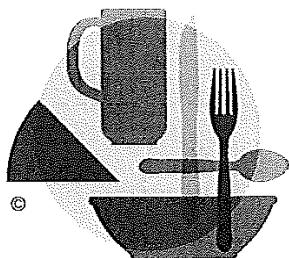
Mealtimes Manners

Most of us enjoy meals served and eaten in a pleasant way. Using good manners allows other people to enjoy our company. Test your manners know-how by taking the true/false quiz below. Check your answers at the bottom of the page.

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

Answers: 1) True; 2) False (keep your elbows off the table); 3) False (it is proper to eat quietly); 4) True; 5) False (always place the napkin on your lap); 6) True; 7) False (wait until you chew and swallow the food); 8) False (excuse yourself from the table); 9) False (ask others to pass it, please); 10) False (when you don't like a food, simply pass it up or say no thank you)

2



CookING “How To”

Knife Skills

Many of the recipes in this manual require you to cut food into different sizes. You should start with a cutting board and a sharp knife. (See 4-H *Cooking 101*, page 30.) Use the knife to slice, chop, dice, or mince food. For most of these cutting actions, 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 decide if you want to leave the peel on or not. Leaving the peel on fruits and vegetables such as potatoes, carrots, tomatoes, apples, or pears adds extra **fiber** to your diet. Of course, some fruits and vegetables, such as onions and oranges, should be peeled before using.

If the food you are cutting is round, first slice the food in half, then lay the flat side of the food on the cutting board. This prevents the food from moving as you cut it.

Types of Knives

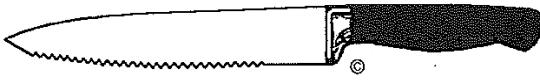
Chef's knife — has a broad, tapered shape, and fine edge; good to use for chopping vegetables.



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.





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How to Cut Food



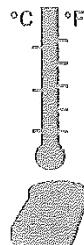
Slice — cut into thin, even pieces. To slice food, grasp the food with your fingers and curl your fingertips to avoid cutting yourself. Keep the tip of the chef's knife on the cutting board, and with a rocking motion, slice down through the food.



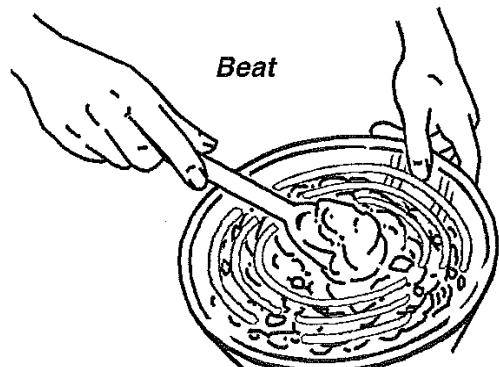
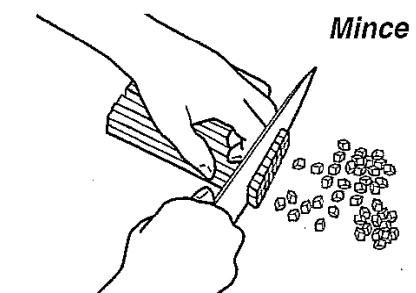
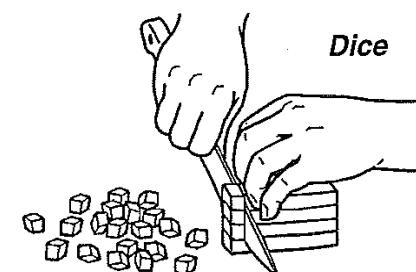
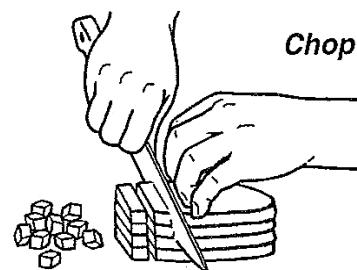
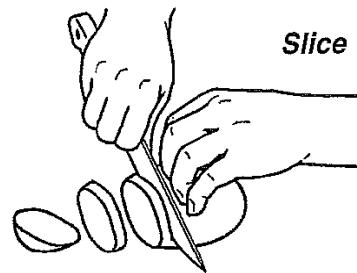
Chop — cut into small pieces. To chop food, start by slicing it. Then gather the slices together in a pile, curl your fingertips to avoid cutting yourself, and cut through the slices. This will chop your food into small pieces. The closer the slices, the smaller the pieces of food will be.



Dice — cut into small cubes. Slice the food into strips. Stack the strips and slice through them lengthwise into $1/4$ " 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 through the dish.



Mince — cut into tiny pieces. Slice the 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. To mince herbs such as parsley or chives, use kitchen scissors to snip the herbs into small pieces.



How to Mix Food

Beat — make a smooth mixture with rapid, regular motion using a whisk, spoon, fork, or mixer. Use a 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.

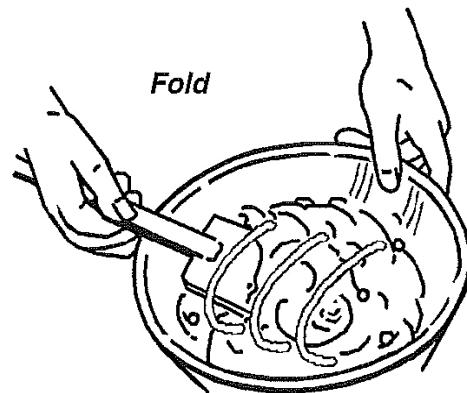
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Cream — make food or mixture smooth and creamy with a spoon or mixer. When using a spoon, press the food against the sides of the bowl with the back of a spoon. Continue until the food is soft and smooth. When creaming margarine or cheese, let ingredients sit at room temperature until soft, then cream. If using a mixer, beat ingredients until they are smooth and creamy.

Fold — combine ingredients by using a gentle circular motion. With a scraper or spatula, cut down into the mixture, slide across the bottom of the bowl to bring some of the mixture up and over the surface. Repeat until mixture is completely blended. Use gentle motions to keep the mixture light and airy.

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

Toss — use forks or spoons to mix foods lightly with a lifting motion. Lift food and then let it drop gently back into the bowl.



How to Cook Food

Bake — cook food in an oven.

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

Fry — cook food in skillet over medium heat with a small amount of fat, such as oil or butter.

Grill — cook an ingredient over very hot heat on a metal grill.

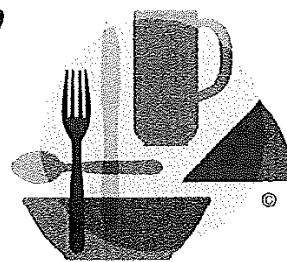
Microwave — cook food in an appliance using microwave energy.

Poach — cook food over low heat in 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.

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COOKING "How To" BASICS

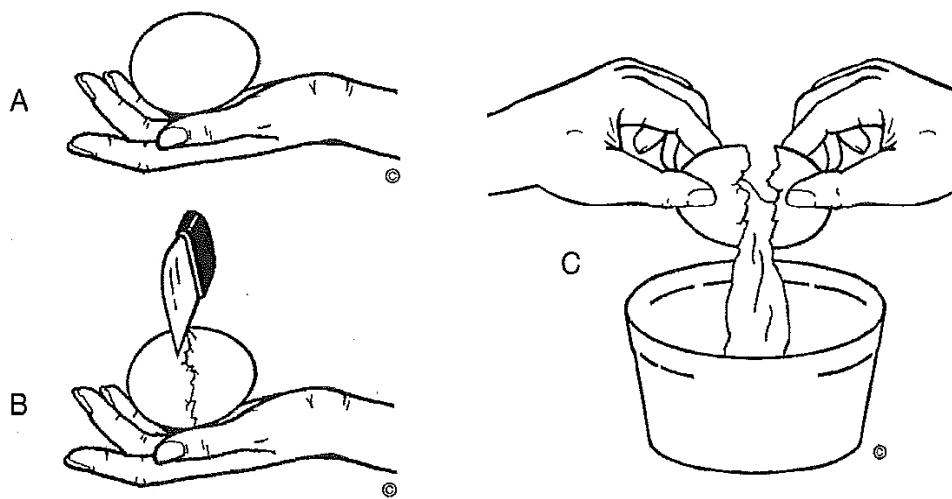


How to Follow a Recipe

1. Read the entire recipe first.
2. Wash and dry your hands.
3. Gather the ingredients for the recipe to be sure you have everything you need.
4. Gather the equipment you will need.
5. If needed, turn on the oven and set the temperature.
6. Prepare the pan, dish, or cookie sheet.
7. Follow the recipe step by step to measure, mix, and prepare the food.

How to Break an Egg

Hold the egg in one hand. Use the edge of a knife to lightly hit the egg and break the shell. Hold the egg over a small bowl and pull the shell apart. The egg will slide into the bowl. Check to see that the egg is good before you add it to your mixture. If the recipe calls for more than one egg, repeat this procedure.



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How to Melt Fat

When a recipe calls for melted fat, such as margarine, butter or lard, measure it after melting. Using the microwave makes melting fat easy. Place the fat in a microwave safe bowl and cover with a paper towel or plate. Cooking time will vary depending on the amount of fat to be melted. Start with a few seconds and add more cooking time if necessary. Equal amounts of cooking oil can be substituted for melted fat.



How to Prepare a Pan

Lightly coat the pan with a small amount of cooking spray. Or use a paper towel or a piece of waxed paper to spread a small amount of cooking oil or fat over the bottom and sides of the pan. Do not coat the sides of the pan when baking a cake because cake batters need to cling to the sides of the pan while baking.

How to Flour a Pan

First, lightly coat the pan with non-stick cooking spray or shortening. Then place about 1 tablespoon of flour in the pan. Shake the pan until it is coated with the flour. Any flour that does not stick should be discarded. Recipes often call for flouring a pan when baking cakes or quick bread.

How to Use an Electric Mixer

Ask someone to show you how to use the electric mixer and how to insert and remove the beaters. Follow these safety rules when using an electric mixer.

- Lower the beaters into the food before turning on the motor.
- Turn off the motor when using a spatula or spoon to scrape down the sides of the mixing bowl.
- Turn off the motor before lifting the beaters from the food.
- Keep finger and utensils away from beaters when mixer is on.

How to Use the Oven

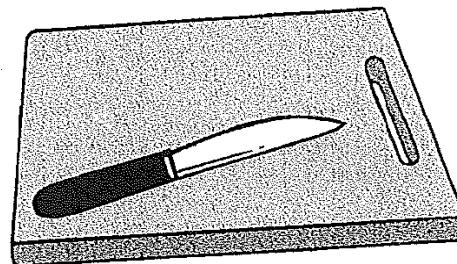
Some recipes tell you to preheat the oven. Turn on the oven as you begin preparing the recipe so it is at the correct temperature when the food is placed in the oven. Before you turn on the oven, position oven racks in the center of the oven. Food placed on lower or

I

upper racks will cook unevenly. Leave enough space between oven racks to allow baked foods to rise. Turn the thermostat to the temperature stated in the recipe. When oven is heated, place the food to be baked in the center of the oven. Once food is in the oven, open the door only when necessary to avoid losing heat. Test the food for doneness a few minutes before the end of the baking time because oven temperatures vary. Use a dry potholder or oven mitt to slide the rack forward and remove the food from the oven. Never reach into the hot oven because you may touch a hot surface and burn your hand or arm. Turn off the oven when you have finished baking. When the oven is cool, clean up any food that may have spilled in the oven.

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, hold food firmly on the cutting board with one hand. Keep your fingers curled back away from the knife blade while you cut. When cutting round foods such as onions or apples, you first need to create a flat surface. Start by cutting down the middle of the food and place the flat side on the board before chopping. Cut each half into four or five slices. Hold the slices together and cut across them in the size pieces you need. To avoid spreading germs: wash, rinse, and sanitize the cutting board after each use — especially when cutting meat, poultry, or seafood. To sanitize the cutting board, dilute one tablespoon of bleach in a gallon of water and use as the final rinse.



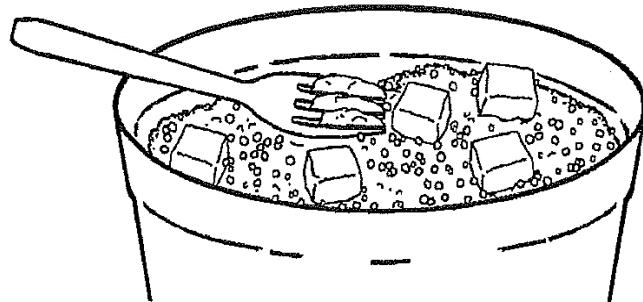
How to Mix Foods

Recipes will use some basic terms you need to know to mix the food. Using the correct methods to mix the foods gives you better results. If you don't understand, ask someone to show you the following ways to stir food.

- **Beat** — makes a mixture smooth and fluffy by quickly lifting mixture over and over using a spoon, fork, whisk, or electric mixer.
- **Cream** — gives the mixture a smooth, creamy texture. Mix ingredients together using a mixer or spoon until the mixture is soft and creamy. Butter and sugar are creamed together for cakes and cookies. If using butter, margarine, other solid fats, or cream cheese, allow the fat or cream cheese to stand at room temperature until it is soft before creaming.
- **Stir** — mix food round and round using a mixing spoon or fork.

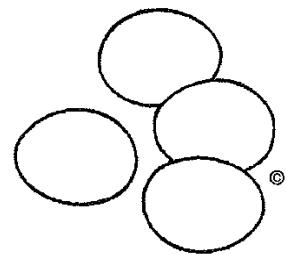
1

- **Toss** — use two forks or a fork and spoon, one in each hand, and lift food from the bottom of the bowl to the top, then let it gently drop back into the bowl.
- **Cut fat into flour** — use a pastry blender or a fork to cut the cold fat into small pieces and add it to the flour. Push the fat into the flour repeatedly with the pastry blender or fork until the mixture resembles crumbs about the size of small peas.



How to Hard Cook Eggs

Place a single layer of eggs in a pan and cover them with cold water about one inch above the tops of the eggs. Cover the pan with a lid and heat water until it just begins to boil. Carefully remove the pan from heat. Let the eggs stand covered for 15 minutes for large eggs. Immediately run cold water over eggs until completely cooled. Drain and refrigerate. To peel a hard-cooked egg, gently tap egg on hard surface then roll the egg between hands until the shell is cracked. Start peeling at the large end of the egg. If the egg is hard to peel, hold it under slowly running cold water. This helps ease the shell off.



How to Wash Fruits and Vegetables

All fruits and vegetables should be washed under cool, running water to remove any dirt or sand. Do not use soap.



University of California Agriculture and Natural Resources

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(Date)

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(Signature)

(Date)

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(Firma)

(Fecha)

(Nombre en imprenta)

(Domicilio)

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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.

(Firma del padre/la madre o tutor)

(Fecha)

(Nombre del padre/la madre o tutor)

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Cooking Academy

Dear Parent,

The UC-CalFresh Nutrition Education Program will be leading a Cooking Academy at your school. We will have class every _____ from _____ pm for seven weeks. Class will start _____ and continue until _____. Topics will include food safety, basic nutrition, 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 7 weeks, your student will learn about the following:

Class #1: Foundation. We will discuss what we expect of the students during class and our zero tolerance policy. 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. Students will be asked knowledge and behavior-based questions about cooking and nutrition to assess their understanding before our program.

Class #2: Food Safety. We will introduce the basic principles of balanced meals. We will practice safe knife skills and prepare a recipe incorporating three different food groups.

Class #3: Fruits and Vegetables. We will introduce a variety of fruits and vegetables, discuss the importance of eating fruits and vegetables, and prepare a colorful meal.

Class #4: Whole Grains. We will learn the difference between whole grains and refined grains, learn how to read a food label, and prepare a breakfast recipe rich in whole grains.

Class #5: Smart Snacking. We will practice reading food labels, and prepare a healthy beverage and snack.

Class #6: Fast Food Savvy. We will practice making smart choices when eating out and prepare a healthier version of a popular fast food item.

Class #7: Wrap up and Review. 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.
We hope your student will join us!*

We invite you to drop in and visit any of the classes. It is a wonderful opportunity to see your chef in action!

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 _____

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663.



Chef's name _____ Age _____ Circle: Boy Girl Site _____

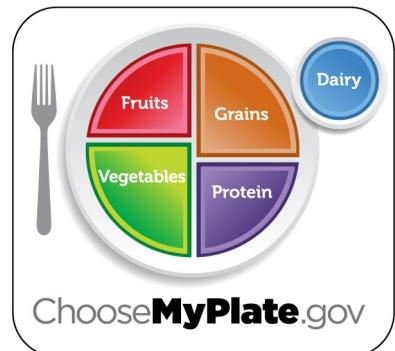
1. Have you seen this picture before?

Yes No



2. Which food groups are in a meal of cheese pizza and orange juice? (mark all that apply)

Grains Vegetable Fruit Dairy Protein



3. Which of the following are whole grains? (mark all that apply)

100% Whole wheat bread White rice Oatmeal Brown rice White bread

4. When looking at this list of foods, what do you think you could cook with it?

FOODS: whole wheat bread, milk, eggs, cinnamon, strawberries

Stir-Fry French Toast Smoothie Soup Burrito

5. How often do you:

Always Often Sometimes Once in a while Never

try new foods?

cook at home?

drink milk with dinner?

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

drink sweetened beverages (like soda, sports drinks, or Kool-Aid)?

help prepare meals at home?

wash your hands before preparing food?

6. Do you:

Extremely Somewhat Barely Not at all

know how to prepare a snack for yourself?

consider yourself a good cook?

know how to chop vegetables with a knife?

know how to grate cheese?



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Chef's name _____ Age _____ Circle: Boy Girl Site _____

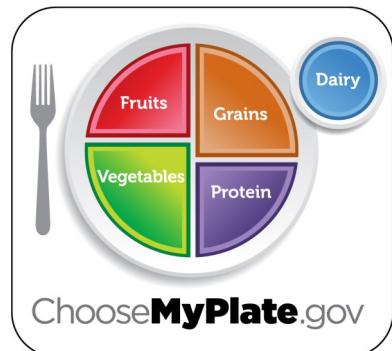
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POSTTEST PAGE 2 (OPTIONAL)

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

What were the three best things about the Cooking Academy (besides eating)?

1. _____

2. _____

3. _____

What are three things you learned at the Cooking Academy?

1. _____

2. _____

3. _____

What are three ways the Cooking Academy could be made better?

1. _____

2. _____

3. _____





Dear Teacher,

This year, the University of California CalFresh Program (UC CalFresh) will work or has worked with you to provide nutrition and physical activity lessons. Our goal is to teach children about healthy eating habits to help them stay healthy and perform well in school. Our program is funded by USDA and is free to your school.

To find out how well our lessons work, we plan to ask your students how they like the healthy foods offered in class. We also plan to ask you about changes that you have seen. For example, *can more students identify healthy food choices or for younger children can they identify two or more vegetables*. If you were to participate in a UC CalFresh training, we might also ask you to complete a feedback survey. The surveys are very brief and will not take more than 10 minutes to complete. However, completing the surveys is completely voluntary and will in no way affect your classrooms participation in the UC CalFresh program.

If you have any questions about the surveys, just ask us!

Name of your local UC CalFresh educator: _____

Phone number: _____

You may also contact our UC CalFresh State Director:

David Ginsburg, University of California at Davis, One Shields Ave, Davis CA 95616
(530) 752-0555

If you have any concerns or complaints about our UC CalFresh Nutrition evaluation, you may also contact the Institutional Review Board, University of California at Davis at (916) 703-9151, from 8:00 a.m. to 5:00 p.m., Monday through Friday, or by writing to the Institutional Review Board, CTSC Bldg., Suite 1400, Rm. 1429, 2921 Stockton Blvd., Sacramento, California 95817.

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Teacher Taste Testing Process Guide

This is a guide for taste testing and completing the evaluation form. We ask that teachers follow the guide and complete the form carefully, so that we can evaluate the effect of food tasting activities on children's acceptance of healthy foods.

- The process described below takes about 15 minutes after students have washed their hands or used hand sanitizer.
- The Teacher Taste Testing evaluation should be completed using this form. Please return it to your UC CalFresh program representative.

Background:

Children can learn to like healthy foods if they have many opportunities to taste these foods in an environment without pressure. Children who are willing to try the food again in class are more likely to ask for these foods at home. What children like to eat determines what they will eat.

Process:

1. Check if your students are allergic to any food items. If a student is allergic to any of the foods to be offered, remind him or her not to eat that food.
2. Keep a clean food environment.
 - a. Have students wash their hands or use hand sanitizer. Please remember hand sanitizers do not remove dirt from little hands!
 - b. Wash your hands.
 - c. Use serving utensils or food service gloves.
 - d. Keep cold foods refrigerated or in an ice chest until it is time for the food tasting. Do not let perishable foods (like protein foods, dairy products, dips, etc) sit out longer than 2 hours.
3. Set the tasting environment with a few rules so that students do not influence the response of others. To record students' responses accurately and to prevent students from influencing one another, one of the following methods may be used:
 - Heads down, thumbs up
 - Whiteboards or sheets of paper with 'yes' or 'no' answers held up
 - Post-it notes on a chart

You may want to use an explanation as described below for your students but feel free to change the wording to make it appropriate for your class.

