

Cooking Matters

FOR FAMILIES

I n s t r u c t o r G u i d e



SHARE OUR STRENGTH'S
COOKING
MATTERS®

PUBLISHED JANUARY 2012

Acknowledgements

August 2009

Share Our Strength's Cooking Matters® is proud to make available this revised version of *Cooking Matters for Families*, our cooking-based education program for parents and children.

We began revising *Cooking Matters for Families* in mid-2008 with the goals of addressing the most crucial drivers of family food decisions, better engaging parents and children together in the learning process, and visually updating the curriculum. Through a collaborative revision process, Share Our Strength expanded the course's four weekly lessons to create six new lessons that facilitate lasting improvements to families' ability to plan, purchase, and prepare foods together that are healthy, delicious, and low-cost.

We would like to give special thanks to the following colleagues for providing feedback and support:

- Barbara J. Mayfield, M.S., R.D., Continuing Lecturer, Purdue University
- Glenda Hyde, Family & Community Health Educator, Oregon State University
- Julie Burleson, Co-Founder/Co-Owner, Young Chefs International
- Leslie Cunningham-Sabo, Ph.D., R.D., Assistant Professor, Colorado State University
- Michelle Stern, Owner, What's Cooking
- Suzy Nettles, Co-Founder/Co-Owner, Young Chefs International

Additional contributors with whom we are continually grateful to work, and without whom this final product would not be possible:

- Local Cooking Matters program staff and AmeriCorps members who braved the pilot courses and provided feedback, insights, support, and inspiration throughout the process
- Dedicated program volunteers — culinary, nutrition, and support volunteers — who shared their experiences, ideas, and energies, and who continue to share their talents with families across the country

We believe that this curriculum provides guidance that facilitates meaningful change in the families that Cooking Matters serves, and we hope you enjoy using it.

With sincere gratitude and our shared commitment to ensuring that families get the nutritious foods they need to learn, grow, and thrive,

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Introduction

Welcome to *Cooking Matters for Families*

Thank you for volunteering to share your strength with families in need. In this course, you will engage low-income parents and children in a series of participatory cooking classes designed to empower them to work together to get the most nutrition out of their limited budgets.

Cooking Matters for Families is one of five courses offered by Share Our Strength's Cooking Matters®, a nutrition education program created to connect chefs and nutritionists with families who can benefit from their expertise.

Background

Share Our Strength's Cooking Matters® empowers families at risk of hunger with the skills, knowledge and confidence to make healthy and affordable meals. With the help of volunteer culinary and nutrition experts, course participants learn how to select nutritious and low-cost ingredients and prepare them in ways that provide the best nourishment possible to their families. Cooking Matters is nationally sponsored by the ConAgra Foods® Foundation and Walmart. For more information, visit CookingMatters.org.

Each of the Cooking Matters curricula uses the *Dietary Guidelines for Americans* and MyPlate as the foundation for basic nutrition guidelines, then builds upon these ideas using interactive lessons to teach cooking, food safety, and food resource management.

Evaluation results show that volunteer efforts make a lasting impact, and that Cooking Matters graduates continue to practice the improved eating habits, cooking techniques, and food resource management skills they learned in class.

In addition to the *Cooking Matters for Families* curriculum for parents and children, Cooking Matters offers the following courses:

- *Cooking Matters for Adults*
- *Cooking Matters for Child Care Professionals*
- *Cooking Matters for Kids*
- *Cooking Matters for Teens*

Your commitment to Cooking Matters and the families it serves contribute to Share Our Strength's priority work to end childhood hunger in the United States. Share Our Strength®, a national nonprofit, is ending childhood hunger in America by connecting children with the nutritious food they need to lead healthy, active lives. Through its No Kid Hungry® Campaign—a national effort to end childhood hunger in America by 2015—Share Our Strength ensures children in need are enrolled in effective federal nutrition programs; invests in community organizations fighting hunger; teaches families how to cook healthy, affordable meals; and builds public-private partnerships to end childhood hunger, at the state and city level. Working closely with the culinary industry and relying on the strength of its volunteers, Share Our Strength hosts innovative culinary fundraising events and develops pioneering cause marketing campaigns that support No Kid Hungry. Visit Strength.org to get involved.