"Today we are going to try a new food. I am going to ask you a few questions about it once you have tried it. While we are all trying the food, please listen carefully.

Since we don't want to "yuck anyone else's yum" let's not make any faces or comments about the food until we have answered all of the questions. *yuck anyone else's yum means not to make other people think a food tastes bad just because we don't like it as much.

8/2016

UC CalFresh Food Tasting Tool – Youth

Please fill out completely.

The UC CalFresh program staff thank you for contributing to our evaluation efforts. This information will be used to improve our classroom activities.

County: _____

School: _____ **Number of students in class today
(enter number in digits as in 10):** _____

Grade <i>(choose what best fits your class):</i>	Please indicate which nutrition curriculum was used in this class:		
<input type="checkbox"/> Preschool	<input type="checkbox"/> Go, Glow, Grow	<input type="checkbox"/> TWIGS	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Happy Healthy Me	<input type="checkbox"/> EatFit	_____
<input type="checkbox"/> Grades 1-3	<input type="checkbox"/> Nutrition to Grow On	<input type="checkbox"/> My Amazing Body	_____
<input type="checkbox"/> Grades 4-6	<input type="checkbox"/> Power Play	<input type="checkbox"/> Good for Me and You	_____
<input type="checkbox"/> Grades 7-8	<input type="checkbox"/> Farm to Fork	<input type="checkbox"/> Grow it! Try it! Like it!	_____
	<input type="checkbox"/> Discovering Healthy Choices	<input type="checkbox"/> It's My Choice...Eat Right! Be Active	

Enter the date the food was tasted in class (MM/DD/YYYY): _____

Name the target food tasted in class today by students: _____

Is this the first time that you have entered Food Taste Test data for this class during this year? Yes No

Which category best describes the target food tasted in class today?	How was the food presented?
<input type="checkbox"/> Fruit	<input type="checkbox"/> Nuts/seeds
<input type="checkbox"/> Vegetable	<input type="checkbox"/> Beans
<input type="checkbox"/> Milk product	<input type="checkbox"/> Cooked
<input type="checkbox"/> Grain	<input type="checkbox"/> Other protein
	<input type="checkbox"/> Paired with other food (<i>salad, on a cracker</i>)

Ask the following questions and record results below. Then either enter hand written results into the website or give to your UC CalFresh Program Representative. It may be preferable to ask all of the questions after the students have tried the food. Note: If you are providing more than one food at a tasting, ask the questions about only one food at a time. If time does not allow asking about all foods, ask about the food that is least familiar to the children.

1. Before today's class, how many of you have tasted this food before? (enter number in digits as in 10) _____

2. How many students ate (or tasted) the food today? (enter number in digits as in 10) _____

3. How many of you are willing to eat the food at school again? (enter number in digits as in 10) _____

4. How many of you are willing to ask for this food at home? (enter number in digits as in 10) _____

Other Comments:

Kaiser, L, et al. Development and Use of an Evaluation Tool for Taste-Testing Activities by School-Aged Children. *Journal of the Academy of Nutrition and Dietetics*. 2012; 112(12): 2028-2034

FUNDING/SUPPORT: This work was funded in part by the University of California CalFresh Nutrition Program through staff support to coordinate nutrition activities and the food tastings. Additional support for the summer camps was provided by the County Parks and Recreation Departments of Fresno, Shasta and Trinity Counties.

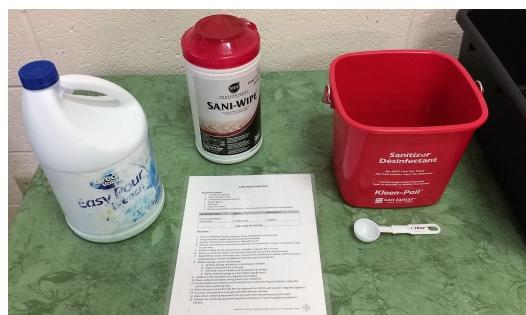
ACKNOWLEDGEMENTS: The authors thank the University of California CalFresh nutrition education staff and volunteer teachers for their cooperation in conducting and evaluating the taste-test activities. The authors also thank members of the University of California CalFresh Evaluation Taskforce for their help, Andra Nicoli for providing editorial review, and Sara Bosse and the Fresno County Cooperative Extension staff who assisted with the pilot study.

Cooking Academy Food Safety Guide

This Food Safety Guide will provide guidance regarding food safety protocols for preparing foods for Cooking Academy by staff and volunteers. It also provides recommendations for monitoring food safety among our student participants. Cooking Academy staff will adapt protocols to suit the particular needs of a given location.

ServSafe® ‘Food Protection Manager’ Certification or the equivalent is required for UCCE nutrition educators who prepare and serve food to the public. Under the supervision of ServSafe® certified staff, volunteers will be provided knowledge and skills to ensure that safe food handling practices are followed. Delivering safe food handling practices to the public contributes to the credibility of the UCCE Nutrition Education Program and enhances our collective staff’s professional image with class participants, community partners, school administrators, students, and parents.

This guide illustrates just some of the steps involved with preparing for a food demonstration but is not exhaustive. Steps listed below are those that will directly involve volunteers. Additional preparation activities may arise that require volunteer assistance.



PROCESS OF COOKING ACADEMY FOOD DEMONSTRATION:

1. PREPARE YOURSELF TO SAFELY HANDLE FOOD

PERSONAL HEALTH:

Do not prepare or handle food if you have been diagnosed with a foodborne illness or if you have symptoms of:

- a sore throat with a fever
- vomiting or diarrhea
- jaundice (yellow eyes or skin)

Report any of the conditions noted above to Cooking Academy Staff.

Cover any cuts or sores on your hands or forearms with a clean, waterproof bandage (available in First-Aid Kit). You must also wear a clean disposable food service glove over any bandage on your hands.

*Above rules apply to student participants also!

HAIR:

Pull back hair and/or secure away from face.

Beards should be close-cropped or covered.

FINGERNAILS:

Preferred: Fingernails should be short, clean, and unpolished.

If you have artificial or polished nails, clean under your nails when you wash your hands, and you **MUST** wear disposable food service gloves.

CLOTHING:

- Wear clean, work-appropriate clothing. Program shirt may be available.
- Wear a clean apron (provided) over your clothes at all times while preparing/serving food.
- Wear closed-toed shoes.

JEWELRY:

- Remove all jewelry on hands and forearms before you wash your hands and handle food.
- At class sites, store any jewelry you need to remove with intern/staff personal belongings.

2. PREPARE AT CLASS SITE

PREPARE DEMONSTRATION AREA:

- Place provided tablecloths on each cooking station table.
- Wipe tablecloth with food contact surface sanitizing wipes (food-contact safe).
- Wash hands with soap and warm water.
- Gather sanitized utensils and equipment from equipment bins (1 per table) and arrange each cooking station.



EQUIPMENT SET-UP & SAFETY:

- Be mindful of equipment with cords like electric skillets and hand mixers. Secure cords to the floor with tape if necessary.
- Students should not touch the sanitized cooking equipment until instructed to do so, with the supervision of Cooking Academy staff and volunteers.
- Constantly monitor students when handling hot skillets and always be sure to use an oven mitt. Knives and other utensils should remain on the cooking station table if not being used.

WASH HANDS (AND USE GLOVES IF NEEDED):

- Students, volunteers, and staff MUST wash their hands before touching any sanitized equipment or preparing the featured recipe.
- Post handwashing guide (included on page 6) near the classroom's sink to help students learn handwashing basics!
- Use disposable gloves (AFTER washing hands) if you or a student has a cut and is wearing a bandage.

3. PREPARE INGREDIENTS OR PRODUCTS:

- Have students wash all fruits and vegetables included in the featured recipe thoroughly under cold running water before using.
- Use a colander to drain and transport produce back to cooking station.
- Reminder for leafy greens: pull leaves completely apart and wash.

4. CONDUCT DEMONSTRATION:

Ensure that all staff, volunteers, and students practice proper food safety techniques while PREPPING/COOKING:

- Hand washing and glove use – wash hands after sneezing or wiping nose/hair/mouth, or if hands become contaminated in any way while cooking. Wear a glove if hands have a cut. Do not re-use gloves.

If a student feels ill or gets cut or injured in any way during Cooking Academy, notify staff immediately!

- Cross-contamination: do not re-use soiled equipment and utensils.
- Tasting during preparation: use a plastic spoon once and discard.
- Immediately clean up food spills and be sure that dropped ingredients/utensils are not re-used.
- Monitor the food and equipment handling practices of students. Give clear instructions on proper food/equipment handling methods, but remember to be respectful and sensitive. See each moment as a teaching opportunity.

Ensure that all staff, volunteers, and students practice proper food safety techniques while SERVING:

- Use a utensil to serve whenever possible.
- Pick up spoons and forks by handles.
- Pick up bowls, cups, and plates from the bottom.



5. HANDLE LEFTOVER FOOD/INGREDIENTS (if needed)

- We do not typically have leftovers, but when attendance is low, there may be raw ingredients or cooked food remaining.
- Pack these leftover ingredients in separate sealed containers or food storage bags.
- Store all cooked food, additional produce, and dairy ingredients in cooler with ice packs to transport back to office.

6. CLEAN UP - AT CLASS SITE

MANUAL DISH WASHING – wash, rinse, and dry:

- Students will be actively participating.
- Scrape all excess food from dishes before washing.
- Scrub with soap and rinse with warm water. Use sponge and dish soap.
- Place washed and rinsed dishes on dry rack. Have the students help dry dishes with clean towels as well to speed up the process. (use dry rack and extra towels)
- Place washed and dried dishes back into empty equipment bins for transport.
- Have students wipe down the tablecloths from their stations with sanitizing wipes.
- Ask students to help with sweeping around their stations as well. (use broom and dust pan)

OTHER CLEAN UP (after students have been dismissed)

- Fold and pack all sanitized tablecloths. Put all wet/dirty towels and aprons into a designated 'laundry bag'.
- Do a final sweep of the room.
- Dispose of trash and leave the site/classroom/kitchen as you found it.

7. FINAL CLEAN-UP & SANITIZING AT OFFICE

- Unpack and sanitize all washed equipment from each bin, let air dry, then put away in newly sanitized bin. Follow recommended sanitizing protocol instruction sheet on page 7.
- Wipe larger skillets and clear bins with food contact surface sanitizing wipes. DO NOT SUBMERGE ELECTRIC SKILLETS IN WATER.
- Collapse all sanitized bins and put equipment away.



HAND WASHING PROCEDURE:

1. WET HANDS AND FOREARMS
2. USE WARM WATER (may use cold water if necessary)
3. USE ENOUGH SOAP TO BUILD UP A GOOD LATHER
4. RUB HANDS AND FOREARMS VIGOROUSLY FOR 20 SECONDS or HUM "HAPPY BIRTHDAY" TWICE
5. SCRUB BACKS OF HANDS, BETWEEN FINGERS, AND UNDER NAILS
6. RINSE THOROUGHLY
7. DRY THOROUGHLY WITH A PAPER TOWEL
8. USE PAPER TOWEL TO TURN OFF FAUCET ☺



SANITIZING PROTOCOL:**Equipment needed:**

- 3-Gallon bus tubs (2)
- 6qt. sanitizing bucket
- 1 Tablespoon measuring spoon
- Rubber gloves
- Portable dish drying rack
- Clean, dry towels
- Food contact surface sanitizing wipes
- Bleach (unscented & concentrated) – see instructions for dilution and timing below:

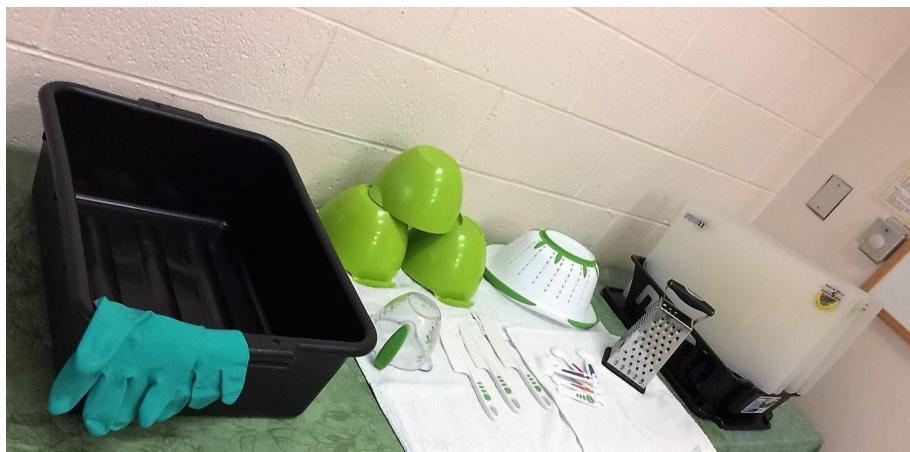
Sanitizing Solution = Bleach + Warm Water	
Concentrated Bleach	Warm Water
2 Tablespoons	3 gallons
Soak dishes for 1 minute	

Directions:

1. Prepare sanitizing solution using the above proportion in each bus tub.
2. Set up clean/dry towels next to bus tubs for air-drying.
3. Sanitize dish-drying rack first and place on a clean dry towel.
4. Remove utensils from each clear transport bin and sanitize for 1 minute. Use both bus tubs to save time.
5. Sanitize cutting boards, plastic bowls, colanders, and pots for 1 minute.
6. Air dry on clean/dry towels. (Recommend using the dry rack for cutting boards)
7. Wipe skillets, cooler, and empty clear transport bins (inside and outside) with food contact surface sanitizing wipes. DO NOT SUBMERGE ELECTRIC SKILLETS IN WATER.
8. Sanitize sponge used for dishwashing:
 - a. Wet the sponge and place in a microwave-safe dish.
 - b. Heat in microwave for 2 minutes.
 - c. CAUTION: Do not handle until the sponge has cooled.
 - d. Place sanitized sponge in a fresh Ziploc bag by itself. Leave the bag slightly opened to ensure that the moist sponge does not grow mold.
9. Collapse the three clear transport bins together once sanitized.
10. Place sanitized and dried cutting boards into middle bin.



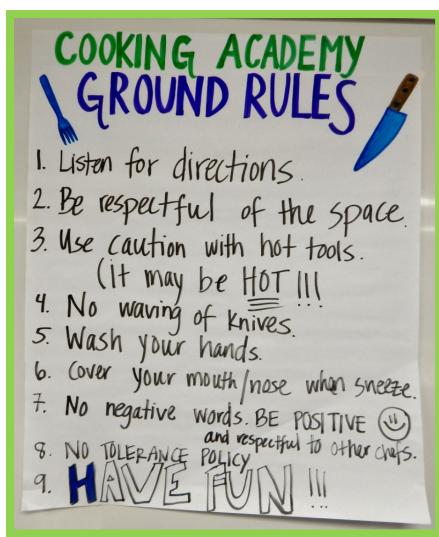
11. Put all sanitized and dried kitchen utensils into a master utensil bin. Wipe the outside with a food contact surface sanitizing wipe.
12. Place the main utensil bin into the top transport bin. Stack all lids on top to cover. (4 bins will now be collapsed together into one stack)
13. Put away all remaining demonstration equipment in designated office kitchen cabinets.
14. Air dry sanitizing equipment (bus tubs, sanitizing bucket, dish rack)
15. Wipe up any sanitizing solution spills with towels.
16. Collapse the sanitizing equipment (bus tubs, sanitizing bucket, gloves, wipes, bleach, etc.) and store safely in the office kitchen, out of reach of children.



Key Concepts: Program Introduction, Developing Ground Rules, Kitchen Terminology & Equipment Knowledge

Recipe: Healthy Snack: Trail Mix

1	Introduction	5 minutes
2	Pretest (Optional)	10 minutes
3	Ground Rules	15 minutes
4	Cooking Steps Game	10 minutes
5	Kitchen Utensil Matching Game	20 minutes
6	Snack	15 minutes
7	Kitchen Glossary Activity	20 minutes
8	Knife Skills	15 minutes
9	Taste Testing Tool	5 minutes
10	Reminders, Reflection, & Dismissal	5 minutes



PACKING LIST:

Pretest	Kitchen Glossary Activity	Educator Supplies
Handout	Handout	Activity Supplies
Pencils	Laminated Answer Keys	Camera
	Pencils	Ground Rules Poster
		Lesson Schedule
		MyPlate Poster
		Name Tags
		Student Roster
		Tables
		Tape
		Taste Testing Tool Survey
		Trifold board
Ground Rules Worksheet	Knife Skills	Supplies
Handout	Knives	Tablecloths
Pencils		Hand soap
Easel Pad		Hand sanitizer
Markers		Clorox wipes
		Paper towels
		Latex gloves
		First aid kit
		Dustpan
		Garbage bags
		Plates/bowls
		Forks/Spoons/Knives
		Napkins
		Drinking cups
		Water Jug
		Hair ties/ Rubber bands
Cooking Steps Game	Snack Ingredients	
Laminated strips of instructions	Dried apricots	
	Raisins	
	Pretzels	
	Cereal	
	Water	
Kitchen Utensil Matching Game	Snack Equipment	
Can opener	Bowls, napkins	
Colander	Spoons, serving	
Cookie sheet		
Cutting board		
Grater		
Griddle		
Hot pad		
Measuring cup		
Measuring spoon		
Mixing bowl		
Mixing spoon		
Muffin pan		
Paring knife		
Saucepan		
Skillet		
Spatula		
Vegetable peeler		
Whisk		



WEEK 1/LESSON 1

1. Welcome “chefs” to Cooking Academy: (5 minutes)

Explain the goal of Cooking Academy: to work together each week to create a healthy, delicious recipe. All “chefs” will cook and eat together and learn something new each week. Introduce staff and have “chefs” introduce themselves.

Examples for introductions:

- Say your name and your favorite fruit or vegetable
- Say your name and what you hope to learn from Cooking Academy
- Say your name and your favorite meal or snack

Teaching suggestion:

Provide “chefs” with name tags or let “chefs” create own name tags. Greet “chefs” by name to increase their sense of belonging. Collect name badges at the end of each class and bring back to the site for every class.

See example:

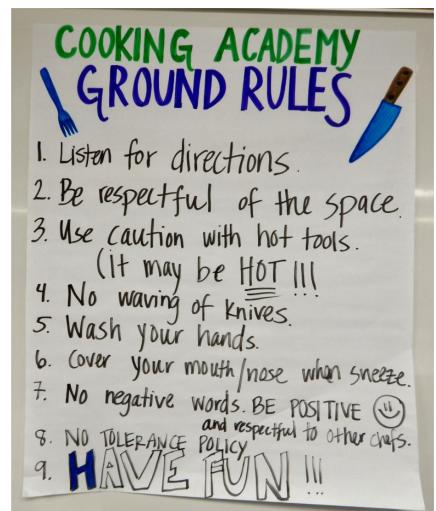


2. Introduce Pre-Test (Optional): (10 minutes)

Explain the test as a way to measure what “chefs” learn over the course of the program, their input is important, and helps make the program better. Ask students to answer questions independently, but raise hand if there is a question on clarification. Let them know this is not graded.

3. Develop Ground Rules Poster: (5-10 minutes)

Explain that everyone follows rules everyday, at home, school, work, etc. Cooking Academy has ground rules too, but “chefs” create the rules they want to follow together.* Ask “chefs” to think of some rules they think will be helpful and important so that everyone remains safe and has fun. As “chefs” suggest rules, write them down on a large easel note pad posted on the board for all to see. As the educator writes rules on the board, “chefs” also write the rules down on their own personal Ground Rules Form.



*This method increases participants’ adherence to rules and develops group cohesion and a sense of ownership.



WEEK 1/LESSON 1

If “chefs” cannot name some rules, help them out by giving a few examples. Ask all “chefs” to agree on the list they created and sign their name at the bottom of the Ground Rules Form. Instruct “chefs” to have a caregiver sign and bring signed form to the next lesson.

Examples of Cooking Academy ground rules:

- Listen for directions
- Be respectful of 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.
- No tolerance policy
- HAVE FUN!

‘Read A Recipe’ Game

Objective: For “chefs” to gain an understanding of reading a recipe thoroughly, proper hygiene, following steps in order, and the importance of preparing materials before cooking commences.

Supplies: Laminated Recipe Game cards

Set Up:

Explain to “chefs” that we follow a recipe in order to ensure that our food turns out edible and delicious. Reading a recipe helps us make a great meal or snack. “Chefs” will practice reading a recipe each week, an important cooking skill.

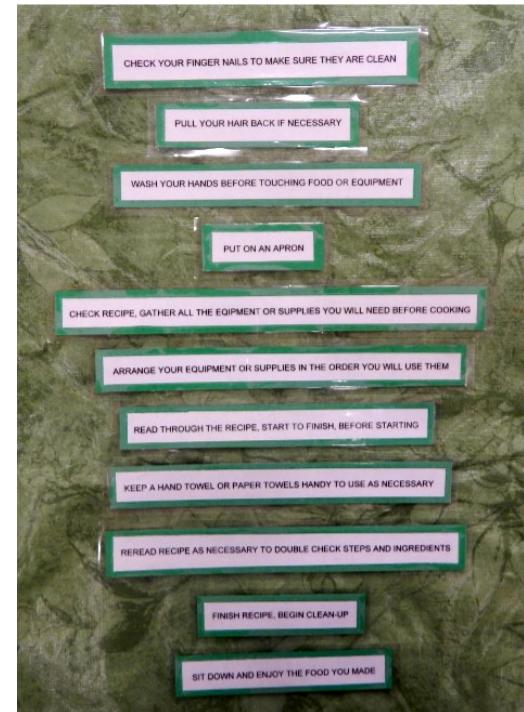
Rules:

Explain the rules of the game and ask that all “chefs” work together to come to an agreement on how they think the recipe steps are ordered.

In groups, hand out strips of laminated paper with recipe steps. Ask that all “chefs” read each strip and decide what order the step is within the recipe. Once they have ordered tasks, ask each group to read them aloud. Ask for group consensus if they think the order is correct. Make sure all “chefs” understand each step and their order.

Goal:

Highlight the importance of reading a recipe and following steps in order. These steps will be used each week and are essential to cooking.



WEEK 1/LESSON 1

Kitchen Utensil Matching Game

Objective:

This matching game allows “chefs” to learn the terms and definitions of common kitchen utensils used in Cooking Academy. By matching the card with the equipment, “chefs” now have a clear visual of the item they will learn to use during the course of the program.



Set Up:

Display kitchen equipment on a designated table.

Rules:

1. Point out the designated table with kitchen equipment to “chefs.”
2. In their groups, “chefs” will be given a set of the laminated kitchen utensil terminology cards. Cards have the term written on one side, the definition on the back side.
3. Explain to “chefs” that as a group they must read the term, definition, and decide what each item is.

They will walk to their designated equipment table and match the correct card with the correct kitchen tool. 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.



4. After all equipment is labeled by the group, select a “chef” from each group to come to the front of the class (or they can stand at their table), hold up the designated equipment item for all to see and read the definition. At this time, explain to the class how the item will be used in cooking, examples of its various uses, and how to safely handle the tool.

Snack: ‘Healthy Snack Trail Mix’

- Ask all “chefs” to wash their hands and return to their groups.
- Point out the snack table.
- Explain that each participant will take a cup and make their own snack.
- Point out the foods on the table: pretzels, cereal, and dried fruit.
- Ask that “chefs” take a scoop of each item.
- Have drinking water and cups available.



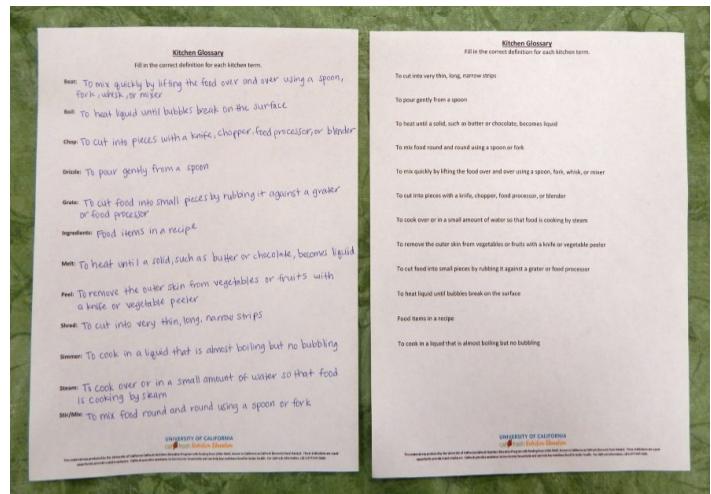
WEEK 1/LESSON 1

Kitchen Glossary Activity

While “chefs” are eating their snack, do this activity.

Rules:

1. Explain that they will now write the definitions for each kitchen term. Knowing what each term is helps “chefs” when they are reading a recipe.
2. Hand out kitchen glossary activity handout. Each chef will have one handout with kitchen terms listed and one copy of the definitions listed on a separate page.
3. Have “chefs” can work in pairs or as a group to complete the definitions. Assist by explaining and guiding “chefs” to understanding not just giving them the answers. Use real life examples and reference kitchen equipment learned during the Kitchen Utensil Matching Game.



Teaching Suggestion:

Give one copy of the definition page to every 2 “chefs”. This way “chefs” will get to know each other, share, and work on completing the activity together.

Knife Skills Activity:

This demonstration is done by a leader/educator and all “chefs” practice after the demonstration. Show “chefs” how to hold a knife, pass a knife, how to chop food by protecting their fingers (by making a claw). Pass out knives for all to practice. Have “chefs” show you how to hold, pass, and chop while protecting their fingers. Safety is of high importance.

Taste Testing Tool Evaluation (UC-Calfresh):

Explain that each week, “chefs” will give their feedback on the foods they taste. Ask each participant to raise their hand and keep it up when they agree with the question you ask or keep their hands in their laps or down if they disagree with the question. Tally answers for each question. *Recommended testing food for this lesson are dried apricots from healthy trail mix.*

Reminders, Reflection, and Dismissal:

Review with the group all the information covered during the lesson. Ask “chefs” to give examples and share their learning. Remind “chefs” to return the following week and bring their signed Ground Rules forms. Remind “chefs” that everyone will be cooking the following week and offer a hint of what the next lesson will be (allow time for any additional questions “chefs” may have).





COOKING ACADEMY GROUND RULES

1. Listen for directions.
2. Be respectful of the space.
3. Use caution with HOT TOOLS!
4. No waiving of knives.
5. Wash your hands.
6. Cover your mouth/nose when sneezing.
7. No Negative words. Be POSITIVE and respectful to others.
8. NO TOLERANCE POLICY!
9. HAVE FUN !!

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

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

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

Emergency Contact Information:

Student Name _____

Guardian Signature _____ Phone Number _____



**COOKING ACADEMY GROUND RULES**

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

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

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

Emergency Contact Information:

Student Name _____

Guardian Signature _____ Phone Number _____



This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SNAP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663.



CHECK YOUR FINGERNAILS TO MAKE SURE THEY ARE CLEAN.

PUT ON AN APRON.

PULL YOUR HAIR BACK IF NECESSARY.

WASH YOUR HANDS BEFORE TOUCHING FOOD OR EQUIPMENT.



CHECK RECIPE, GATHER ALL THE EQUIPMENT OR SUPPLIES YOU WILL NEED BEFORE COOKING.

ARRANGE YOUR EQUIPMENT OR SUPPLIES IN THE ORDER YOU WILL USE THEM.

READ THE RECIPE; START TO FINISH, BEFORE STARTING.

KEEP A HAND TOWEL OR PAPER TOWELS HANDY TO USE AS NECESSARY.



REREAD RECIPE AS NECESSARY TO DOUBLE CHECK STEPS AND INGREDIENTS.

FINISH RECIPE AND BEGIN CLEAN UP.

SIT DOWN AND ENJOY THE FOOD YOU MADE.

Kitchen Glossary Worksheet (1 per student)

Fill in the correct definition for each kitchen term.

Beat:

Boil:

Chop:

Drizzle:

Grate:

Ingredients:

Melt:

Peel:

Shred:

Simmer:

Steam:

Stir/Mix:



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Kitchen Glossary Definitions

To cut into very thin, long, narrow strips

To pour gently from a spoon

To heat until a solid, such as butter or chocolate, becomes liquid

To mix food round and round using a spoon or fork

To mix quickly by lifting the food over and over using a spoon, fork, whisk, or mixer

To cut into pieces with a knife, chopper, food processor, or blender

To cook over or in a small amount of water so that food is cooking by steam

To remove the outer skin from vegetables or fruits with a knife or vegetable peeler

To cut food into small pieces by rubbing it against a grater or food processor

To heat liquid until bubbles break on the surface

Food items in a recipe

To cook in a liquid that is almost boiling but no bubbling



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LESSON 1 ANSWER SHEET

'Read A Recipe' Game

1. CHECK YOUR FINGER NAILS TO MAKE SURE THEY ARE CLEAN
2. PULL YOUR HAIR BACK IF NECESSARY
3. WASH YOUR HANDS BEFORE TOUCHING FOOD OR EQUIPMENT
4. PUT ON AN APRON
5. CHECK RECIPE, GATHER ALL THE EQUIPMENT OR SUPPLIES YOU WILL NEED BEFORE COOKING.
6. ARRANGE YOUR EQUIPMENT OR SUPPLIES IN THE ORDER YOU WILL USE THEM
7. READ THROUGH THE RECIPE, START TO FINISH, BEFORE STARTING
8. KEEP A HAND TOWEL OR PAPER TOWELS HANDY TO USE AS NECESSARY
9. RE-READ RECIPE AS NECESSARY TO DOUBLE CHECK STEPS AND INGREDIENTS
10. FINISH RECIPE, BEGIN CLEAN-UP
11. SIT DOWN AND ENJOY THE FOOD YOU MADE

Kitchen Utensil Matching Game

Can Opener: a tool designed to remove the lids and tops of cans and jars

Colander: a utensil used to drain liquid from foods (such as pasta or vegetables)

Cookie Sheet: a rectangular pan that can also be referred to as a **baking sheet**

Cutting Board: a wood or plastic board used for cutting up foods

Grater: a sturdy, handheld tool with holes for grating or shredding foods

Griddle: a flat pan often of cast iron, used for cooking pancakes, omelets, or steaks on top of the stove

Hot Pad: a pad used under a hot dish to protect a table or to protect the hands when handling a hot dish or pan

Measuring Cups: utensils used to accurately measure dry and liquid ingredients. Available in graduated sizes, dry measuring cups have flat bottoms and edges. Liquid measuring cups have both cup and fluid ounce markings on the side and a lip and handle for easy pouring

Measuring Spoons: spoons that range from $\frac{1}{4}$ teaspoon to 1 tablespoon in size and used to measure small amounts

Mixing Bowl: a round dish that is open on the top

Mixing Spoon: a utensil used to mix food

Muffin Pan: a baking pan with 6 or 12 cup shaped holes; muffin pans come in mini, standard, and giant size



KITCHEN GLOSSARY GAME ANSWER SHEET

Pairing Knife: a short, very sharp knife used for small tasks such as slicing strawberries and removing eyes from potatoes

Saucepan: a round, deep cooking vessel with a handle. A heavy saucepan is desirable to help prevent food from easily burning and sticking when cooking

Skillet: a long-handled, round pan with sloping sides. Also called a **frying pan**

Spatula: a flat spoon made of plastic or rubber that is used to mix ingredients for smoothing a surface

Vegetable Peeler: a utensil used to peel away the outer skin of vegetable

Whisk: a kitchen utensil with thin wire loops attached to a handle, used for whipping foods together

Kitchen Glossary Worksheet

Beat: To mix quickly by lifting the food over and over using a spoon, fork, whisk, or mixer

Boil: To heat liquid until bubbles break on the surface

Chop: To cut into pieces with a knife, chopper, food processor, or blender

Drizzle: To pour gently from a spoon

Grate: To cut food into small pieces by rubbing it against a grater or food processor

Ingredients: Food items in a recipe

Melt: To heat until a solid, such as butter or chocolate, becomes liquid

Peel: To remove the outer skin from vegetables or fruits with a knife or vegetable peeler

Shred: To cut into very thin, long, narrow strips

Simmer: To cook in a liquid that is almost boiling but no bubbling

Steam: To cook over or in a small amount of water so that food is cooking by steam

Stir/Mix: To mix food round and round using a spoon or fork



A tool designed to remove the lids
and tops of cans and jars

A utensil used to drain liquid from
foods (such as pasta or vegetables)

CAN OPENER

COLANDER



A rectangular pan that can also be referred to as a **baking sheet**

A wood or plastic board used for cutting up foods

COOKIE SHEET

CUTTING BOARD



GRATER

A sturdy, handheld tool with holes for grating or shredding foods

GRIDDLE

A flat pan often of cast iron, used for cooking pancakes, omelets, or steaks on top of the stove



A pad used under a hot dish to protect a table or to protect the hands when handling a hot dish or pan

Utensils used to accurately measure dry and liquid ingredients. Available in graduated sizes, dry measuring cups have flat bottoms and edges. Liquid measuring cups have both cup and fluid ounce markings on the side and a lip and handle for easy pouring

HOT PAD

MEASURING CUP



MEASURING SPOON



Spoons that range from $\frac{1}{4}$ teaspoon to 1 tablespoon in size and used to measure small amounts

MIXING BOWL

UNIVERSITY OF CALIFORNIA
eat2fresh Nutrition Education

MIXING SPOON

A utensil used to mix food



A baking pan with 6 or 12 cup shaped holes; muffin pans come in mini, standard, and giant size

MUFFIN PAN

A short, very sharp knife used for small tasks such as slicing strawberries and removing eyes from potatoes

A round, deep cooking vessel with a handle. A heavy saucepan is desirable to help prevent food from easily burning and sticking when cooking

PARING KNIFE

SAUCEPAN



A long-handled, round pan
with sloping sides.
Also called a **frying pan**

A flat spoon made of plastic or
rubber that is used to mix
ingredients for smoothing
a surface

SKILLET

SPATULA



VEGETABLE PEELER



A utensil used to peel away the
outer skin of a vegetable

WHISK

A kitchen utensil with thin wire loops
attached to a handle, used for
whipping foods together

8/2016

UC CalFresh Food Tasting Tool – Youth

Please fill out completely.

The UC CalFresh program staff thank you for contributing to our evaluation efforts. This information will be used to improve our classroom activities.

County: _____

School: _____ **Number of students in class today
(enter number in digits as in 10):** _____

Grade <i>(choose what best fits your class):</i>	Please indicate which nutrition curriculum was used in this class:		
<input type="checkbox"/> Preschool	<input type="checkbox"/> Go, Glow, Grow	<input type="checkbox"/> TWIGS	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Happy Healthy Me	<input type="checkbox"/> EatFit	_____
<input type="checkbox"/> Grades 1-3	<input type="checkbox"/> Nutrition to Grow On	<input type="checkbox"/> My Amazing Body	_____
<input type="checkbox"/> Grades 4-6	<input type="checkbox"/> Power Play	<input type="checkbox"/> Good for Me and You	_____
<input type="checkbox"/> Grades 7-8	<input type="checkbox"/> Farm to Fork	<input type="checkbox"/> Grow it! Try it! Like it!	_____
	<input type="checkbox"/> Discovering Healthy Choices	<input type="checkbox"/> It's My Choice...Eat Right! Be Active	

Enter the date the food was tasted in class (MM/DD/YYYY): _____

Name the target food tasted in class today by students: _____

Is this the first time that you have entered Food Taste Test data for this class during this year? Yes No

Which category best describes the target food tasted in class today?	How was the food presented?
<input type="checkbox"/> Fruit	<input type="checkbox"/> Nuts/seeds
<input type="checkbox"/> Vegetable	<input type="checkbox"/> Beans
<input type="checkbox"/> Milk product	<input type="checkbox"/> Cooked
<input type="checkbox"/> Grain	<input type="checkbox"/> Other protein
	<input type="checkbox"/> Paired with other food (<i>salad, on a cracker</i>)

Ask the following questions and record results below. Then either enter hand written results into the website or give to your UC CalFresh Program Representative. It may be preferable to ask all of the questions after the students have tried the food. Note: If you are providing more than one food at a tasting, ask the questions about only one food at a time. If time does not allow asking about all foods, ask about the food that is least familiar to the children.

1. Before today's class, how many of you have tasted this food before? (enter number in digits as in 10) _____

2. How many students ate (or tasted) the food today? (enter number in digits as in 10) _____

3. How many of you are willing to eat the food at school again? (enter number in digits as in 10) _____

4. How many of you are willing to ask for this food at home? (enter number in digits as in 10) _____

Other Comments:

Kaiser, L, et al. Development and Use of an Evaluation Tool for Taste-Testing Activities by School-Aged Children. *Journal of the Academy of Nutrition and Dietetics*. 2012; 112(12): 2028-2034

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ACKNOWLEDGEMENTS: The authors thank the University of California CalFresh nutrition education staff and volunteer teachers for their cooperation in conducting and evaluating the taste-test activities. The authors also thank members of the University of California CalFresh Evaluation Taskforce for their help, Andra Nicoli for providing editorial review, and Sara Bosse and the Fresno County Cooperative Extension staff who assisted with the pilot study.

Lesson Ten: Don't Give Germs a Hand

Supplies Needed

Recipe is per child:

- *½ cup cereal*
- *¼ cup dried fruit*
- *2 tablespoons nuts*
- *Re-closeable sandwich bag*

ACTIVITY FOUR: Healthy Snack Recipe

1. Prepare the recipe following the instructions below.
2. Remember to have children wash hands with soap and water before preparing food or eating.

Healthy Snack

(1 serving)

Ingredients

- ½ cup cereal
- ¼ cup dried fruit
- 2 tablespoons nuts *



Directions

1. Wash hands.
2. Place ingredients into plastic re-closeable bag.
3. Close plastic bag and shake ingredients.
4. Open bag, eat and enjoy!

Key Concept: Discovering MyPlate
Recipe: Black Bean and Vegetable Quesadilla

1	Introduction	5 minutes
2	Review Ground Rules	5 minutes
3	Review Previous Lesson	5 minutes
4	Read Recipe: Black Bean and Vegetable Quesadilla	10 minutes
5	Cook	30-60 minutes
6	Eat Together	20 minutes
7	Clean Up	15 minutes
8	Taste Testing Tool	5 minutes
9	Activity: MyPlate discussion	10-20 minutes
10	Reminders, Reflection, & Dismissal	5 minutes



PACKING LIST:**Ingredients**

Black Beans
Zucchini
Corn
Cheddar cheese, low-fat
Oil, canola
Black pepper, ground
Tortillas, whole wheat
Cooking Spray, non-stick
Salsa (optional)
Guacamole (optional)
Water

Cooking Equipment

$\frac{1}{2}$ teaspoon
1 Tablespoon
Bowls
Box Grater
Can opener
Colander
Cutting board
Electric skillet, with lid (if stove not available)
Extension cord (optional)
Fork
Griddle (optional)
Hot pad
Knives
Oven mitt
Spatula
Spoon, mixing
Spoon, serving

Educator Supplies

Activity Supplies
Camera
Ground Rules Poster
Lesson Schedule
Markers
MyPlate Poster
Name Tags
Recipes
Student Roster
Tables
Tape
Taste Testing Tool Survey
Trifold board

Supplies

Aprons
Tablecloths
Dishtowels
Dishrack
Dish soap
Hand soap
Sponges
Hand sanitizer
Clorox wipes
Paper towels
Latex gloves
First aid kit
Dustpan
Garbage bags
Plates/bowls
Forks/Spoons/Knives
Napkins
Drinking cups
Water Jug
Hair Ties/Rubber bands



LESSON 2

Preparation before start time (repeat for all lessons):

- Lay out name tags and aprons for each group.
- Set up cooking stations for each group.

Introduction:

Introduce staff and this week's lesson.

Review Ground Rules:

Review the Ground Rules poster with "chefs". Collect signed sheets.

Review previous lesson:

Ask "chefs" to recall what lesson one covered and share.

Read Recipe:

Hand out recipe copies to each group. As a group, have each participant take turns reading the ingredients and instructions on the recipe handout. Ask all "chefs" to follow along and check for understanding. Review the whole recipe again before heading to cooking stations. Note cooking skills they will be practicing. Ask if there are any questions.

Cook Together:

As a group, cook the recipe together. Ask and assign "chefs" roles for each step of the recipe. Assist "chefs" as needed but all should participate, prepare, and cook. As the recipe comes together, ask and assign select "chefs" to set and prepare the table for eating.

Eat together:

As a group, eat together. Discuss how the recipe was made, what changes can be made, how "chefs" might cook the recipe at home for or with family. Ask if there are any questions.

Clean up together:

As a group, ask and assign "chefs" to a clean up task: washing and drying dishes, sweeping, wiping down tables, folding tablecloths, packing away items, disposing of trash. Make sure everyone participates in clean up to engage all and stay on time.

Taste Testing Tool Evaluation (UC-Calfresh):

Conduct TTT on select food like zucchini or whole wheat tortillas.