Cooking Matters Guiding Principles

Cooking Matters was created and continues to be offered in accordance with these principles:

1. The negative health and economic effects of hunger and poor diet can be avoided if families know how to shop for and prepare healthy, low-cost meals.
2. Chefs are valued instructors because of their expertise in food preparation and budgeting as well as their creativity and energy.
3. Food is to be enjoyed. Those living on a low income deserve to enjoy their food as well — and need to know how to create food that is delicious, satisfying, and healthy.
4. Cooking and eating meals as a family is an important social activity.
5. Volunteering, or sharing our strengths, is a way to create community wealth.

Your *Cooking Matters for Families* Instructor Guide

Your *Cooking Matters for Families* instructor guide includes six lesson plans. The following key will help you understand the layout and meanings of icons used throughout the lessons.

Components of the Lesson Plans:

1. Weekly Goal and Objectives.

Goal

Each lesson has an overarching goal that is supported by the lesson objectives.

Objectives

Objectives focus on important aspects of selecting and preparing nutritious, safe, and low-cost foods that will help meet that week's goal. Within the lesson plan we have indicated where objectives are accomplished. Although the exact approach you take may vary, aim to meet all lesson objectives at some point during the course.

2. Materials.

The specific materials needed to conduct the lesson are listed in the sidebar of the class outline. Confirm with your *Cooking Matters* coordinator to make sure the appropriate materials are available for each class.

Materials

- Flip chart or whiteboard
- Markers
- Pens
- Name tags
- MyPlate poster
- Cooking Matters* Participant Waivers
- End-of-Class Participant Evaluations
- Ingredients and equipment for recipes

Handouts

- MyPlate
- Cooking Side by Side*
- Cooking Safely*
- Talk Like a Chef*
- Measure Up*
- Mealtime: It's a Family Thing*
- Week 1: Cooking Side by Side*

Suggested Recipes

- Chinese Veggies and Rice
- Mini-Pizzas
- Pasta with Roasted Veggies
- Turkey Tacos

4. Suggested Recipes.

Suggested recipes emphasize the nutrition, food safety, or food budgeting messages from class. Each recipe has kid-friendly recipe steps highlighted with the hand icon. Note that these steps are a useful guide, but you can adjust kitchen assignments in class based on the developmental level of the kids in your group.

hand icon = 

5. Teaching Tips.

Teaching tips, corresponding to a specific discussion outlined in the lesson, are found in boxes to the side. They offer ways to synchronize the cooking session with other lesson activities, keep the class on schedule, or redirect the class based on the age or interest level of your group.

Teaching tips appear in boxes like these in the lessons.

6. Class Activities.

Activities that reinforce concepts or skills are an important part of each class. Instructions for conducting these activities are detailed in the lesson. Alternatively, the activity bank located in the back of your book can be used to find other activities that may better suit the age or interest level of your group.

Beyond your instructor guide, *Share Our Strength* has provided your *Cooking Matters* coordinator with a variety of tools to prepare you for working with *Cooking Matters*. Consult your coordinator for access to these resources.

Leading *Cooking Matters for Families* Courses – Tips for Volunteers

Unlike other *Cooking Matters* courses, *Cooking Matters for Families* engages a multigenerational audience in the same material and in the same classroom. Working with this unique audience typically requires more planning and flexibility from volunteers. The following tips are drawn from past volunteers and can help you prepare for your *Cooking Matters for Families* course.