Activity: Discovering MyPlate

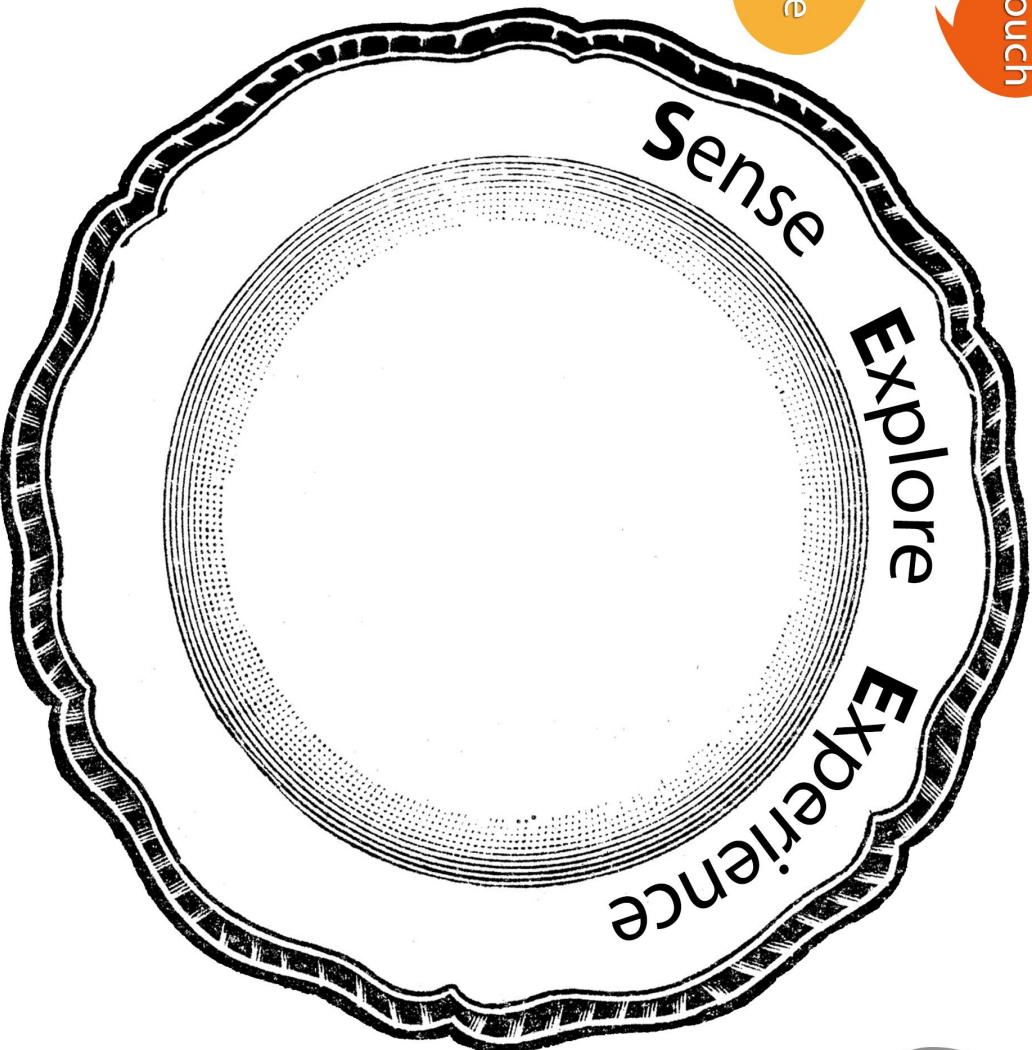
- Point out the MyPlate poster. Explain the components of MyPlate, the different food groups, colors, eating a variety and its importance for health.
- As a large group, review what MyPlate is and ask "chefs" to share what they know about and what they have learned about MyPlate. Allow time for questions and answers.
- Point out the different foods used in today's recipe and how they help complete parts of the MyPlate.

Reminders, Reflection, and Dismissal

Ask "chefs" what recipe was cooked, what the lesson covered, ask for questions. Remind "chefs" about the next lesson and dismiss group.



S.E.E. your FOOD



HEALTH
use myplate
as your guide



8/2016

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The UC CalFresh program staff thank you for contributing to our evaluation efforts. This information will be used to improve our classroom activities.

County: _____

School: _____ **Number of students in class today
(enter number in digits as in 10):** _____

Grade <i>(choose what best fits your class):</i>	Please indicate which nutrition curriculum was used in this class:		
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<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Happy Healthy Me	<input type="checkbox"/> EatFit	_____
<input type="checkbox"/> Grades 1-3	<input type="checkbox"/> Nutrition to Grow On	<input type="checkbox"/> My Amazing Body	_____
<input type="checkbox"/> Grades 4-6	<input type="checkbox"/> Power Play	<input type="checkbox"/> Good for Me and You	_____
<input type="checkbox"/> Grades 7-8	<input type="checkbox"/> Farm to Fork	<input type="checkbox"/> Grow it! Try it! Like it!	_____
	<input type="checkbox"/> Discovering Healthy Choices	<input type="checkbox"/> It's My Choice...Eat Right! Be Active	

Enter the date the food was tasted in class (MM/DD/YYYY): _____

Name the target food tasted in class today by students: _____

Is this the first time that you have entered Food Taste Test data for this class during this year? Yes No

Which category best describes the target food tasted in class today?	How was the food presented?
<input type="checkbox"/> Fruit	<input type="checkbox"/> Raw
<input type="checkbox"/> Vegetable	<input type="checkbox"/> Cut-up
<input type="checkbox"/> Milk product	<input type="checkbox"/> Cooked
<input type="checkbox"/> Grain	<input type="checkbox"/> Paired with other food (<i>salad, on a cracker</i>)
<input type="checkbox"/> Nuts/seeds	
<input type="checkbox"/> Beans	
<input type="checkbox"/> Other protein	

Ask the following questions and record results below. Then either enter hand written results into the website or give to your UC CalFresh Program Representative. It may be preferable to ask all of the questions after the students have tried the food. Note: If you are providing more than one food at a tasting, ask the questions about only one food at a time. If time does not allow asking about all foods, ask about the food that is least familiar to the children.

1. Before today's class, how many of you have tasted this food before? (enter number in digits as in 10) _____

2. How many students ate (or tasted) the food today? (enter number in digits as in 10) _____

3. How many of you are willing to eat the food at school again? (enter number in digits as in 10) _____

4. How many of you are willing to ask for this food at home? (enter number in digits as in 10) _____

Other Comments:

Kaiser, L, et al. Development and Use of an Evaluation Tool for Taste-Testing Activities by School-Aged Children. *Journal of the Academy of Nutrition and Dietetics*. 2012; 112(12): 2028-2034

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Black Bean & Vegetable Quesadilla

Serving Size: Serves 6, 1 folded quesadilla per serving

Ingredients

- 1/2 (15 1/2-ounce) can black beans, no salt added
- 2 medium zucchinis
- 1 ear fresh corn or 1 cup canned corn (or frozen)
- 6 ounces low-fat cheddar cheese
- 1 Tablespoon canola oil
- 1/2 teaspoon ground black pepper
- 6 (8-inch) 100% whole wheat flour tortillas
- Non-stick cooking spray or oil
- Salsa (optional)
- Guacamole (optional)

Materials

- Box grater
- Can opener
- Colander
- Cutting Board
- Large skillet with lid
- Measuring spoons
- Medium bowl
- Oven mitt
- Plates
- Rubber spatula
- Sharp knife

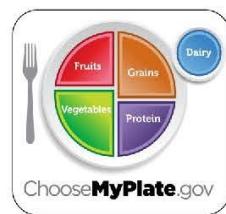


Nutrition Highlights

- Includes 100% whole grains
- Includes iron rich beans
- High in fiber
- Does not have any added sugars
- Includes a dairy food
- Includes vegetables

Instructions

1. Wash hands.
2. In a colander, drain and rinse black beans.
3. Rinse zucchini. Cut into thin slices. Set aside.
4. If using canned corn, drain using colander.
5. Grate cheese. Set aside.
6. In a large skillet over medium-high heat, add oil. Add zucchini. Cook until zucchini is semi-soft, about 5 minutes.
7. Add corn. Cover and cook until tender, stirring a few times, about 5 minutes more. Remove from heat.
8. Add black beans to the vegetable mixture. Stir to combine.
9. Season mixture with black pepper.
10. Transfer mixture to medium bowl and wipe out skillet.
11. Spread 1/6 of vegetable mixture evenly on half of each tortilla. Add 1/6 of cheese on top of mixture. Fold tortillas over. Press lightly with spatula to flatten.
12. Over medium/high heat, spray skillet lightly with non-stick cooking spray or lightly coat pan with oil. Add one folded tortilla. Cook about 4 minutes per side, or until both sides of tortilla are golden brown. Repeat until all quesadillas are cooked.
13. Cut each quesadilla in half. Serve while hot. Add salsa or guacamole on the side (optional).
14. Enjoy! Clean up and put away leftovers.



Quesadilla de Frijol Negro y Verduras

Sirve: 6, 1 quesadilla por porción

Ingredientes Materiales

- 1/2 (15 1/2-onzas) lata de frijoles negros, sin sal agregada
- 2 calabacitas medianas
- 1 elote fresco o 1 taza de elote en lata (o congelado)
- 6 onzas de queso cheddar bajo en grasa
- 1 cucharada de aceite de canola
- 1/2 cucharadita de pimienta negra
- 6 tortillas de 100 % harina de trigo integral (8 pulgadas)
- Aceite aerosol o aceite
- Salsa (opcional)
- Guacamole (opcional)
- Rallador
- Abrelatas
- Colador
- Tabla para cortar
- Sartén grande con tapadera
- Cucharas medidoras
- Tazón mediano
- Guantes de cocina
- Platos
- Espátula
- Cuchillo afilado

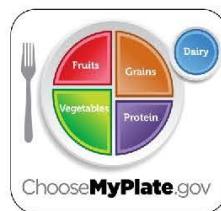


Datos de Nutricion

- Incluye 100% granos enteros
- Incluye frijoles ricos en hierro
- Alto en fibra
- Sin azúcares añadidos
- Incluye un alimento lácteo
- Incluye verduras

Instrucciones

1. Lavar las manos.
2. En un colador, escurrir y enjuagar los frijoles negros.
3. Enjuague la calabaza. Cortar en rodajas finas. Ponga a un lado.
4. Si usa elote enlatado, enjuague usando un colador.
5. Ralle el queso. Ponga a un lado.
6. En una sartén grande sobre fuego medio-alto, agregue aceite. Añada la calabaza. Cocine hasta que la calabaza este suave, aproximadamente 5 minutos.
7. Agregue el elote. Cubre y cocine hasta que el elote este tierno, revolviendo varias veces, aproximadamente 5 minutos más. Retire del fuego.
8. Agregue los frijoles negros a la mezcla de verduras. Revuelva para combinar.
9. Sazone la mezcla con pimienta negra.
10. Transfiera la mezcla a un tazón mediano y limpíe el sartén.
11. En la mitad de cada tortilla unte 1/6 de el mixto de verdura. Añada 1/6 del queso encima de la mezcla. Doble tortillas. Presione ligeramente con la espátula.
12. A fuego medio/alto, rocíe el sartén ligeramente con aceite aerosol de cocina o aceite. Agregue una de las tortillas dobladas. Cocine por 4 minutos por cada lado o hasta que cada lado de la tortilla se dore. Repita hasta que todas las quesadillas se cuecen.
13. Corte cada quesadilla por la mitad. Sirva mientras caliente. Agregue salsa o guacamole al lado (opcional).
14. A disfrutar! Limpiar y guardar las sobras.



Key Concept: New Food Exposure & MyPlate

Recipe: Crisp Asian Tofu and Vegetable Stir Fry

1	Introduction	5 minutes
2	Review Ground Rules	5 minutes
3	Review Previous Lesson	5 minutes
4	Read Recipe: Crisp Asian Tofu and Vegetable Stir Fry	10 minutes
5	Cook	30-45 minutes
6	Eat Together	20 minutes
7	Clean Up	15 minutes
8	Taste Testing Tool	5 minutes
9	Activity: MyPlate activity	15-30 minutes
10	Reminders, Reflection, and Dismissal	5 minutes



PACKING LIST:**Ingredients**

Rice, brown
Broccoli
Celery
Carrot
Garlic
Soy sauce, low-sodium
Brown sugar
Corn starch
Oil, canola
Water

Cooking Equipment

1 Tablespoon
Bowls
Colander
Cutting board
Electric skillet, with lid (if stove not available)
Extension cord (optional)
Hot pad
Knives
Liquid measuring cup
Oven mitt
Pot, with lid
Rice Cooker (optional)
Spoon, mixing
Spoon, serving
Vegetable Peeler
Whisk

Educator Supplies

Activity Supplies
Camera
Ground Rules Poster
Lesson Schedule
Markers
MyPlate Poster
Name Tags
Recipes
Student Roster
Tables
Tape
Taste Testing Tool
Trifold board

Supplies

Aprons
Tablecloths
Dishtowels
Dishrack
Dish soap
Hand soap
Sponges
Hand sanitizer
Clorox wipes
Paper towels
Latex gloves
First aid kit
Dustpan
Garbage bags
Plates/bowls
Forks/Spoons/Knives
Napkins
Drinking cups
Water Jug
Hair ties/Rubber bands



LESSON 3

Preparation before start time:

- Put out names tags and aprons for each group.
- Set up cooking stations.

Introduction:

Introduce staff and this week's lesson.

Review Ground Rules:

Review the Ground Rules poster with “chefs”. Remind “chefs” of the agreed upon rules.

Review Previous Lesson:

Ask “chefs” to recall what lesson two covered, what they cooked, and share. Ask “chefs” if they prepared the previous week's recipe at home and what they did/adapted.

Read Recipe:

Hand out copies of recipe to each group.

- As a group, have each “chef” take turns reading the ingredients and instructions on the recipe handout.
- Ask all “chefs” to follow along and check for understanding.
- Review the whole recipe again before heading to cooking stations. Note the cooking skills they will practice. Ask if there are any questions.

Cook Together:

As a group, cook the recipe together. Ask and assign “chefs” roles for each step of the recipe. Assist “chefs” as needed but all should participate, prepare, and cook. As the recipe comes together, ask and assign select “chefs” to set and prepare the table for eating.

Eat Together:

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.

Clean Up Together:

As a group, ask and assign “chefs” to a clean up tasks: washing and drying dishes, sweeping, wiping down tables, folding tablecloths, packing away items, disposing of trash. Make sure everyone participates in clean up.

Taste Testing Tool Evaluation (UC-Calfresh):

Conduct Taste Testing Tool evaluation on select food like tofu or brown rice.



LESSON 3

Activity: MyPlate

(see Resource page for materials and page 8 following from Cooking 101 for talking points)

In small groups, revisit the MyPlate discussion from last class. Explain to “chefs” that in today’s activity the concept will be put into action by creating their own MyPlate.



- Hand out MyPlate activity materials and paper plates.
- Each chef will have their own paper plate to create their own MyPlate using all the different food group cards.
- Explain to “chefs” the goal is to include all 5 food groups in the meal they create.
- Once all have time to create a meal, have each “chef” share why they chose the food they did and name the MyPlate food group for each item on their plate.

*As a group, discuss the variety of foods in each food group and how they can use this activity as a guide when creating meals at home or for school.

New Food Exposure:

Explain to “chefs” the importance of trying new foods. During Cooking Academy, “chefs” may try new foods each week. For example in this weeks recipe, tofu or brown rice may have been a new food item for some. Highly encourage “chefs” to try new foods together by stating that the group will be brave and adventurous together by trying new things.

Reminders, Reflection, and Dismissal

Ask “chefs” what recipe was cooked, what the lesson covered, ask for questions. Remind “chefs” about the next lesson and dismiss group.





WIC...

Healthy Habits, Healthy Families

Tofu

Tofu is a good source of protein, B vitamins and calcium (if it is calcium-set tofu). Grill or bake tofu or use it in soups, stews and braised dishes.

Buying tofu...

- Look for fresh tofu prepared with calcium salts without added fats, sugars, oils or sodium.
- Find tofu in the refrigeration case of the produce section.

Storing tofu...

- Refrigerate tofu right away.
- Follow the directions on the container to store leftover tofu.
- Use opened tofu within 1 week.
- Freeze tofu for 3 to 5 months.

Enjoying tofu...

- Tofu has very little flavor or smell of its own. It absorbs the flavors of the foods it is cooked with.
- Drain water-packed tofu before using and press to remove extra water. Put the tofu between several layers of paper towel and put it in a bowl. Cover with a plate and put a can on top of the plate. Let sit for 15 to 30 minutes.
- Firmer tofu works best for stir-fries and grilling. Soft and silken tofu works well in soup.

**Make family meals matter.
Lower the fat.**

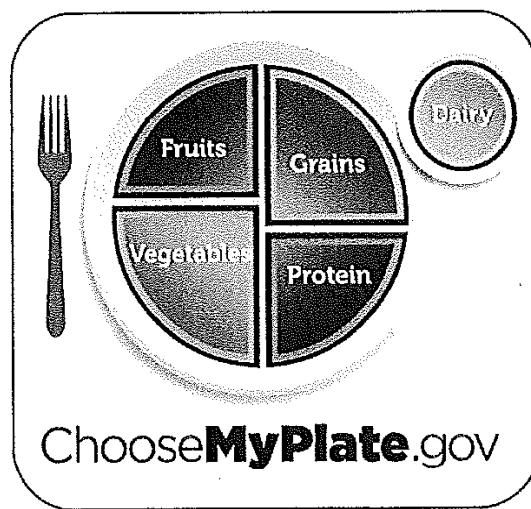


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EXPLORE MyPLATE



When learning to prepare food, it is just as important to learn about nutrition. There are so many foods to choose from, but some of them are better choices than others. How do we know which foods to choose and how much to eat to have a healthy, balanced diet? **MyPlate** helps guide your choices. **MyPlate** shows how to balance the five food groups that are the building blocks for a healthy diet.



Tips to a Great Plate

1. **Make half your plate veggies and fruits.** Vegetables and fruits are full of nutrients that promote good health. Although most of us don't eat enough vegetables, we should eat a variety of vegetables every day.

Vegetables provide several different vitamins and minerals your body needs. For example, Vitamin A is found in dark green vegetables (like broccoli and spinach) and dark yellow and orange vegetables (like carrots and sweet potatoes). Vitamin A keeps the cells in our body healthy.

Fruits also provide vitamins and minerals. For example, oranges, grapefruit, strawberries, and melons have Vitamin C which helps our bodies to heal. Deep yellow fruit like apricots and cantaloupe have Vitamin A.

2. **Add lean protein.** Food from the protein group should be lean — that means it doesn't have much fat in it. Choose protein foods, such as lean beef or pork, or chicken, turkey, beans, or fish. Baking, broiling, and grilling are better choices for cooking protein foods than frying because they do not add fat to the meat.

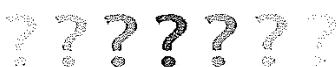
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3. **Include whole grains.** Grains are used to make bread, cereal, rice, and pasta. These foods are made from wheat, rye, oats, and rice. Try to make at least half of your grains whole grains. Whole grains are higher in fiber than others. Look for the words "100% whole grain" or "100% whole wheat" on the ingredients label. Foods from the grains group have carbohydrates. Carbohydrates provide energy for our bodies.
4. **Don't forget the dairy.** Drink a cup of fat-free or low-fat milk at each meal or with a snack. Milk gives us calcium to keep our bones and teeth strong. Milk and foods made from milk are the best sources of calcium. While we are growing, our bones need the calcium from these foods so enjoy three dairy servings every day. If you don't like milk, include fat-free or low-fat yogurt or reduced-fat cheese in your meals or snacks.
5. **Drink water instead of sugary drinks.** Cut calories by drinking water or unsweetened beverages. Soft drinks, energy drinks, and sports drinks add extra sugar and calories to your diet that your body usually doesn't need. The extra calories are stored in the body as fat.
6. **Balance the food you eat with daily exercise.** Young people should get 60 or more minutes of physical activity every day. Daily physical activity helps keep your body healthy. Pick activities that you enjoy and you will find it easy and fun to reach this goal. Invite a friend or family members to join you — and don't forget the family pet. Pets enjoy exercise too.
7. **Eat these foods less often.** Cut back on foods high in fat, added sugar, and salt. This includes cake, cookies, ice cream, candy, sweetened drinks, pizza, and fatty meats like sausage, bacon, and hot dogs. Eat these foods as occasional treats, not every day foods.



Did You Know

There are about 10 teaspoons of sugar in a 12-ounce can of soft drink. If you drink two of those a day, that adds 20 teaspoons of sugar — over 300 "empty calories."



Did You Know

*Foods that are high in fat and added sugar contain **empty calories** — calories that provide few or no nutrients to your body. The extra calories are stored in the body as fat.*

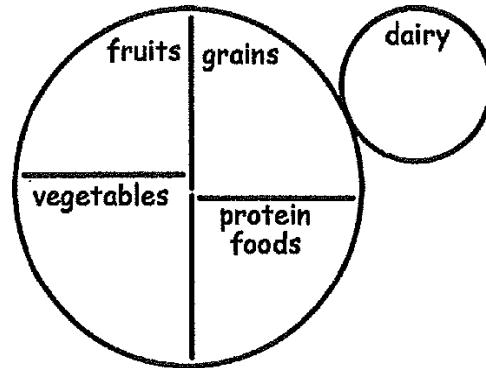
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What's on Your Plate? Activity



How are you doing following the guidelines for healthy eating? Let's find out.

- Write down everything you eat for one day, including all three meals and snacks.
- On three paper or foam plates, draw the outline of the **MyPlate** graphic as shown here.
- For each meal, draw, paste pictures, or write in the foods you ate in the matching food group on one plate. For example, if you had cereal for breakfast, record that in the grains section of one plate. Add the other foods that you ate for breakfast in the matching food group.
- If you need help deciding which food group a food belongs to, visit the **MyPlate** website at MyPlate.gov and click on the **MyPlate** button at the top left of the screen. Then click on each food group for more information.
- On smaller plates, draw, paste pictures, or write in the dairy foods and snacks you ate.
- Answer these questions and decide if your meals are balanced for a healthy diet.



1. Was half of your plate vegetables and fruits for each meal? _____ If not, list some vegetables or fruits that you can add to each meal to make it balanced.

2. Did you have lean protein at each meal or snack? _____ If not, what lean protein could you add or substitute for the protein that you ate?

I

3. What whole grains did you eat for meals or snacks? _____

4. Did you have three servings of milk or dairy foods? _____

Were they fat-free or low-fat? _____

If not, what lower fat dairy product could you substitute? _____

5. Did you have any sugar sweetened beverages, such as a soft drink or sports drink? _____

What would be some healthier choices to replace the sweetened beverages?

6. Based on what you learned about healthy eating, how are you doing eating healthy, balanced meals and snacks?

- Not so good
- Better than I thought
- Good, but I still have room for improvement
- I made good food choices

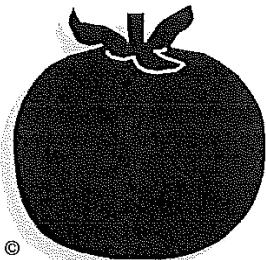
7. What are two changes you will make to eat a balanced, healthy diet?



Learn More

To learn more about MyPlate and making healthy food choices,
play the Blast Off game available at
www.fns.usda.gov/multimedia/Games/Blastoff/BlastOff_Game.html

2



FRUIT GROUP AND VEGETABLE GROUP

You have probably heard your parents and teachers tell you many times to "eat your vegetables," or maybe they have suggested fruit for a snack or dessert. Yet you might not understand why they make a big fuss about eating fruits and vegetables. Why is it important?

Eating fruits and vegetables helps keep your body healthy, now and in the future. Your body needs the nutrients that these foods provide. Fruits and vegetables are important sources of

Vitamin A — to keep eyes and skin healthy, and to protect against infections.

Vitamin C — to heal cuts and wounds; keep teeth and gums healthy; help your body absorb the iron in the food you eat.

Potassium — to help maintain healthy blood pressure.

Folic acid — to help the body form red blood cells.

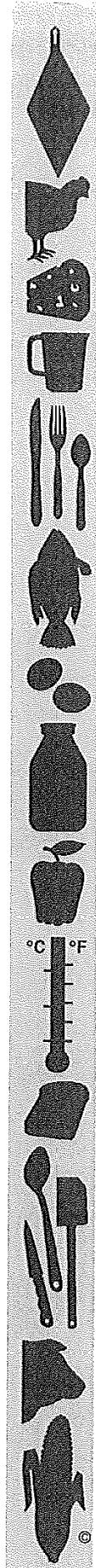
Fiber — to help keep the digestive system working regularly. Most of us don't eat enough dietary fiber. Eating fruits and vegetables is a tasty way to add more fiber to your diet. Fiber is the part of food that your body cannot digest or absorb.

Most fruits and vegetables are also naturally low in fat and calories and can help you maintain a healthy weight. Just watch the toppings and sauces because they can add extra fat and calories.

Eating fruits and vegetables can help your body stay healthy as you get older. Eating a diet rich in fruits and vegetables may reduce the risk of heart disease, diabetes, stroke, and some types of cancer.

MyPyramid recommends that most young people eat at least 2 1/2 cups of vegetables each day. The vegetables can be raw, cooked, or made into juice. Whatever way you like your veggies, they are an important part of your diet.

Fruits are available in many different forms — fresh, frozen, canned, dried, and as juice. All are good ways to get the recommended 1 1/2 to 2 cups of fruits a day.



8/2016

UC CalFresh Food Tasting Tool – Youth

Please fill out completely.

The UC CalFresh program staff thank you for contributing to our evaluation efforts. This information will be used to improve our classroom activities.

County: _____

School: _____ **Number of students in class today
(enter number in digits as in 10):** _____

Grade <i>(choose what best fits your class):</i>	Please indicate which nutrition curriculum was used in this class:		
<input type="checkbox"/> Preschool	<input type="checkbox"/> Go, Glow, Grow	<input type="checkbox"/> TWIGS	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Happy Healthy Me	<input type="checkbox"/> EatFit	_____
<input type="checkbox"/> Grades 1-3	<input type="checkbox"/> Nutrition to Grow On	<input type="checkbox"/> My Amazing Body	_____
<input type="checkbox"/> Grades 4-6	<input type="checkbox"/> Power Play	<input type="checkbox"/> Good for Me and You	_____
<input type="checkbox"/> Grades 7-8	<input type="checkbox"/> Farm to Fork	<input type="checkbox"/> Grow it! Try it! Like it!	_____
	<input type="checkbox"/> Discovering Healthy Choices	<input type="checkbox"/> It's My Choice...Eat Right! Be Active	

Enter the date the food was tasted in class (MM/DD/YYYY): _____

Name the target food tasted in class today by students: _____

Is this the first time that you have entered Food Taste Test data for this class during this year? Yes No

Which category best describes the target food tasted in class today?	How was the food presented?
<input type="checkbox"/> Fruit	<input type="checkbox"/> Raw
<input type="checkbox"/> Vegetable	<input type="checkbox"/> Cut-up
<input type="checkbox"/> Milk product	<input type="checkbox"/> Cooked
<input type="checkbox"/> Grain	<input type="checkbox"/> Paired with other food (<i>salad, on a cracker</i>)
<input type="checkbox"/> Nuts/seeds	
<input type="checkbox"/> Beans	
<input type="checkbox"/> Other protein	

Ask the following questions and record results below. Then either enter hand written results into the website or give to your UC CalFresh Program Representative. It may be preferable to ask all of the questions after the students have tried the food. Note: If you are providing more than one food at a tasting, ask the questions about only one food at a time. If time does not allow asking about all foods, ask about the food that is least familiar to the children.

1. Before today's class, how many of you have tasted this food before? (enter number in digits as in 10) _____

2. How many students ate (or tasted) the food today? (enter number in digits as in 10) _____

3. How many of you are willing to eat the food at school again? (enter number in digits as in 10) _____

4. How many of you are willing to ask for this food at home? (enter number in digits as in 10) _____

Other Comments:

Kaiser, L, et al. Development and Use of an Evaluation Tool for Taste-Testing Activities by School-Aged Children. *Journal of the Academy of Nutrition and Dietetics*. 2012; 112(12): 2028-2034

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Crisp Asian Tofu & Vegetable Stir Fry

Serving Size: Serves 4, 1 1/2 cups per serving

Ingredients

- 1 cup brown rice
- 1/2 pound broccoli
- 2 medium celery stalks
- 1 medium carrot
- 1 clove garlic
- 6 ounces firm tofu
- 2 Tablespoons low-sodium soy sauce
- 1 Tablespoon water
- 1 Tablespoon brown sugar
- 1 Tablespoon cornstarch
- 2 Tablespoons canola oil

Materials

- Cutting board
- Measuring cups
- Measuring spoons
- Medium pot with lid
- Medium skillet
- Oven mitt
- Plates
- Sharp knife
- Small bowl
- Spoon
- Vegetable brush
- Vegetable peeler



Instructions

1. Wash hands.
2. Cook rice following package directions. Set aside. Cover to keep warm. While rice is cooking, make vegetable mixture. Rinse and chop broccoli and celery.
3. Peel, rinse, and chop carrots.
4. Cut tofu into small pieces.
5. In a small bowl, stir together soy sauce, water, brown sugar, and cornstarch. Set aside.
6. In a medium skillet over medium-high heat, add oil. Add garlic and stir. Add chopped vegetables. Stir frequently, until vegetables are tender, about 5-7 minutes.
7. Add tofu. Cook, stirring occasionally, until slightly browned, about 2 minutes.
8. Add soy sauce mixture. Bring to a boil. Turn off heat after 1 minute. Add 1 tablespoon of water at a time if needed.
9. Serve over warm brown rice.
10. Enjoy! Clean up and put away

Nutrition Highlights

- Includes 100% whole grains
- Good source of protein from tofu
- High in fiber
- Good source of Vitamin C
- Does not have any added sugars
- Includes vegetables



Salteado de Vegetales con Tofu

Porción: Sirve 4, 1 ½ taza por porción

Ingredientes

- 1 taza de arroz integral
- 1/2 libra de brócoli
- 2 tallos de apio medianos
- 1 zanahoria mediana
- 1 diente de ajo
- 6 onzas de tofu firme
- 1/4 taza de salsa de soya baja en sodio
- 1 cucharada de azúcar morena
- 1 cucharada de maíz
- 2 cucharadas de aceite de canola

Materiales

- Tabla para cortar
- Tazas medidoras
- Cucharas medidoras
- Olla mediana con tapa
- Sartén mediano
- Guante de cocina
- Platos
- Cuchillo afilado
- Tazón pequeño
- Cuchara
- Cepillo para verduras
- Pelador de verduras

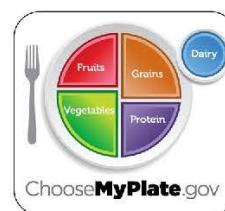


Instructions

1. Lavar las manos.
2. Cocinar el arroz de acuerdo a las instrucciones en el paquete. Ponga a un lado y cubra para mantenerlo caliente. Mientras se cocina el arroz, haga la mezcla de verduras. Lavé y corte el brócoli y apio.
3. Pelar, lavar y cortar las zanahorias.
4. Cortar el tofu en trozos pequeños.
5. En un tazón pequeño, mezclar la salsa de soya, azúcar y maíz. Coloque a un lado.
6. En un sartén mediano sobre fuego medio añada aceite. Añada el ajo y revuelva. Agregue las verduras picadas. Revuelva con frecuencia, hasta que las verduras estén tiernas, aproximadamente 5-7 minutos.
7. Añada el tofu. Cocineé, revolviendo ocasionalmente, hasta que se dore un poco, aproximadamente 2 minutos.
8. Añada la mezcla de salsa de la soya. Llevar a ebullición. Dejar hervir. Sacar del fuego después de 1 minuto. Agregar 1 cucharada de agua a la vez, si es necesario.
9. Sirva sobre el arroz caliente.
10. A disfrutar! Limpiar y guardar las sobras.

Información Nutricional

- Incluye 100% granos integrales
- Buena fuente de proteína por parte de el tofu
- Alto en fibra
- Buena fuente de Vitamina C
- Sin azúcares añadidos
- Incluye verduras



Key Concept: Discovering Whole Grains
Recipe: Delicious Berry French Toast

1	Introduction	5 minutes
2	Review Ground Rules	5 minutes
3	Review Previous Lesson	5 minutes
4	Read Recipe: Delicious Berry French Toast	10 minutes
5	Cook	30-45 minutes
6	Eat Together	20 minutes
7	Clean Up	15 minutes
8	Taste Testing Tool	5 minutes
9	Activity: Whole grains/Nutrition label reading	15-30 minutes
10	Reminders, Reflection, and Dismissal	5 minutes



PACKING LIST:**Ingredients**

Berries
Bananas
Sugar or honey
Eggs
Milk, low-fat
Cinnamon
Cooking Spray, non-stick
Bread, whole wheat
Water

Cooking Equipment

$\frac{1}{2}$ teaspoon
1 Tablespoon
Bowls
Colander
Cutting board
Electric skillet, with lid (if stove not available)
Extension cord (optional)
Griddle (optional)
Hot pad
Knives
Liquid measuring cup
Oven mitt
Pyrex dish
Spatula
Spoon, mixing
Spoon, serving
Whisk

Educator Supplies

Activity Supplies
Camera
Ground Rules Poster
Lesson Schedule
Markers
MyPlate Poster
Name Tags
Recipes
Student Roster
Tables
Tape
Taste Testing Tool
Trifold board

Supplies

Aprons
Tablecloths
Dishtowels
Dishrack
Dish soap
Hand soap
Sponges
Hand sanitizer
Clorox wipes
Paper towels
Latex gloves
First aid kit
Dustpan
Garbage bags
Plates/bowls
Forks/Spoons/Knives
Napkins
Drinking cups
Water Jug
Hair ties/Rubber bands



LESSON 4

Preparation for start time:

Lay out name tags and aprons for each group.
Set up cooking stations for each group.

Introduction:

Introduce staff and this week's lesson.

Review Ground Rules:

Review the Ground Rules poster with "chefs" (if necessary).

Review previous lesson:

Ask "chefs" to recall what lesson three covered and share. Ask "chefs" if they prepared the recipe from last class and what adaptations they made, if any.

Read Recipe:

As a group, have each participant take turns reading the ingredients and instructions on the recipe handout. Ask all "chefs" to follow along and check for understanding. Review the whole recipe again before heading to cooking stations. Ask if there are any questions.

Cook Together:

As a group, cook the recipe together. Ask and assign "chefs" roles for each step of the recipe. Assist "chefs" as needed but all should participate, prepare, and cook. As the recipe comes together, ask and assign select "chefs" to set and prepare the table for eating.

Eat together:

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.

Clean up together:

As a group, ask and assign "chefs" to a clean up task: washing and drying dishes, sweeping, wiping down tables, folding tablecloths, packing away items, disposing of trash. Make sure everyone participates in clean up.

Taste Testing Tool Evaluation (UC-Calfresh):

Conduct Taste Testing Tool on select food like a select berry or whole wheat bread.



LESSON 4

Activity: Discovering Whole Grains (large group activity)

In this activity, “chefs” are introduced to whole grains and learn to read a nutrition facts label.

- Point out the Whole Grain Heroes/Whole Grain poster (if available), discuss the three different parts of the grain: the germ, the endosperm, and the bran.
- Discuss why it is important to eat whole grain foods and where to find sources of whole grain foods.
- Explain refined versus whole grains.
- Explain fiber and what it does for the body.
- Encourage “chefs” to share examples of whole grains that they consume at school or at home.



Teaching Suggestion:

Relate the importance of whole grain foods and how high fiber foods will help with keeping students full longer.

Small group activity:

Bring an assortment of food packages to explore the ingredient list and nutrition facts label. —

- Pass out food packages to each group so each “chef” can locate the words and sources of whole grains on the packages. Point out the ingredient list and the nutrition facts label as sources of information for finding whole grains and fiber.
- Let “chefs” explore the food packages to search for and find key words like, “whole grain”, “whole wheat”, and good sources of fiber.
- Encourage questions.
- Explain how this information may be helpful when selecting foods at home or school.



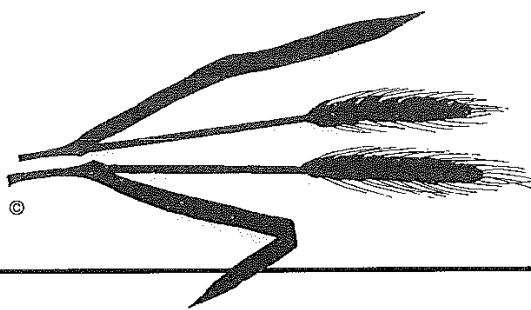
Reminders, Reflection, and Dismissal

Ask “chefs” what recipe was cooked, what the lesson covered, ask for questions.

Remind “chefs” about the next lesson and dismiss group.



2



GRAIN GROUP

Foods from the Grain Group come from many different grain plants: wheat, corn, oats, rye, barley, and rice. Grain Group foods are important because they provide our bodies with **carbohydrates** (car-bo-hi-drates). Carbohydrates give us the energy we need to play, learn, sleep, and keep our bodies running.

Foods from the Grain Group keep us healthy by also supplying the body with

- Protein** for growth, repair, and maintenance of body tissues.
- Iron** for red blood cells to transport oxygen to cells.
- B vitamins** needed to use the energy in foods.

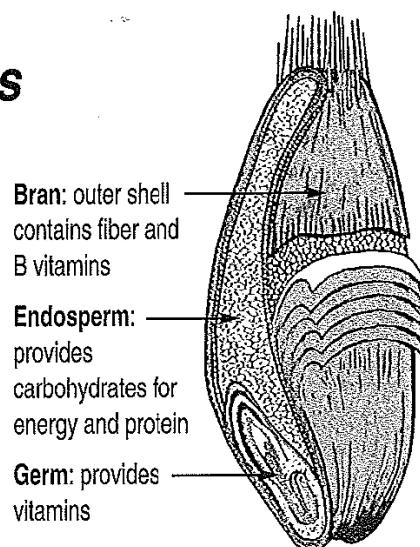
"Whole grains" such as whole wheat bread, also provide fiber that helps with food digestion.

There are many foods to choose from in the Grain Group. Some examples are bread, oatmeal, muffins, bagels, cereals, rice, pasta, tortillas, crackers, and pancakes.

Whole Grains and Refined Grains

Whole grains contain the entire grain kernel — the **bran**, **germ**, and **endosperm**. Examples of whole grains include:

- Whole wheat flour
- Oatmeal
- Whole cornmeal
- Brown rice
- Popcorn
- Bulgur (cracked wheat)



Refined grains are **milled** — a process that removes the bran and germ. This gives the grains a finer texture and they stay fresh longer. Because refining removes fiber, iron and B vitamins, most refined grains are **enriched**. This means that some B vitamins and



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iron are added back after processing. Fiber is not added back to enriched grains. Some examples of refined grain products are:

- White all-purpose flour
- White bread
- White rice

Why Choose Whole Grains?

Eating whole grains helps keep your body healthy. People who eat whole grains as part of their daily diet may reduce their risk of developing some chronic diseases, such as heart disease and some types of cancer. Whole grains contain fiber. **Fiber** is the part of the plant (grain) that human bodies can't digest or absorb. Some types of fiber help prevent constipation, and other kinds may help lower blood cholesterol.

It's easy to add whole grains to your cooking. Try whole wheat pasta, brown rice, and whole grain breads in place of the refined products you may be using.

Rice

Rice is used in many different ways for cooking — in main dishes, side dishes, and even desserts! It's really quite easy to prepare rice once you know how. Let's learn a little about rice so you know what type you need for the recipes you prepare.

Types of Rice

- **Brown rice** is a whole grain and brown in color because it still has the bran layer and germ. All rice starts out as brown rice. It has a chewy, nutty flavor and when cooked, the grains keep their shape. It takes longer to cook than white rice.
- **White rice** has been milled to remove the **husk, bran**, and **germ**. Milling helps prevent spoilage and extends the storage life of the grain. After milling, the rice is polished, giving it a bright, white, shiny appearance.

Brown rice and white rice are separated into three categories by size and texture — long grain, medium grain, and short grain.

Long grain rice is slender and long. Cooked long grain rice is light, fluffy, firm, and the grains keep their shape. Basmati and Jasmine are two types of specialty long grain rice.

Medium grain rice is fatter and shorter than long grain rice. Cooked medium grain rice is tender, a bit sticky and the grains clump together. Arborio and Valencia are two types of specialty medium grain rice.

Short grain rice is almost round. This is the softest and stickiest when cooked.

2

- **Converted** rice has been soaked and steamed under pressure before removing the bran and germ. This forces some of the nutrients into the remaining part of the grain so they are not all lost. Converted rice has a pale beige cast and takes slightly longer to cook than regular white rice, but cooks more quickly than brown rice.
- **Instant** or **quick** rice has been fully or partially cooked before being dehydrated and packaged. It is usually enriched and has most of the nutrients, but a more bland texture. Instant white rice cooks in about five minutes; instant brown rice takes about 10 minutes to cook.

Cooking Rice

Rice may be cooked on top of the range or in the oven. For instant or converted rice, follow cooking directions on the package.

Range top cooking — Combine rice, water, and salt in a heavy saucepan with a tight fitting lid. Bring to boil over medium-high heat. Reduce heat to low and **simmer**, covered, until rice is tender. Don't start checking for doneness until near the end of the recommended cooking time. Each time the lid is removed moisture is lost. Remove from heat and let stand, covered for 10 to 15 minutes. Fluff with a fork and serve.

Oven cooking — Preheat oven to 375 degrees F. Combine rice, boiling water, and salt in a baking dish. Cover tightly with lid or double layer of aluminum foil. Bake until rice is tender. Let stand five minutes, uncover, fluff with a fork and serve.

Cooking Rice (Range top or oven) — Use 1 cup of uncooked rice

Rice	Water*	Salt	Cooking time	Yield
Long grain	1 1/2 cups	1/2 teaspoon	18-20 minutes	3 cups
Medium grain	1 1/3 cups	1/2 teaspoon	16-18 minutes	3 cups
Short grain	1 1/4 cups	1/2 teaspoon	16-18 minutes	2 3/4 cups
Brown rice	1 1/2 cups	1/2 teaspoon	45-50 minutes	2 1/2 to 3 cups

*For more flavor, substitute broth for water.