Possible Scenario	How to Tackle It
Parents withdraw from the discussion or activities	<ul style="list-style-type: none"> • Set expectations on the first day of class that families will work together on all activities. • Assign disengaged parents a specific, hands-on task, or ask them to help their kids with a specific job. • Use ad hoc family competitions to emphasize that families are working together to achieve a goal.
Parents try to take over all the kitchen jobs from their kids	<ul style="list-style-type: none"> • Allow kids to come to the front of the class to demonstrate their skills to the parents. Parents often underestimate what their kids already know and can do. • Have kids learn something first and then teach it to their parents. • Let parents observe as you teach their kids a certain technique. This allows them to hear encouraging words that they can use when working with their kids in the kitchen. • Point out the recipe steps laid out for adults and children in participant manuals, and assign them distinct tasks. • Let parents and kids each start separate tasks, then ask them to switch roles half-way through.
Parents and/or kids seem bored	<ul style="list-style-type: none"> • Review the activity bank before class, and have a variety of games and activities ready that reinforce the lesson. Choose games and activities that you think will resonate with your specific group. • Allow parents and kids to share what they already know and to have some input into the activities and discussion topics. • Plan never to talk for more than 10 minutes straight. Weave in open-ended questions that allow both parents and children to feel included and heard. • If parents want to go more in-depth on specific topics, consider allowing the children to play a separate game or activity to reinforce the lesson while parents continue talking. Keep separations brief, and be sure that all cooking activities are done together.
Families bring kids of different ages to class	<ul style="list-style-type: none"> • Review the activity bank, which provides suggestions for games and activities that work well for kids younger or older than the intended audience. • If older kids are present, acknowledge their skills by engaging them as teachers and helpers for the younger kids.

Cooking Matters Recipe Guidelines

Cooking Matters for Families is designed to encourage participants to prepare healthy, low-cost meals and snacks at home. The recipes included in this book, most of which were written by Cooking Matters chefs, were chosen for their popularity with families and suitability to the program.

Discuss with your Cooking Matters coordinator the possibility of using your own recipes in class. If you do write your own recipes for some or all of the lessons, follow the guidelines below carefully. These guidelines help us ensure that the recipes used are appropriate for our audience of low-income families and reflect the nutrition messages taught in class. Submit your recipes to your Cooking Matters coordinator when requested so that he or she can purchase ingredients and bring the proper equipment

1. Recipes must be low-cost.

Remember that the Cooking Matters audience is low-income. Avoid using expensive ingredients that families cannot afford. Use these guidelines to select lower-cost ingredients:

- **Choose ingredients in their most whole form.** For example, use whole carrots instead of baby carrots, block cheese instead of grated cheese, and whole broccoli instead of prepackaged.
- **Choose packaged ingredients that are available in a store-brand equivalent.** This allows flexibility in purchasing.
- **Choose ingredients that are able to be used in multiple meals or snacks.** If the ingredient is only used in a very small quantity in the recipe (such as many spices) and would not be useful for many other dishes, leave it out or suggest a more common alternative.
- **Choose ingredients available for purchase in bulk when possible.** For example, look for fruits and vegetables that cost less per pound when purchased in 5-lb bags. Choose grains or spices that are available in larger packages for a lower unit cost.
- **Choose dried spices instead of fresh.** Dried spices are typically cheaper and more shelf-stable. If you'd like, suggest fresh alternatives in the chef's notes of the recipe.
- **Always consider whether a less expensive form of an ingredient can be used.** For example, call for chicken pieces instead of chicken breasts. For recipes that call for oil, use canola oil instead of olive oil, which is typically pricier.

In addition, try to limit the number of ingredients to no more than 8-10 per recipe to keep costs down. This also helps our families find our recipes more approachable.

2. Ingredients should be accessible to families.

Keep in mind where families shop. If an ingredient is generally not found in a mainstream supermarket in your area, it may not be a good choice. However, if families indicate that they commonly use a local ethnic grocery store, some less commonly available or otherwise pricey items may be appropriate for your group. Just be sure you've asked families in advance and know what's accessible to them.