2

Pasta

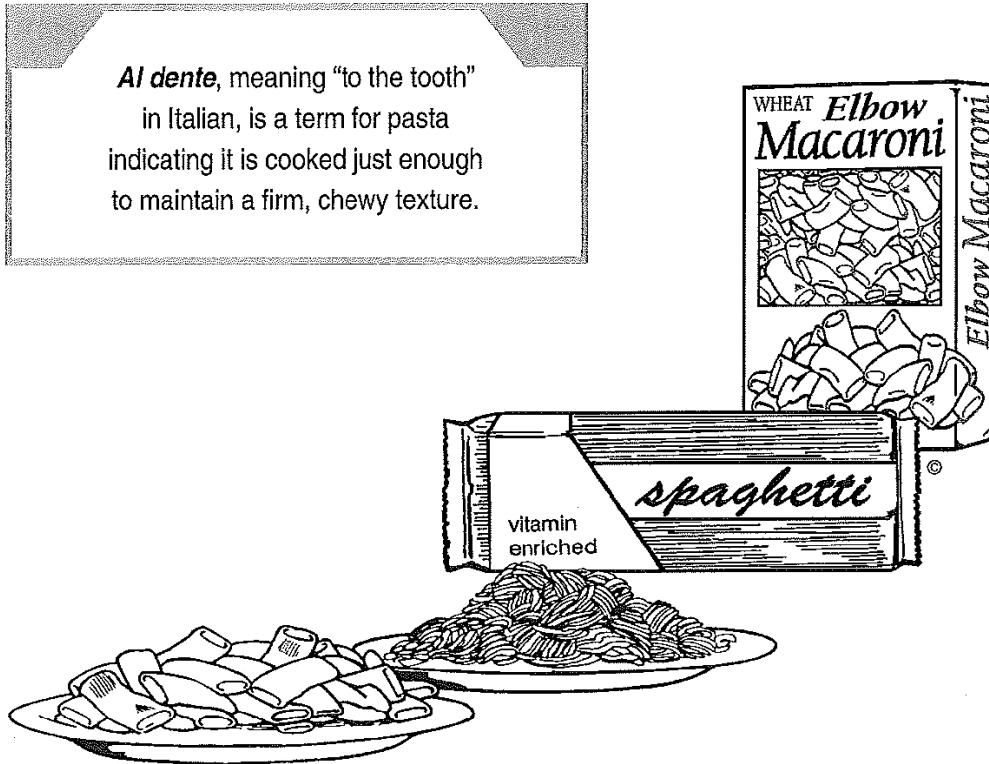
Pasta is usually made from coarse white wheat flour called **semolina**, which gives pasta a firm texture. Whole wheat pasta has a stronger flavor and a chewier texture than pasta made with refined wheat flour.

Pasta comes in many shapes and sizes. One type of pasta may be substituted for another in a recipe. Use the same amount by weight. For example, if the recipe calls for 8 ounces of macaroni, you can substitute 8 ounces of spaghetti. Noodles differ from other pasta in that they contain eggs and tend to absorb less water during cooking.

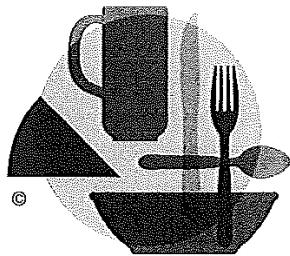
Cooking Pasta

In a large saucepan bring water (about 3 quarts of water for 4 to 8 ounces of pasta) and 1 teaspoon salt to boiling. Add the pasta a little at a time so the water does not stop boiling. Reduce the heat and boil, uncovered, stirring occasionally until the pasta is *al dente*. Drain in a colander.

Al dente, meaning "to the tooth" in Italian, is a term for pasta indicating it is cooked just enough to maintain a firm, chewy texture.



2



UNDERSTANDING NUTRITION FACTS LABELS

In 4-H *Cooking 101*, you learned about MyPyramid. MyPyramid helps you make good choices for a healthy, balanced diet. For a healthy diet, it's important to eat the recommended daily servings from each food group. But, it's not always easy to know what amount of food is a serving. For example, how many crackers are in a serving? How much cereal do you pour in the bowl for a serving from the Grain Group? The answers are easy if you know where to look.

Most foods in the grocery store must now have a nutrition label and list of ingredients. Look for the **Nutrition Facts Label** on the food package or container. This label shows the serving size, how many servings are in the package or container, and other nutritional information.

Let's look at a Nutrition Facts Label for macaroni and cheese.

Serving Size

The first place to start when you look at the Nutrition Facts Label is the serving size (#1). Just below that is the number of servings in the package or container. The Nutrition Facts Label on this macaroni and cheese shows that a serving size is one cup. The package has three 1-cup servings of macaroni and cheese. Many people will eat the whole package, which is three servings of macaroni and cheese.

Calories

Calories provide a measure of how much energy you get from a serving. In the sample Nutrition Facts Label there are 360 calories in one serving of this macaroni and cheese (#2). What if you ate the whole package? You would consume 3 servings, or 1080 calories.



Nutrition Facts	
1	Serving Size 4 oz (about 1/3 Box) (Makes about 1 cup) Servings Per Container about 3
2	Amount Per Serving Calories 360 Calories from fat 110 % Daily Value*
	Total Fat 12g 18% Saturated Fat 4g 20% Trans Fat 0g Cholesterol 20mg 7% Sodium 940mg 39% Total Carbohydrate 49g 16% Dietary Fiber 2g 8% Sugars 4g
	Protein 13g 17% Vitamin A 4% • Vitamin C 0% Calcium 20% • Iron 105
*Percent Daily Values (DV) are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	
Calories 2,000 2,500	
Total Fat	Less than 65g 80g
Sat Fat	Less than 20g 25g
Cholest	Less than 300mg 300mg
Sodium	Less than 2,400mg 2,400mg
Total Carb	300g 375g
Dietary Fiber	25g 30g
Protein	50g 65g



8/2016

UC CalFresh Food Tasting Tool – Youth

Please fill out completely.

The UC CalFresh program staff thank you for contributing to our evaluation efforts. This information will be used to improve our classroom activities.

County: _____

School: _____ **Number of students in class today
(enter number in digits as in 10):** _____

Grade <i>(choose what best fits your class):</i>	Please indicate which nutrition curriculum was used in this class:		
<input type="checkbox"/> Preschool	<input type="checkbox"/> Go, Glow, Grow	<input type="checkbox"/> TWIGS	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Happy Healthy Me	<input type="checkbox"/> EatFit	_____
<input type="checkbox"/> Grades 1-3	<input type="checkbox"/> Nutrition to Grow On	<input type="checkbox"/> My Amazing Body	_____
<input type="checkbox"/> Grades 4-6	<input type="checkbox"/> Power Play	<input type="checkbox"/> Good for Me and You	_____
<input type="checkbox"/> Grades 7-8	<input type="checkbox"/> Farm to Fork	<input type="checkbox"/> Grow it! Try it! Like it!	_____
	<input type="checkbox"/> Discovering Healthy Choices	<input type="checkbox"/> It's My Choice...Eat Right! Be Active	

Enter the date the food was tasted in class (MM/DD/YYYY): _____

Name the target food tasted in class today by students: _____

Is this the first time that you have entered Food Taste Test data for this class during this year? Yes No

Which category best describes the target food tasted in class today?	How was the food presented?
<input type="checkbox"/> Fruit	<input type="checkbox"/> Raw
<input type="checkbox"/> Vegetable	<input type="checkbox"/> Cut-up
<input type="checkbox"/> Milk product	<input type="checkbox"/> Cooked
<input type="checkbox"/> Grain	<input type="checkbox"/> Paired with other food (<i>salad, on a cracker</i>)
<input type="checkbox"/> Nuts/seeds	
<input type="checkbox"/> Beans	
<input type="checkbox"/> Other protein	

Ask the following questions and record results below. Then either enter hand written results into the website or give to your UC CalFresh Program Representative. It may be preferable to ask all of the questions after the students have tried the food. Note: If you are providing more than one food at a tasting, ask the questions about only one food at a time. If time does not allow asking about all foods, ask about the food that is least familiar to the children.

1. Before today's class, how many of you have tasted this food before? (enter number in digits as in 10) _____

2. How many students ate (or tasted) the food today? (enter number in digits as in 10) _____

3. How many of you are willing to eat the food at school again? (enter number in digits as in 10) _____

4. How many of you are willing to ask for this food at home? (enter number in digits as in 10) _____

Other Comments:

Kaiser, L, et al. Development and Use of an Evaluation Tool for Taste-Testing Activities by School-Aged Children. *Journal of the Academy of Nutrition and Dietetics*. 2012; 112(12): 2028-2034

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ACKNOWLEDGEMENTS: The authors thank the University of California CalFresh nutrition education staff and volunteer teachers for their cooperation in conducting and evaluating the taste-test activities. The authors also thank members of the University of California CalFresh Evaluation Taskforce for their help, Andra Nicoli for providing editorial review, and Sara Bosse and the Fresno County Cooperative Extension staff who assisted with the pilot study.

Delicious Berry French Toast

Serving Size: Serves 4, 1 piece of toast per serving

Ingredients

- 1 cup berries (blueberry, blackberry, raspberry, strawberry)
- 2 bananas
- 1 Tablespoon sugar or honey
- 2 large eggs
- 1/2 cup low-fat milk
- 1 teaspoon ground cinnamon
- Non-stick cooking spray or oil
- 4 slices whole wheat bread

Materials

- Colander
- Cutting board
- Forks
- Measuring cups
- Measuring spoons
- Medium skillet
- Plates
- Oven mitts
- Rubber spatula
- Shallow baking dish
- Sharp knife
- 2 Small bowls
- Tongs
- Whisk

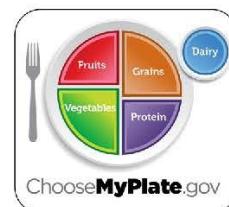


Instructions

- Wash hands.
- Rinse berries. Remove any leafy tops. Slice 1/8-inch thick and put in small bowl.
- Mix sugar or honey and 1/2 tsp. cinnamon to berries. Set aside.
- In a shallow baking dish, beat eggs with a whisk or fork until well blended.
- Add milk and 1/2 tsp. cinnamon to eggs. Whisk to combine.
- Coat skillet with non-stick cooking spray or oil. Heat skillet over medium heat for 2 minutes.
- Using tongs, dip one piece of bread in egg mixture. Flip to coat both sides. Remove from egg mixture, shaking off any excess egg coating. Place quickly on hot skillet. Cook until golden brown, about 2-3 minutes per side. Remove from pan using rubber spatula and set on a plate.
- Repeat steps 6 and 7 until each piece of bread has been cooked.
- Top each piece of bread with 1/4 cup of fruit mixture.
- Enjoy! Clean up and put away leftovers.

Nutrition Highlights

- Includes 100% whole grains
- High in fiber
- Includes fruit
- Includes healthy fats



ChooseMyPlate.gov



Receta de French Toast con Bayas

Porción: Sirve 4, 1 pedazo de pan por porción

Ingredientes

- 1 taza de bayas (arándano, moras, frambuesa, fresa)
- 2 plátanos
- 1 cucharada de azúcar o miel
- 2 huevos
- 1/2 taza de leche bajo en grasa
- 1 cucharadita de canela molida
- Aceite o aceite de aerosol para cocinar

Materiales

- Colador
- Tabla para cortar
- Tenedores
- Tazas medidoras
- Cucharas medidoras
- Sartén
- Platos
- Guantes de cocina
- Espátula
- Plato para el horno
- Cuchillo
- 2 Pequeños tazones
- Batidor de mano

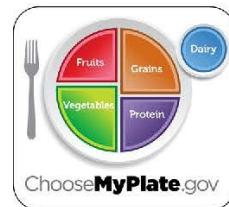
Instrucciones

1. Lavar las manos.
2. Lavar las bayas. Retire cualquier tapas frondosas. Corte la fruta en pedazos de 1/8 pulgada grueso y colocar en un tazón pequeño.
3. Mezclar azúcar o miel y 1/2 cucharadita de canela a las bayas. Ponga a un lado.
4. En un plato para horno bajo, bate huevos con un batidor de mano o un tenedor hasta que quede bien mezclado.
5. Agregue la leche y 1/2 cucharadita de canela a los huevos. Bata para combinar.
6. En un sartén en fuego medio, caliente aceite o aceite de aerosol por 2 minutos.
7. Usando pinzas, sumerge el pan con la mezcla de huevo. Retire la mezcla de huevo, sacudiendo cualquier huevo exceso en el pan. Rápidamente, cociné en el sartén caliente. Cociné hasta que el pan esté dorado, aproximadamente 2-3 minutos por cada lado. Usando un espátula, retire el pan cocido de el sartén y coloque sobre un plato.
8. Repita los pasos 6 y 7 hasta que cada rebanada de pan estén cocido.
9. Cubra cada pieza de pan con 1/4 taza de mezcla de fruta.
10. ¡Disfrute! Limpie y guarde las sobras.



Información Nutricional

- 100% granos integrales
- Alta en fibra
- Incluye fruta
- Incluye grasas saludables



Key Concept: Sugar Sweetened Beverages & Hydration Needs

Recipe: Colorful Pinwheel Vegetable Wraps

1	Introduction	5 minutes
2	Review Ground Rules	5 minutes
3	Review Previous Lesson	5 minutes
4	Read Recipe: Colorful Pinwheel Vegetable Wraps	10 minutes
5	Cook	30-45 minutes
6	Eat Together	20 minutes
7	Clean Up	15 minutes
8	Taste Testing Tool	5 minutes
9	Activity: Rethink Your Drink	15-30 minutes
10	Reminders, Reflection, and Dismissal	5 minutes



PACKING LIST:**Ingredients**

Radish
Carrot
Lettuce
Cilantro
Lemon
Monterey Jack cheese, low-fat
Avocado
Tortillas, whole wheat
Water

Cooking Equipment

1 Cup
Bowls
Box Grater
Colander
Cutting board
Fork
Knives
Liquid measuring cup
Paper towels
Spoon, mixing
Spoon, serving
Whisk
Vegetable brush

Educator Supplies

Activity Supplies
Camera
Ground Rules Poster
Lesson Schedule
Markers
MyPlate Poster
Name Tags
Recipes
Student Roster
Tables
Tape
Taste Testing Tool
Trifold board

Supplies

Aprons
Tablecloths
Dishtowels
Dishrack
Dish soap
Hand soap
Sponges
Hand sanitizer
Clorox wipes
Paper towels
Latex gloves
First aid kit
Dustpan
Garbage bags
Plates/bowls
Forks/Spoons/Knives
Napkins
Drinking cups
Water Jug
Hair ties/Rubber bands



WEEK 5/LESSON 5

Preparation before start time:

- Lay out name tags and aprons for each group.
- Set up cooking stations for each group.

Introduction:

Introduce staff and this week's lesson.

Review Ground Rules:

Review the Ground Rules poster with "chefs", if necessary.

Review previous lesson:

Ask "chefs" to recall what lesson four covered and share. Ask "chefs" if they prepared the recipe from last class and what adaptations they made, if any.

Read Recipe:

As a group, have each chef take turns reading the ingredients and instructions on the recipe handout. Ask all "chefs" to follow along and check for understanding. Review the whole recipe again before heading to cooking stations. Note cooking skill they will practice. Ask if there are any questions.

Cook Together:

As a group, cook the recipe together. Ask and assign "chefs" roles for each step of the recipe. Assist "chefs" as needed but all should participate, prepare, and cook. As the recipe comes together, ask and assign select "chefs" to set and prepare the table for eating.

Eat together:

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.

Clean up together:

As a group, ask and assign "chefs" to a clean up task: washing and drying dishes, sweeping, wiping down tables, folding tablecloths, packing away items, disposing of trash. Make sure everyone participates in clean up to ensure all are engaged and to stay on time.

Taste Testing Tool Evaluation (UC-Calfresh):

Conduct Taste Testing Tool on select food like radish, whole wheat tortillas, and/or infused water.



WEEK 5/LESSON 5



Activity: Water 1st, for thirst!

(See Resource page for materials)

In small groups, ask “chefs” about their beverage choices.

Emphasis the three select beverages that are healthy hydration options for our bodies:

1. Water
2. Milk (plain)
3. 100% Juice

-Explain what a sugar sweetened beverage is.

-Give examples of beverages and explain how it does not only include ‘soda’.

-Hand out a variety of empty beverage containers.

-Point out the nutrition facts label on each beverage and point to the sugar listed on each nutrition facts label. (*extend lesson to include teaching students how to convert grams of sugar to teaspoons on page 125.)

-Display sugar cubes and amounts for each beverage for all to see.

-Explain that water is free of calories and sugar. It is also available at all restaurants and fast food establishments for free.

-Discuss how “chefs” can ask for a cup for water and point out where at beverage stations water is located.

-Practice asking for water with each “chef” so they are able to do so for themselves when they eat out.

Reminders, Reflection, and Dismissal

Ask “chefs” what recipe was cooked, what the lesson covered, ask for questions.

Remind “chefs” about the next lesson and dismiss group.



I

What's in That Bottle?

What is your favorite soft drink? Store shelves are lined with soft drinks in every size, color, taste, and brand that consumers demand. But, do you know what you are drinking when you sip your favorite soft drink? Soft drinks are made from simple ingredients: carbonated water, sugar or other sweetener, and different flavorings and colorings. Most people agree that water is good for you, but not when mixed with high amounts of sugar. How much sugar? Look at the chart to find out.

Each teaspoon of sugar contains 15 calories and since sugar does not provide any nutrients, those are empty calories. Let's see how the numbers add up.

Sugar in Soft Drinks				
Soft Drink Size	Servings	Grams Sugar	Teaspoons Sugar	Empty Calories
1 cup = 8 oz	1	28	7	105
12 oz = 1 can	1.5	42	10.5	157.5
16 oz = 1 bottle	2	56	14	210
20 oz = 1 bottle	2.5	70	17.5	262.5
24 oz = 2 cans	3	84	21	315
1 liter = 32 oz	4	112	28	420
44 oz = supersize	5.5	154	38.5	577.5

Adding It Up

- On the chart above, circle the two sizes of soft drinks that you usually drink.
- Gather the supplies you need: empty beverage containers for the two sizes you circled — rinsed and dried, measuring spoons, sugar, and a clean sheet of paper. If using a 12 oz. can, you'll also need a clear glass or cup.
- Roll the paper into a tube and slide one end into the bottle. Gently open the top of the roll to create a funnel. For cans, use a clear glass or cup.
- Measure the number of teaspoons of sugar listed for one size you chose and pour each teaspoon of sugar into the funnel. Repeat for second soft drink.
- Are you surprised at how much sugar is in your soft drink? Answer these questions.

1. If you drink these two soft drinks, how much sugar are you drinking?

How many empty calories does that total? _____

2. What did you learn from this activity? _____

3. What changes will you make as a result of this activity? _____

2

Recipe Nutritional Analysis

The 4-H *Cooking* project books include a nutritional analysis for the recipes that are in the book. The nutritional analysis is like having a Nutrition Facts Label for the recipe. It contains the same information, just in a different format. Many cookbooks that you use will also include this information. It is helpful for those who are trying to eat a healthy diet.

It's Your Turn

Let's try using a Nutrition Facts Label. You will need a 2 liter bottle of your favorite soft drink (not a diet drink).

Pour yourself your usual serving of the soft drink. Before you drink any, answer the following questions.

Read the Nutrition Facts Label on the back of the bottle or the one included here. What is the serving size for the soft drink? _____

Calories per serving? _____

Use a liquid measuring cup to measure the portion you poured: _____

(Note: You may need an adult to help you with the math.)

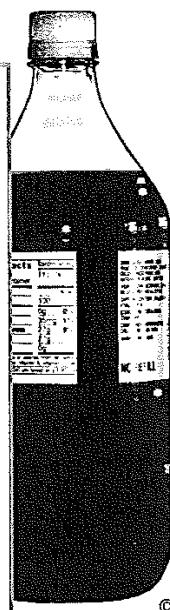
How many servings are in your portion? _____

Calories in your portion? _____

Subtract the calories per serving from the calories in your portion to determine how many extra calories you are drinking. _____

As you can see from these examples, we often eat or drink more than one serving of food for a meal or snack. Counting these extra servings will help you maintain a healthy, balanced diet. When you begin planning and preparing meals for your family and friends, knowing the serving sizes will help you know how much food to purchase and prepare. You will learn more about meal planning in each level of 4-H *Cooking* projects.

Nutrition Facts	
Serving Size 8 fl oz (240 mL)	
Servings Per Container 8	
Amount Per Serving	
Calories 100	
% Daily Value*	
Total Fat 0g	0%
Sodium 35mg	1%
Total Carbohydrate 27g	9%
Sugars 27g	
Protein 0g	
Not a significant source from fat, saturated fat, trans fat, cholesterol, dietary fiber, vitamin A, vitamin C, calcium and iron.	
*Percent Daily Values (DV) are based on a 2,000 calorie diet.	



Search for the Sugar

INSTRUCTIONS: Convert the grams of sugar into teaspoons for each beverage.

Conversion:
4 grams = 1 teaspoon

1. Sunny Delight
California Style
8 ounces



30 grams of sugar = _____ teaspoons _____ of sugar

teaspoons

2. Rock Star
Original
8 ounces



31 grams of sugar = _____ teaspoons _____ of sugar

teaspoons

3. Gatorade:
Fruit Punch Flavor
20 ounces



36 grams of sugar = _____ teaspoons _____ of sugar

teaspoons

4. Hi-C
Fruit Punch Flavor
6.75 ounces



26 grams of sugar = _____ teaspoons _____ of sugar

teaspoons

5. Coca Cola Soda
12 ounces



40 grams of sugar = _____ teaspoons _____ of sugar

teaspoons

6. CapriSun:
Fruit Punch Flavor
6.75 ounces



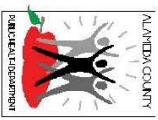
16 grams of sugar = _____ teaspoons _____ of sugar

teaspoons

Best Beverage Choices: Water, Non Fat Milk, and 100% juice!
Limit the amount of added sugar to less than 10 teaspoons per day.



Network for a Healthy California



Funded by the U.S. Department of Agriculture's Food Stamp Program, an equal opportunity provider and employer through the Network for a Healthy California. For information about the California Food Stamp Program, please call 1-888-999-4772.

ALAMEDA COUNTY
PUBLIC HEALTH DEPARTMENT

8/2016

UC CalFresh Food Tasting Tool – Youth

Please fill out completely.

The UC CalFresh program staff thank you for contributing to our evaluation efforts. This information will be used to improve our classroom activities.

County: _____

School: _____ **Number of students in class today
(enter number in digits as in 10):** _____

Grade <i>(choose what best fits your class):</i>	Please indicate which nutrition curriculum was used in this class:		
<input type="checkbox"/> Preschool	<input type="checkbox"/> Go, Glow, Grow	<input type="checkbox"/> TWIGS	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Happy Healthy Me	<input type="checkbox"/> EatFit	_____
<input type="checkbox"/> Grades 1-3	<input type="checkbox"/> Nutrition to Grow On	<input type="checkbox"/> My Amazing Body	_____
<input type="checkbox"/> Grades 4-6	<input type="checkbox"/> Power Play	<input type="checkbox"/> Good for Me and You	_____
<input type="checkbox"/> Grades 7-8	<input type="checkbox"/> Farm to Fork	<input type="checkbox"/> Grow it! Try it! Like it!	_____
	<input type="checkbox"/> Discovering Healthy Choices	<input type="checkbox"/> It's My Choice...Eat Right! Be Active	

Enter the date the food was tasted in class (MM/DD/YYYY): _____

Name the target food tasted in class today by students: _____

Is this the first time that you have entered Food Taste Test data for this class during this year? Yes No

Which category best describes the target food tasted in class today?	How was the food presented?
<input type="checkbox"/> Fruit	<input type="checkbox"/> Raw
<input type="checkbox"/> Vegetable	<input type="checkbox"/> Cut-up
<input type="checkbox"/> Milk product	<input type="checkbox"/> Cooked
<input type="checkbox"/> Grain	<input type="checkbox"/> Paired with other food (<i>salad, on a cracker</i>)
<input type="checkbox"/> Nuts/seeds	
<input type="checkbox"/> Beans	
<input type="checkbox"/> Other protein	

Ask the following questions and record results below. Then either enter hand written results into the website or give to your UC CalFresh Program Representative. It may be preferable to ask all of the questions after the students have tried the food. Note: If you are providing more than one food at a tasting, ask the questions about only one food at a time. If time does not allow asking about all foods, ask about the food that is least familiar to the children.

1. Before today's class, how many of you have tasted this food before? (enter number in digits as in 10) _____

2. How many students ate (or tasted) the food today? (enter number in digits as in 10) _____

3. How many of you are willing to eat the food at school again? (enter number in digits as in 10) _____

4. How many of you are willing to ask for this food at home? (enter number in digits as in 10) _____

Other Comments:

Kaiser, L, et al. Development and Use of an Evaluation Tool for Taste-Testing Activities by School-Aged Children. *Journal of the Academy of Nutrition and Dietetics*. 2012; 112(12): 2028-2034

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Colorful Pinwheel Vegetable Wraps

Serving Size: Serves 4, 1 wrap per serving

Ingredients

- 4 large radishes
- 1 small carrot
- 1 cup lettuce
- 3 sprigs cilantro
- 1 lemon
- 3 ounces low-fat Monterey Jack cheese (optional)
- 1 large, ripe avocado
- 4 (8-inch) 100% whole wheat flour tortillas

Materials

- Box grater
- Colander
- Cutting board
- Fork
- Medium bowl
- Measuring cups
- Paper towels
- Plates
- Sharp knife
- Small bowl
- Spoon
- Vegetable brush

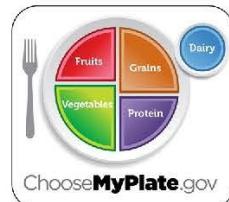


Nutrition Highlights

- Includes 100% whole grains
- High in fiber
- Does not have any added sugars
- Includes vegetables
- Includes healthy fats

Instructions

1. Wash hands.
2. Rinse radishes, carrots, lettuce, cilantro, lemon, and avocados. Pat dry with paper towels.
3. Slice radishes thinly. Grate carrot. Place in a medium bowl.
4. Pull leaves off stems. Tear leaves into smaller pieces.
5. Zest lemon using the small holes of a box grater. Cut in half and remove seeds. Squeeze half of the lemon into a small bowl.
6. Slice around avocado lengthwise through skin to pit. Twist pit open. Remove pit with a spoon.
7. Scoop avocado out of skin to a small
- bowl. Use a fork to mash avocado, add lemon juice, cilantro, and lemon zest.
8. Grate cheese.
9. Place the tortilla on a cutting board. Spread 1/4 avocado mixture over center of tortilla. Layer with 1/4 lettuce, 1/4 grated vegetables, and 1/4 cheese if desired.
10. Roll tortilla and toppings into a long shape. Use a knife to slice into 4 "pinwheels."
11. Repeat process for other tortillas.
12. Place pinwheels on a plate and enjoy.
13. Clean up and put away leftovers.



Envolturas de Vegetales

Porción: Sirve 4, 1 envoltura por porción

Ingredientes

- 4 rábanos grandes
- 1 zanahoria pequeña
- 1 taza de lechuga
- 3 ramitas de cilantro
- 1 limón
- 4 onzas de queso bajo en grasa Monterey Jack
- 1 aguacate maduro
- 4 tortillas de harina 100 % trigo integral (8 pulgadas)

Materiales

- Rallador
- Colador
- Tabla de cortar
- Tenedor
- Tazón mediano
- Tazas medidoras
- Toallas de papel
- Platos
- Cuchillo afilado
- Tazón pequeño
- Cuchara
- Cepillo para verduras

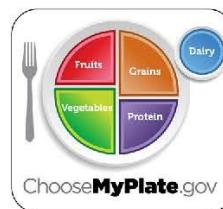


Instrucciones

1. Lavar las manos.
2. Enjuague los rábanos, zanahorias, lechuga, cilantro, limón y aguacate. Secar con toallas de papel.
3. Corte rábanos en rodajas finas. Rallé la zanahoria. Coloque en un tazón mediano.
4. Jale las hojas de los tallos y corte en trozos más pequeños.
5. Utilizando el lado con agujeros pequeños de un rallador, rallé el limón. Corte el limón por la mitad y retire las semillas. Exprime la mitad del limón en un tazón pequeño.
6. Corte alrededor de el aguacate a lo largo a través de la piel a la semilla. Remueva la semilla con una cuchara.
7. Con una cuchara, remueva el aguacate de la piel y coloque en un tazón pequeño.
8. Use un tenedor y machuque el aguacate. Agregue jugo de limón, cilantro, y la peladura de limón. Revuelva.
9. Rallé el queso.
10. Coloque la tortilla en una tabla de cortar. Ponga 1/4 del mixto de aguacate sobre el centro de la tortilla. Agregue 1/4 de lechuga, 1/4 de verduras y 1/4 de queso rallado.
11. Enrolle la tortilla y el resto de los ingredientes en forma alargada. Use un cuchillo para cortar en 4 molientes.
12. Repita el proceso para cada tortilla.
13. Coloque las tortillas en un plato y disfrutal.
14. Limpiar y guardar las sobras.

Información Nutricional

- Incluye 100% granos integrales
- Alto en fibra
- Sin azúcares añadidos
- Incluye verduras
- Incluye grasas saludables



ChooseMyPlate.gov



8/2016

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Enter the date the food was tasted in class (MM/DD/YYYY): _____

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<input type="checkbox"/> Grain	<input type="checkbox"/> Other protein
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Ask the following questions and record results below. Then either enter hand written results into the website or give to your UC CalFresh Program Representative. It may be preferable to ask all of the questions after the students have tried the food. Note: If you are providing more than one food at a tasting, ask the questions about only one food at a time. If time does not allow asking about all foods, ask about the food that is least familiar to the children.

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Makes 4 servings.
1 cup per serving.

Ingredients

½ cup sliced cucumbers
1-2 sprigs of fresh mint
Ice



Prep time:
5 minutes

Preparation

1. Fill pitcher halfway with ice.
2. Add sliced cucumbers and mint.
3. Fill with water. Chill for at least 20 minutes before serving.
4. Store in refrigerator and drink within 24 hours.



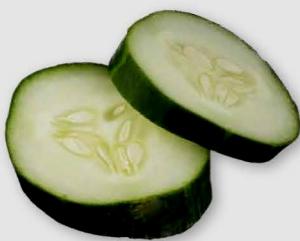
Funded by USDA SNAP-Ed, an equal opportunity provider and employer. •California Department of Public Health RCP-34Ver. 09/12



Rinde 4 porciones.
1 taza por porción.

Ingredientes

½ taza de pepino en rebanadas
1-2 ramitas de menta fresca
Hielo



Tiempo de preparación:
5 minutos

Preparación

1. Llene media jarra con hielo.
2. Agregue el pepino y la menta.
3. Llene con agua. Deje enfriar por lo menos 20 minutos antes de servir.
4. Guarde en el refrigerador y tome dentro de 24 horas.



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•Departamento de Salud Pública de California



Key Concept: Discovering Fast Food Alternatives
Recipe: Creamy Stove Top Macaroni and Cheese

1	Introduction	5 minutes
2	Review Ground Rules	5 minutes
3	Review Previous Lesson	5 minutes
4	Read Recipe: Creamy Stovetop Macaroni and Cheese	10 minutes
5	Cook	30-45 minutes
6	Eat Together	20 minutes
7	Clean Up	15 minutes
8	Taste Testing Tool	5 minutes
9	Activity: Fast food menus/Eating out options	15-30 minutes
10	Reminders, Reflection, and Dismissal	5 minutes



PACKING LIST:**Ingredients**

Broccoli
Monterey Jack cheese, low-fat
Pasta, whole wheat macaroni
Milk, nonfat
Butter, unsalted or oil
Flour, whole wheat
Black pepper, ground
Cream cheese, light
Water

Cooking Equipment

$\frac{1}{2}$ teaspoon
1 Tablespoon
Bowls
Box Grater
Colander
Cutting board
Electric hot plate (if stove not available)
Extension cord (optional)
Hot pad
Knives
Liquid measuring cup
Oven mitt
Paper towels
Pot, with lid
Spatula
Spoon, serving
Spoon, mixing
Whisk

Educator Supplies

Activity Supplies
Camera
Ground Rules Poster
Lesson Schedule
Markers
MyPlate Poster
Name Tags
Recipes
Student Roster
Tables
Tape
Taste Testing Tool
Trifold board

Supplies

Aprons
Tablecloths
Dishtowels
Dishrack
Dish soap
Hand soap
Sponges
Hand sanitizer
Clorox wipes
Paper towels
Latex gloves
First aid kit
Dustpan
Garbage bags
Plates/bowls
Forks/Spoons/Knives
Napkins
Drinking cups
Water Jug
Hair ties/Rubber bands



WEEK 6/LESSON 6

Preparation before start time:

- Lay out name tags and aprons for each group.
- Set up cooking stations for each group.

Introduction:

Introduce staff and this week's lesson.

Review Ground Rules:

Review the Ground Rules poster with “chefs”, if necessary.

Review previous lesson:

Ask “chefs” to recall what lesson five covered and share. Ask “chefs” to share if they made the recipe from the previous class and what adaptations they made, if any.

Read Recipe:

As a group, have each participant take turns reading the ingredients and instructions on the recipe handout. Ask all “chefs” to follow along and check for understanding. Review the whole recipe again before heading to cooking stations. Ask if there are any questions.

Cook Together:

As a group, cook the recipe together. Ask and assign “chefs” roles for each step of the recipe. Assist “chefs” as needed but all should participate, prepare, and cook. As the recipe comes together, ask and assign select “chefs” to set and prepare the table for eating.

Eat together:

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.

Clean up together:

As a group, ask and assign “chefs” to a clean up task: washing and drying dishes, sweeping, wiping down tables, folding tablecloths, packing away items, disposing of trash. Make sure everyone participates in clean up to keep all engaged and ensure class stays on time.

Taste Testing Tool Evaluation (UC-CalFresh):

Conduct Taste Testing Tool on select food like broccoli or whole wheat pasta.



WEEK 6/LESSON 6

Activity: Discovering Fast Food Alternatives (see Resources for materials)

Explain to “chefs” that today’s activity will give tips on healthy options when eating out. In this activity “chefs” will put together the key concepts learned so far: MyPlate, whole grains, exploring the nutrition label, and healthy beverage options.

Small group activity:

- Pass out a variety of different fast food menu slicks from local restaurants to each group.
- Let students explore the menus, locate items they regularly select, read the nutrition fact labels, and explore healthy options using the key concepts learned in Cooking Academy.



- Give “chefs” tips on how to select healthy options.

- Have each chef locate items that have fruits and vegetables to order like salads, parfaits, fresh fruit, etc.

- Discuss how “chefs” have the power to specialize their orders when they eat out by asking for more fruits and vegetables with their meals; like adding lettuce and tomatoes to burgers or sandwiches, choosing fruit instead of fries or asking for grilled or baked instead of fried foods.

- Ask “chefs” what food items they would select at their next visit to the fast food item.

- Ask if they learned of a healthy option that they may select at their next visit.

- Encourage questions and conversation.

Reminders, Reflection, and Dismissal

Ask “chefs” what recipe was cooked, what the lesson covered, ask for questions.

Remind “chefs” about the next lesson and dismiss group.



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RECIPE FOR WEEK 6/ LESSON 6

Creamy Stove Top Macaroni and Cheese

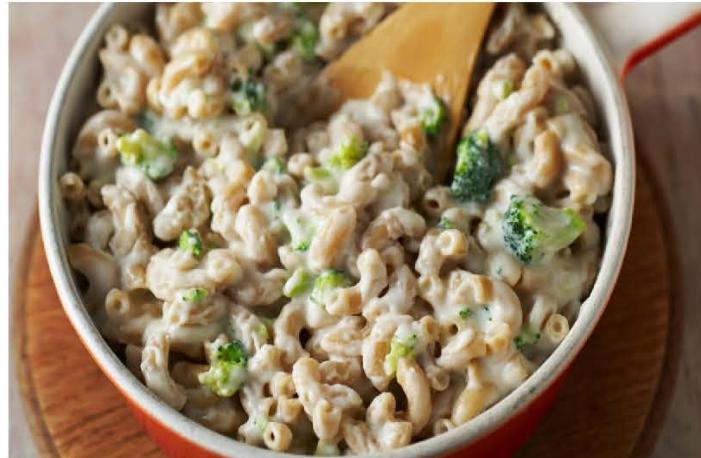
Serving Size: Serves 8, 1 cup per serving

Ingredients

- 2 heads broccoli
- 1 cup frozen peas
- 8 ounces low-fat Monterey Jack cheese
- 1 (16-ounce) package 100% whole wheat macaroni pasta
- 1 1/2 cups nonfat milk
- 1 2/3 Tablespoons unsalted butter or oil
- 2 Tablespoons flour
- 1/2 teaspoon ground black pepper (optional)
- 4 Tablespoons light cream cheese (50% Less Fat)

Materials

- Box grater
- Colander
- Cutting Board
- Large pot with lid
- Measuring cups
- Measuring spoons
- Oven mitts
- Plates
- Sharp knife
- Wooden spoon

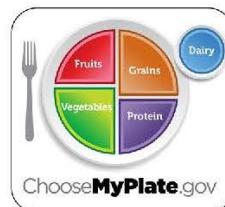


Instructions

1. Wash hands.
2. Rinse and chop broccoli.
3. Grate Monterey Jack cheese and set aside.
4. Cook pasta following package directions. Add broccoli and peas to pasta during the last 2 minutes of cooking. Drain in a colander and set aside.
5. In the same pot, over medium heat, add oil or butter. Add flour. Whisk, stirring constantly for 30 seconds until light brown.
6. Slowly add milk. Stirring constantly until sauce thickens. Sauce should be thick enough to coat the back of a spoon.
7. Add cream cheese and grated cheese. Stir until grated cheese is melted. Turn off heat.
8. Add pasta, broccoli, and peas to cheese sauce. Stir with a wooden spoon to combine. Add black pepper if desired. Serve immediately.

Nutrition Highlights

- Includes 100% whole grains
- High in fiber
- Does not have any added sugars
- Includes a dairy food
- Includes vegetables



Creoso Macarroni con Queso

Porción: Sirve 8, 1 taza por porción

Ingredientes

- 2 cabezas de brócoli
- 8 onzas de queso bajo en grasa, Monterey Jack
- 1 paquete (16 onzas) de pasta de macarrones de 100% trigo integral
- 1 1/2 taza de leche descremada
- 1 2/3 cucharadas de mantequilla sin sal o aceite
- 2 cucharadas de harina
- 1/2 cucharadita de pimienta negra (opcional)
- 4 cucharadas de queso crema bajo en grasa

Materiales

- Rallador
- Colador
- Tabla de cortar
- Olla grande con tapa
- Tazas medidoras
- Cucharas medidoras
- Guantes de cocina
- Platos
- Cuchillo afilado
- Cuchara de madera



Instrucciones

1. Lavar las manos.
2. Enjuague y corte el brócoli.
3. Rallé el queso Monterey Jack y coloque a un lado.
4. Cociné la pasta, acuerdo a las direcciones en el paquete. Agregue el brócoli a la pasta durante los últimos dos minutos de cocinar. Escurre en un colador y coloque a un lado.
5. En la misma olla sobre fuego medio, agregue aceite. Agregue la harina. Batir, revolviendo constantemente por 30 segundos.
6. Lentamente agregue la leche. Revuelva constantemente hasta que la salsa espese. La salsa debe ser suficientemente gruesa para cubrir la parte posterior de una cuchara.
7. Añada el queso crema y queso rallado. Revuelva hasta que el queso rallado este derretido. Sacar del fuego.
8. Añada la pasta y brócoli a la salsa de queso. Revuelva con una cuchara de madera para combinar. Añada pimienta negra si desea. Sirva inmediatamente.
9. ¡A disfrutar! Limpie y guarde las sobras cuando termine.

Información Nutricional

- Incluye 100% granos integrales
- Alto en fibra
- Sin azúcares añadidos
- Incluye productos lácteos
- Incluye verduras



Key Concept: Reviewing Key Concepts & Celebrating Culinary Success

Recipe: Awesome Apple Pie Cups

1	Introduction	5 minutes
2	Review Ground Rules	5 minutes
3	Review Previous Lesson/ Program Key Concepts	5 minutes
4	Read Recipe: Awesome Apple Pie Cups	10 minutes
5	Cook	30-45 minutes
6	Eat Together	20 minutes
7	Clean Up	15 minutes
8	Taste Testing Tool	5 minutes
9	Post test	10 minutes
10	Graduation/Prizes/Group Photo	15-20 minutes
11	Reflection and Dismissal	5 minutes



PACKING LIST:**Ingredients**

Butter, unsalted
Apples
Brown sugar
Cinnamon
Vanilla extract
Salt
Graham crackers
Raisins (optional)
Whipping cream
Sugar
Water

Cooking Equipment

$\frac{1}{4}$ Cup
 $\frac{1}{4}$ teaspoon
1 Tablespoon
1 teaspoon
Bowls
Colander
Cutting board
Electric skillet, with lid (if stove not available)
Extension cord (optional)
Hand mixer
Hot pad
Knives
Liquid measuring cup
Oven mitt
Spoon, serving
Spoon, mixing
Vegetable Peeler

Educator Supplies

Activity Supplies
Camera
Ground Rules Poster
Lesson Schedule
Markers
MyPlate Poster
Name Tags
Recipes
Student Roster
Tables
Tape
Taste Testing Tool
Trifold board

Supplies

Aprons
Tablecloths
Dishtowels
Dishrack
Dish soap
Hand soap
Sponges
Hand sanitizer
Clorox wipes
Paper towels
Latex gloves
First aid kit
Dustpan
Garbage bags
Plates/bowls
Forks/Spoons/Knives
Napkins
Drinking cups
Water Jug
Hair ties/Rubber bands



WEEK 7/LESSON 7

Preparation before start time:

- Lay out name tags and aprons for each group.
- Set up cooking station for each group.