3. Recipes should be nutritious.

Recipes should reinforce the nutrition messages taught in class. Use these guidelines:

- **Vary the forms, types, and colors of fruits and vegetables.** Aim for at least three different colors of fruits and vegetables.
- **Choose whole grains instead of refined grains.** If using flour, use at least half whole wheat flour.
- **Minimize the use of added sugars.** For example, choose fruits canned in juice rather than syrup, or use honey or fruit juice instead of sugar.
- **Use leaner cooking techniques and ingredients.** For example, bake, grill, or steam instead of frying. Use canola oil instead of butter or margarine. Choose leaner cuts of meat, or use non-meat proteins. Choose dairy ingredients that are low-fat or nonfat (e.g., made with skim or 1% milk).
- **Limit sodium.** Choose canned ingredients that are low-sodium or no-salt-added whenever possible. Flavor with spices and herbs instead of salt.
- **Use multiple food groups.** If creating a snack or dessert recipe, aim to include at least two MyPlate food groups. If it's a breakfast or entrée, aim for at least three food groups.

continued >

Cooking Matters Recipe Guidelines continued >

4. Recipes should limit the use of special equipment.

Equipment used in Cooking Matters recipes should be accessible and affordable for our families. Try to stick to the list of Common Materials Used in Cooking Matters Recipes (page 48). If you don't see an item on this list, consider whether it's really necessary and whether it could be replaced with a less prohibitive tool. For example, use a knife instead of a pizza cutter or a colander instead of a strainer. Mix by hand instead of using an electric mixer. Blenders may be used as special equipment when the recipe cannot be made properly without it – but avoid calling for food processors, which are less common in our participants' kitchens.

5. Recipes should be relatively quick to prepare.

Cooking Matters participants have busy lives and are members of busy families. To encourage families to cook at home, create recipes that can be made in the time a typical family would have available on a busy weeknight. Aim for total time-to-table of no more than 45 minutes to an hour, including both prep and cooking time. Include these times on the recipes.

6. Recipes should be simple and explained clearly.

Write the instructions in short, succinct, numbered steps. Use the recipes in this book as a guide to ensure that the recipe is written at an appropriate level for families and follows general standards set forth by Share Our Strength. Your Cooking Matters coordinator can also provide you with a more complete Cooking Matters Recipe Style Guide upon request.

7. Clearly mark kid-friendly recipe steps.

Cooking Matters for Families seeks to encourage parents and children to work as a team in the kitchen. Choose recipes that are appropriate for involving kids. Highlight recipe steps that kids can do on their own or with minimal supervision.

Lesson One: Cooking Side by Side

Materials

- Flip chart or whiteboard
- Markers
- Pens
- Name tags
- MyPlate poster
- Cooking Matters Participant Waivers
- End-of-Class Participant Evaluations
- Ingredients and equipment for recipes

Handouts

- MyPlate
- Cooking Side by Side
- Cooking Safely
- Talk Like a Chef
- Measure Up
- Mealtime: It's a Family Thing
- Week 1: Cooking Side by Side

Suggested Recipes

- Chinese Veggies and Rice
- Mini-Pizzas
- Pasta with Roasted Veggies
- Turkey Tacos

Goal

Encourage families to work together to make healthy meals that everyone will enjoy.

Objectives

Families will:

- Practice classifying foods into MyPlate food groups.
- Discuss safe, age-appropriate tasks for kids in the kitchen.
- Practice using knives safely.
- Discuss strategies to share more meals together.

I. Introduction (20 minutes)

Coordinator:

1. Welcome families. Provide an overview of the goals of the course. Introduce the volunteers.
2. Have parents complete a Cooking Matters Participant Waiver and the first page of the End-of-Class Participant Evaluation (one for themselves and one for their child for each form). Ask parents to document any food allergies of family members present at the top of their waiver.
3. While adults complete the forms, have volunteers work with the kids to get ready for family introductions. Let kids know that in a few minutes they will introduce their family members, share their favorite food, and talk about what they would like to learn in this class.

Volunteer Instructors:

1. Introduce yourself briefly, offering any information that will help families relate to you. Talk about your career path or other personal interests, and what you were interested in when you were the same age as the children in your group.
2. Invite all of the children to introduce themselves and their families, then briefly share their favorite foods and what they hope to learn in the class.

TIP: On separate paper, write down specific topics or concerns families would like addressed during class. Keep responses handy for future reference.

Make an effort to address areas of great interest to families at some point during the course.

Horizontal lines for writing notes.