Introduction:

Introduce staff and this week's lesson.

Review Ground Rules:

Review the Ground Rules poster with "chefs", if necessary.

Review previous lesson/ Program Key Concepts:

Ask "chefs" to recall what lesson six covered and share. Ask "chefs" if they prepared the recipe from last class and what adaptations they made, if any.

Read Recipe:

As a group, have each participant take turns reading the ingredients and instructions on the recipe handout. Ask all "chefs" to follow along and check for understanding. Review the whole recipe again before heading to cooking stations. Ask if there are any questions.

Cook Together:

As a group, cook the recipe together. Ask and assign "chefs" roles for each step of the recipe. Assist "chefs" as needed but all should participate, prepare, and cook. As the recipe comes together, ask and assign select "chefs" to set and prepare the table for eating.

Eat together:

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.

Clean up together:

As a group, ask and assign "chefs" to a clean up task: washing and drying dishes, sweeping, wiping down tables, folding tablecloths, packing away items, disposing of trash. Make sure everyone participates in clean up to keep all engaged and to stay on time.

Taste Testing Tool Evaluation (UC-Calfresh):

Conduct Taste Testing Tool on select food like apples or pears (if using).

Post-Test (Optional):

Explain the test as a way to measure what "chefs" learn over the course of the program, their input is important and helps make the program better. Ask students to answer questions independently, but raise hand if there is a question on clarification.

Graduation/Prizes/Group Photo

Ask "chefs" what recipe was cooked, what the lesson covered, ask for questions.

Award "chefs" a certificate of completion award by calling each "chef" up to the front. Have all "chefs" cheer for one another. Hand out cooking incentives and congratulate the group for their hard work and participation. Take a group photo to celebrate Cooking Academy success!



OPTIONAL

8/2016

UC CalFresh Food Tasting Tool – Youth

Please fill out completely.

The UC CalFresh program staff thank you for contributing to our evaluation efforts. This information will be used to improve our classroom activities.

County: _____

School: _____ **Number of students in class today
(enter number in digits as in 10):** _____

Grade <i>(choose what best fits your class):</i>	Please indicate which nutrition curriculum was used in this class:		
<input type="checkbox"/> Preschool	<input type="checkbox"/> Go, Glow, Grow	<input type="checkbox"/> TWIGS	<input type="checkbox"/> Other (specify): _____
<input type="checkbox"/> Kindergarten	<input type="checkbox"/> Happy Healthy Me	<input type="checkbox"/> EatFit	_____
<input type="checkbox"/> Grades 1-3	<input type="checkbox"/> Nutrition to Grow On	<input type="checkbox"/> My Amazing Body	_____
<input type="checkbox"/> Grades 4-6	<input type="checkbox"/> Power Play	<input type="checkbox"/> Good for Me and You	_____
<input type="checkbox"/> Grades 7-8	<input type="checkbox"/> Farm to Fork	<input type="checkbox"/> Grow it! Try it! Like it!	_____
	<input type="checkbox"/> Discovering Healthy Choices	<input type="checkbox"/> It's My Choice...Eat Right! Be Active	_____

Enter the date the food was tasted in class (MM/DD/YYYY): _____

Name the target food tasted in class today by students: _____

Is this the first time that you have entered Food Taste Test data for this class during this year? Yes No

Which category best describes the target food tasted in class today?	How was the food presented?
<input type="checkbox"/> Fruit	<input type="checkbox"/> Raw
<input type="checkbox"/> Vegetable	<input type="checkbox"/> Cut-up
<input type="checkbox"/> Milk product	<input type="checkbox"/> Cooked
<input type="checkbox"/> Grain	<input type="checkbox"/> Paired with other food (<i>salad, on a cracker</i>)
<input type="checkbox"/> Nuts/seeds	
<input type="checkbox"/> Beans	
<input type="checkbox"/> Other protein	

Ask the following questions and record results below. Then either enter hand written results into the website or give to your UC CalFresh Program Representative. It may be preferable to ask all of the questions after the students have tried the food. Note: If you are providing more than one food at a tasting, ask the questions about only one food at a time. If time does not allow asking about all foods, ask about the food that is least familiar to the children.

1. Before today's class, how many of you have tasted this food before? (enter number in digits as in 10) _____

2. How many students ate (or tasted) the food today? (enter number in digits as in 10) _____

3. How many of you are willing to eat the food at school again? (enter number in digits as in 10) _____

4. How many of you are willing to ask for this food at home? (enter number in digits as in 10) _____

Other Comments:

Kaiser, L, et al. Development and Use of an Evaluation Tool for Taste-Testing Activities by School-Aged Children. *Journal of the Academy of Nutrition and Dietetics*. 2012; 112(12): 2028-2034

FUNDING/SUPPORT: This work was funded in part by the University of California CalFresh Nutrition Program through staff support to coordinate nutrition activities and the food tastings. Additional support for the summer camps was provided by the County Parks and Recreation Departments of Fresno, Shasta and Trinity Counties.

ACKNOWLEDGEMENTS: The authors thank the University of California CalFresh nutrition education staff and volunteer teachers for their cooperation in conducting and evaluating the taste-test activities. The authors also thank members of the University of California CalFresh Evaluation Taskforce for their help, Andra Nicoli for providing editorial review, and Sara Bosse and the Fresno County Cooperative Extension staff who assisted with the pilot study.

Apple Pie Cups

Serving Size: Serves 8, 1 Pie Cup per serving

Ingredients

- 3 Tablespoons unsalted butter, softened
- 8 apples peeled, cored and cut into 1-inch pieces
- 2 Tablespoons packed brown sugar
- 1 teaspoon ground cinnamon
- 1 teaspoon vanilla extract
- 1/4 teaspoon salt
- 8 Graham crackers
- Whipped cream (optional)
- 1/4 cup raisins (optional)

For Whipped Cream:

- 1 pint whipping cream
- 1 teaspoon cinnamon
- 1 teaspoon vanilla extract
- 1 Tablespoon sugar

Materials

- Cutting board
- Hand mixer
- Large bowl
- Large skillet with lid
- Measuring cups
- Measuring spoons
- Oven mitts
- Plates
- Sharp Knife
- Small bowl
- Spoon
- Wooden spoon / Rubber spatula
- Vegetable Peeler

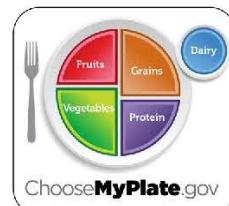


Instructions

1. Wash hands.
2. Peel apples, core, and cut into 1-inch pieces.
3. Place butter in a large skillet over medium heat until fully melted.
4. Add the apples, sugar, cinnamon, vanilla extract, and salt. Stir occasionally for 10-12 minutes or until apples are fork tender. Remove heat and allow to cool for about 5 minutes.
5. In a large bowl, pour whipping cream into bowl. Add cinnamon, vanilla extract, and sugar. On low speed, use hand mixer to mix, slowly increasing speed while mixing until cream is thick and whipped (approximately 3 minutes).
6. When cooled, divide the apple mixture into bowls. Insert 1 graham cracker into each bowl. Top with 1 scoop of whipped cream and sprinkle raisins if desired.
7. Enjoy! Clean up and put away leftovers.

Nutrition Highlights

- Includes 100% whole grains
- Includes good source of fiber
- Includes one cup of fruit per serving
- A good dessert option



Vasos de Manzana Dulce

Porción: 8, Sirve 1 Taza por porción

Ingredientes

- 3 cucharadas de mantequilla sin sal, ablandada
- 8 manzanas peladas, sin corazón y cortadas en pedazo de 1 pulgada
- 2 cucharadas de azúcar morena
- 1 cucharadita de canela molida
- 1 cucharadita de extracto de vainilla
- 1/4 cucharadita de sal
- 8 galletas, como Graham crackers
- Crema batida
- 1/4 taza de pasas (opcional)

Para la Crema Batida:

- 1 pinta de crema para batir
- 1 cucharita de canela
- 1 cucharadita de extracto de vainilla
- 1 cucharada de azúcar

Materiales

- Tabla de cortar
- Batidora
- Tazón grande
- Sartén grande con tapa
- Tazas medidoras
- Cucharas medidoras
- Guantes de cocina
- Platos
- Cuchillo afilado
- Tazón pequeño
- Cuchara
- Cuchara de madera/ espátula
- Pelador de verduras



Instrucciones

1. Lavar las manos.
2. Pelar las manzanas, y corte en pedazos de 1 pulgada.
3. Coloque la mantequilla en un sartén grande en fuego medio hasta derretir completamente.
4. Añada las manzanas, azúcar, canela, extracto de vainilla y sal. Revuelva ocasionalmente durante 10-12 minutos o hasta que las manzanas estén tierno. Retirar del fuego y deje enfriar por unos 5 minutos.
5. En un tazón grande, eche la crema. Añada la canela, extracto de vainilla y azúcar. En baja velocidad, utilice una batidora para mezclar, aumentando lentamente la velocidad. Mezcle hasta que la crema sea gruesa (aproximadamente 3 minutos).
6. Cuando haya enfriado, divida la mezcla de manzana en tazones. Cubra con 1 cucharada de crema batida y 1 galleta. Rocié con pasas (opcional).
7. A disfrutar! Limpiar y guardar las sobras.

Información Nutricional

- Incluye 100% granos integrales
- Incluye una buena fuente de fibra
- Incluye una taza de fruta por porción.
- Una buena opción de postre





Certificate of Achievement

Cooking Academy



Keep up the good work and keep cooking!

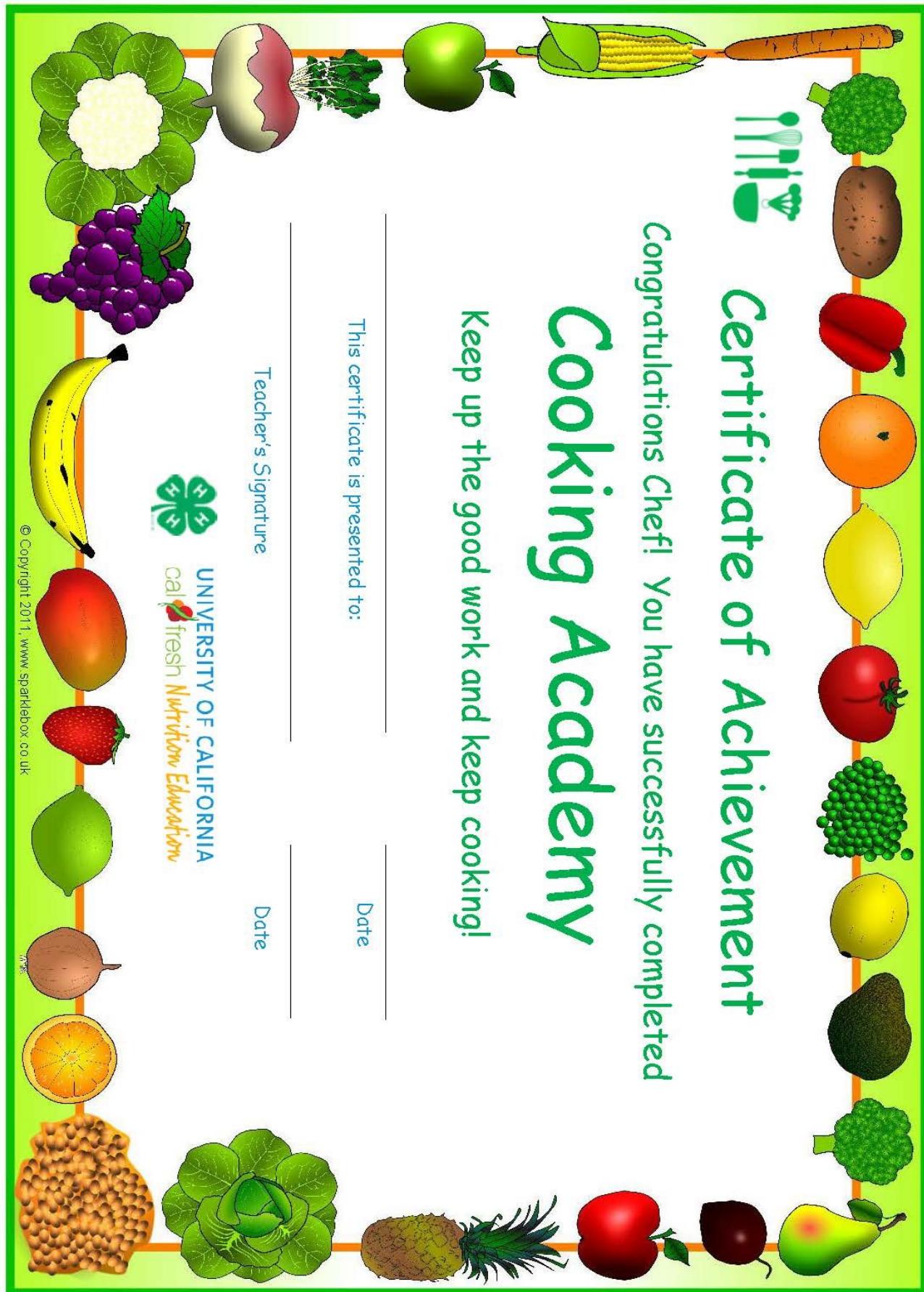
This certificate is presented to:

Date

Teacher's Signature

Date





YOUTH TESTIMONIALS

Best things about Cooking Academy...

Female Chef, age 10

“Cooking with people that I’m not really friends with, meeting people.”

Male Chef, age 10

“Teamwork.”



Female Chef, age 10

“I loved our groups.”

Female Chef, age 9

“Making food and being able to help out.”

Female Chef, age 11

“Being able to do something.”

Male Chef, age 12

“I actually really enjoyed this class and it’s one of the best things I do in my week. I loved this class and the new recipes I learned.”

Female Chef, age 12

“Learning about healthier options.”

Male Chef, age 10

“I learned a lot about vegetables, fruits, grains, protein, and dairy. I also liked learning how to use new cooking utensils.”





We wanted to send you
a note to show how
proud we are of your
accomplishments in
Cooking Academy.
Keep on cooking!

INSERT GROUP PHOTO HERE



UNIVERSITY OF CALIFORNIA
CalFresh Nutrition Education

This material was produced by the University of California CalFresh Nutrition Education Program with funding from USDA SFNP, known in California as CalFresh (formerly food stamps). These institutions are equal opportunity providers and employers. CalFresh provides assistance to low-income households and can help buy nutritious foods for better health. For CalFresh information, call 1-877-847-3663.



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INSERT GROUP PHOTO HERE

INSERT GROUP PHOTO HERE

INSERT GROUP PHOTO HERE

INSERT GROUP PHOTO HERE

PURCHASING RESOURCES & LINKS

APRONS

http://chefskin.com/ind_product.php?productID=164



KNIVES, BOWLS, MEASURING CUPS & SPOONS

<http://curiouschef.com>

MYPLATE POSTERS (TEAM NUTRITION)

<https://pueblo.gpo.gov/TN/TNPubs.php?PubID=15021>

MYPLATE ACTIVITY PLACEMAT

http://www.nstresources.com/cart.php?m=product_detail&p=462

RETHINK YOUR DRINK POSTER (CDPH WEBSTORE)

<https://www.webstore.osp.dgs.ca.gov/WSFdir/storefront.aspx?6xni2of2cF0n+PO8WNID2/vr/XtjvJ5WW25VJnuU/fTnROB/pD6fKJmcmQZTwDUB>

WHOLE GRAIN POSTER

<https://wholegrainscouncil.org/sites/default/files/atoms/files/WGC-WhatIsWholeGrain.pdf>
<https://wholegrainscouncil.org/resources>

NUTRITION FACTS FOR FAST FOOD RESTAURANTS (download and print at least 10)

<https://www.tacobell.com/food/nutrition/info>

ELECTRIC SKILLETS

https://www.amazon.com/gp/product/B0044V6DV6/ref=s9_acsd_zgift_hd_bw_bw41J_c_x_w?pf_rd_m=ATVPDKIKX0DER&pf_rd_s=merchandised-search-8&pf_rd_r=45YD04TB4WR1WCPCN29S&pf_rd_t=101&pf_rd_p=8418e6ba-50a7-5e39-ae2a-76b13263b5bd&pf_rd_i=13838481

ELECTRIC GRIDDLES

<https://www.walmart.com/ip/Presto-Professional-22-Jumbo-Electric-Griddle/10779323>

KIDS A COOKIN' COOKBOOKS (CDPH WEBSTORE)

<https://www.webstore.osp.dgs.ca.gov/WSFdir/storefront.aspx?6xni2of2cF0n+PO8WNID2/vr/XtjvJ5WW25VJnuU/fTnROB/pD6fKJmcmQZTwDUB>

STOCK POT

https://www.amazon.com/T-fal-Specialty-Nonstick-Dishwasher-Stockpot/dp/B000GWK33Q/ref=sr_1_2?s=home-garden&ie=UTF8&qid=1491849940&sr=1-2&keywords=8+quart+soup+pot

KNIVES (METAL)

https://www.amazon.com/Mercer-Culinary-Genesis-7-Inch-Santoku/dp/B000IBVD4I/ref=sr_1_67?ie=UTF8&qid=1491853042&sr=8-67&keywords=kitchen+knives



PURCHASING RESOURCES & LINKS

CHOP CHOP COOKBOOK

<http://www.chopchopmag.org/cookbook>

RICE COOKER

https://www.amazon.com/Aroma-Housewares-ARC-914SBD-Cool-Touch-Stainless/dp/B007WQ9YNO/ref=sr_1_1?ie=UTF8&qid=1491949000&sr=8-1&keywords=rice+cooker

VEGETABLE PEELER

https://www.amazon.com/OXO-80051-SoftWorks-Swivel-Peeler/dp/B000H0OOSW/ref=sr_1_6?s=home-garden&ie=UTF8&qid=1491849413&sr=1-6&keywords=vegetable+peelers+oxo

UTENSIL SET

<https://www.amazon.com/dp/B00LW5RP50?psc=1>

POT HOLDERS & OVEN MITTS

https://www.amazon.com/Lime-Green-Holders-Oven-Mitts/dp/B017QCKYT6/ref=sr_1_5?s=home-garden&ie=UTF8&qid=1491624779&sr=1-5&keywords=pot+holders+oven+mitts+green

KITCHEN TOWELS

https://www.amazon.com/Kitchen-Assorted-Professional-Absorbent-Vintage/dp/B01AB2G6G8/ref=sr_1_3?s=home-garden&ie=UTF8&qid=1491625080&sr=1-3&keywords=restaurant%2Btowels%2Bsuper%2Babsorbent&th=1

KNIVES (PLASTIC)

https://www.amazon.com/OXO-Good-Grips-Lettuce-Knife/dp/B002DWA6K2/ref=sr_1_2?s=home-garden&ie=UTF8&qid=1491625389&sr=1-2&keywords=lettuce+knife

CAN OPENERS

https://www.amazon.com/KitchenAid-Green-Stainless-Steel-Opener/dp/B00HH2VB8O/ref=sr_1_20?s=kitchen&ie=UTF8&qid=1491626051&sr=1-20&keywords=can+openers&refinements=p_89%3AOXO%7CKitchenAid%7CCuisinart

GRATER

https://www.amazon.com/Cuisinart-CTG-00-BG-Boxed-Grater/dp/B004YZENBY/ref=sr_1_4?s=home-garden&ie=UTF8&qid=1491849579&sr=1-4&keywords=box+graters+for+kitchen





- **Food Surface Contact Sanitizing Wipes:**

https://www.amazon.com/PDI-SANI-WIPE-HARD-SURFACE-SANITIZING-Sanitizing/dp/B01KKUY03C/ref=sr_1_5?ie=UTF8&qid=1493938119&sr=8-5&keywords=food+contact+sanitizing+wipes



- **3 Gallon Bus Tub:**

<https://www.walmart.com/ip/Winco-PL-7K-21-1-2-in-x-15-3-4-in-x-7-in-Black-Bus-Box/167089547>



- **6 Qt. Sanitizing Bucket:**

<https://www.walmart.com/ip/Boardwalk-KP196RD-Kleen-pail-Sanitizing-Bucket-6-Qt-Red-Plastic/54057292>



- **64 Qt. Clear Equipment Storage Bin:**

<https://www.zoro.com/value-brand-storage-tote-polypropylene-clear-64-qt-3441grprcl06/i/G6197685/>



- **Concentrated Liquid Bleach:**

<https://www.walmart.com/ip/Great-Value-Splash-less-Bleach-121-fl-oz/32631226>



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ServSafe® Manager Book, 6th Edition, 2012. National Restaurant Association Educational Foundation. Federal Food Safety Retrieved from <https://www.foodsafety.gov/>

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