- As their kids introduce them, ask parents to share their favorite foods and what they hope to learn.
 - Write families' favorite foods on flip-chart paper to reference later in class.
3. Help families create a code of conduct for the class. Write ideas on flip-chart paper that can be posted each week. Encourage class rules that promote positive attitudes toward food and working together in the classroom: no bad-mouthing foods, come back to attention quickly, be open to trying new foods, work as a family team on all activities.

II. Nutrition (20 minutes)

1. Display the MyPlate poster and ask families what they already know about MyPlate.
- Point out that MyPlate helps guide us to make smart food choices. Emphasize the benefits of healthy eating for kids, such as reaching full growth potential, peak physical performance, and peak brainpower.
 - **Ask:** What are the five food groups? Why is it important to eat from all five? Explain that all food groups are important for our health, providing us with important vitamins and nutrients. Suggest that families try to eat from "every food group, every day."
 - **Ask:** Do you think all foods within each food group are OK to eat every day? Give an example, like a piece of cake in the Grains group. Have families share examples of "sometimes" foods versus "everyday" foods in each food group (e.g., apple pie versus apples in the Fruits group, a hamburger versus black beans in the Protein group).
 - **Ask:** What do you notice about the way food is served on MyPlate (e.g., half of the plate is for fruits and vegetables, a quarter for grains, and a quarter for protein, with a glass on the side for dairy)? How does this compare to the way you usually serve your plate? What does MyPlate tell us about which food groups should make up the base of our diet? Which food groups should we eat from in smaller amounts?
 - **Ask:** How can MyPlate help you think about making healthy choices when you're eating a mixed dish like pizza or quesadillas? Point out that MyPlate is a symbol that helps remind us how to build a healthy diet — not an exact replica of our plate at each meal. Guide families to break down a dish like pizza into food groups. Then, have them suggest ideas for adjusting the amount of each ingredient to follow MyPlate themes, such as topping the pizza with lots of veggies and smaller amounts of proteins.
2. Refer back to the list of favorite foods that families shared earlier. Ask parent-child pairs to take 2-3 minutes to classify their favorites into food groups. Explain that some foods, such as a sandwich, may include more than one food group. When time is up, have children volunteer to share their families' ideas with the group, gently correcting food placements if necessary.

TIP: Be sure to encourage and acknowledge ideas from both adults and children during class discussions.



Practice classifying foods into MyPlate food groups.

TIP: If time permits, consider implementing one of the MyPlate activities in the activity bank to reinforce the lesson. If families want to know more about appropriate amounts from each food group, refer to the Portion Distortion activity in the activity bank.

III. Cooking and Food Safety (60 minutes)

1. Explain the cooking portion of the lesson. Emphasize that this is an opportunity for parents and children to learn new skills and ways to work together safely in the kitchen. Throughout the course they will also learn creative ways to eat "every food group, every day" while making meals that satisfy the whole family.
2. **Ask:** What's good about having the whole family working together in the kitchen? Add to the discussion as needed, emphasizing that cooking together promotes positive eating habits for the whole family, teaches kids responsibility and builds self-confidence, and makes meal time more fun.
3. Refer to the **Cooking Side by Side handout** on page 3 and review the tips. Point out that parents should use their experience working with their kids in this class and at home as a guide for assigning tasks in the kitchen. Highlight that the recipes in this book have specific steps suggested for kids, which will make it easier to divide tasks at home.

TIP: Explain that the hand icon on the recipe indicates steps that are appropriate for children aged 6 and older. Acknowledge that depending on each child's developmental level, assistance may be necessary.

hand icon = 
4. Discuss the importance of kitchen safety to prevent foodborne illness and accidents. Refer to the **Cooking Safely handout** on page 4.
 - Review the proper way to wash hands. Explain that washing hands is one of the most important steps we can take to prevent foodborne illness.
 - Have families wash their hands, using proper technique, in preparation for cooking today's recipes.
 - Explain that accidents can be prevented in the kitchen by following safety rules. Review basic knife skills. Have some of the children come up and demonstrate their understanding of basic knife skills in front of their parents.
 - Set policies for safe knife use and kitchen behaviors in class.

TIP: Use this demonstration to show parents gentle ways to teach and correct their children in the kitchen.
5. Introduce today's recipes.
 - Have families help you classify ingredients into MyPlate food groups.
 - Emphasize that these recipes allow each family member to choose which foods they would like to add to their meal based on their preferences. For example, kids can choose which of the vegetables that are offered to add to their pizza.
 - Highlight the cooking terms and ingredient measures in the recipes and assess whether these are new concepts for participants. Refer to the **Talk Like a Chef handout** on page 5 and the **Measure Up handout** on page 6.

TIP: Prepare visuals in advance to demonstrate different cooking techniques (i.e., separate piles of diced, chopped, and minced onions). Have families compare and guess which cooking technique was used to create each pile.

FAMILY
OBJECTIVE
2

Discuss safe, age-appropriate tasks for kids in the kitchen.

FAMILY
OBJECTIVE
3

Practice using knives safely.

- Group several parent-child pairs into cooking teams and assign each team a recipe. Delegate different steps in the recipe, noting which steps children can take on themselves. Walk around the room, answering any questions and commenting on technique. As needed, gently correct unsafe knife use.

IV. Eating Together (20 minutes)

- Try to establish a family-like setting for eating. Ask families who have finished cooking to help set the table for each member of the class and bring platters of food to the table. Have participants serve their plates, using MyPlate as an example, and try the food they have prepared. Ask children to describe the cooking tasks they performed independently, and congratulate them on their success.
- While eating, discuss the importance of sharing meals as a family.
 - Ask:** What makes it hard for you to eat more meals together? What have you found to be helpful ways to eat together more often?
 - Refer to the **Mealtime: It's a Family Thing handout** on page 7. Highlight tips for making time to eat meals together and have meaningful conversations. Encourage participants to share ideas that work for their family. Emphasize that eating family meals promotes good eating habits, builds family closeness, encourages cooperation, and helps improve communication skills.
- Ask families what they enjoyed about today's class. Summarize the key messages: choosing foods from "every food group, every day," working together safely to cook meals that the whole family can enjoy, eating together as a family.
- Challenge parents and children in the next week to:
 - Use take-home groceries to make a recipe from class at home.
 - Plan to sit down as a family for one more meal than usual.
- Give families five minutes to discuss which challenge activity they would enjoy and to think about answers to the questions on the **Week 1: Cooking Side by Side handout** on page 8. Explain that next week, families should come prepared to share their experiences completing a challenge, as well as any lessons learned.
- Pass out groceries and get families excited about next week's topics and activities.



Discuss strategies to share more meals together.

TIP: Make photocopies of the challenge handouts so families can write their ideas directly on the page. Encourage them to hang these sheets on their refrigerator, so that they can remember what they've learned and the goals they set each week.

TIP: Go through the take-home groceries with families and have them call out the MyPlate food group for each food.

Cooking Side by Side

Teach your kids to create healthy meals. It's a lesson they will use for life.

Let 6-8-year-olds help:

- Read the recipe
- Crack eggs
- Measure small amounts of ingredients
- Use an egg beater
- Rinse, scrub, and peel onions, carrots, cucumbers, and other produce
- Grate cheese and vegetables
- Decorate cookies
- Spread soft frostings and spreads
- Roll out and shape dough
- Cut soft foods with a plastic or dull butter knife

Let 9-13-year-olds start to:

- Follow recipes and make simple meals by themselves
- Use electrical tools like blenders and mixers
- Open cans
- Drain cooked pasta in a colander
- Remove trays from the oven with adult supervision

Kids of all ages can help:

- Set and clear the table
- Clean up
- Get out ingredients and equipment and put them away

- **Start simple.** Make recipes with just a few steps until you learn what each child can do.
- **Let your experience be your guide.** Adjust the tasks you assign based on your child's skills.
- **Supervise.** Make sure kids know the rules of kitchen safety from the start.



Week 2: Try It, You'll Like It!

Key Messages

- Let kids learn by serving themselves.
- They take their lead from you. Eat healthy foods and your kids will too.
- Keep a variety of fruits and vegetables in the house to add to meals and snacks.
- Make at least half of your grains whole.

Challenge Yourself

This week we will ...

Include at least one more fruit, vegetable, or whole grain in a meal each day.

Which of the fruits, vegetables, or whole grains that we tried today did we like? _____

What are some ways we can include these foods in our favorite meals and snacks? _____

What recipes using fruits, vegetables, or whole grains did we make in class today that we would like to try at home? _____

Practice finding whole grain foods using tips learned in class.

Which grain foods do we normally buy? _____

How will we check if it is a whole grain? _____

What new whole grains did we learn about in class today that we would like to look for at the store? _____

Southwestern Black-Eyed Pea and Corn Salad

Chef Roland Ulber • Denver, Colo.

Serves 10, 3/4 cup per serving • Prep time: 20 minutes • Cook time: None

Ingredients

- 1 medium bell pepper
- 1 small red onion
- 2 (15½ ounce) cans black-eyed peas
- 1 (15¼ ounce) can corn kernels, no salt added
- 3 Tablespoons canola oil
- 2 Tablespoons vinegar
- 1 teaspoon cumin
- ¼ teaspoon salt
- ½ teaspoon ground black pepper

Optional Ingredients

- ¼ cup fresh cilantro leaves

Materials

- Can opener • Colander • Cutting board • Large bowl • Measuring spoons • Mixing spoon • Sharp knife

Directions

 = Have kids help with the steps marked with the “little helping hand”!

1. Rinse and dice bell pepper, removing core and seeds. Peel, rinse, and dice onion.
2. If using, rinse and chop cilantro leaves.
-  3. In a colander, drain and rinse black-eyed peas and corn.
-  4. In a large bowl, add pepper, onion, peas, corn, cilantro if using, and remaining ingredients. Mix well.

Chef's Notes

- Dried black-eyed peas may be cheaper than canned. If using dried, cook according to package directions until peas are soft but not mushy. Drain, rinse, and add 3 cups cooked peas to salad. Use leftovers in other recipes later in the week.
- Try chilling the salad. Serve it over cooked spinach or kale.
- Use any type of vinegar you have on hand. Try balsamic, cider, or red or white wine vinegar.
- Use black beans in place of black-eyed peas if you like.
- When corn is in season, use fresh in place of canned. Cook 4 medium ears corn. Remove kernels from cob with a knife. Add to salad.

Nutrition Facts

Serving Size 3/4 cup (119g)
Servings per Recipe 10

Amount Per Serving

Calories 100 **Calories from Fat** 40

% Daily Value*

Total Fat 4.5g **7%**

Saturated Fat 0g **0%**

Trans Fat 0g

Cholesterol 0mg **0%**

Sodium 280mg **12%**

Total Carbohydrate 14g **5%**

Dietary Fiber 3g **12%**

Sugars 2g

Protein 3g

Vitamin A 2% • Vitamin C 20%

Calcium 2% • Iron 6%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.



Mini-Pizzas

Serves 6, 2 muffin halves per serving • Prep time: 25 minutes • Cook time: 25 minutes

Ingredients

- 1 medium red or green bell pepper
- 8 ounces button mushrooms
- 1 large tomato
- 1 (4-ounce) chunk mozzarella cheese
- 6 whole grain English muffins
- 1 Tablespoon canola oil
- ½ teaspoon dried oregano
- ½ teaspoon dried basil
- 1 (8-ounce) can tomato sauce, no salt added

Optional Ingredients

- 12 (2-inch-diameter) turkey pepperoni slices

Materials

- Baking sheet • Box grater • Can opener • Colander • Cutting board • Large skillet • Measuring spoons • Medium bowl • Sharp knife • Small bowl

Nutrition Facts

Serving Size 2 English muffin halves (200g)	
Servings per Recipe 6	
Amount Per Serving	
Calories 240	Calories from Fat 70
% Daily Value*	
Total Fat 8g	12%
Saturated Fat 2.5g	13%
Trans Fat 0g	
Cholesterol 10mg	3%
Sodium 390mg	16%
Total Carbohydrate 33g	11%
Dietary Fiber 5g	20%
Sugars 10g	
Protein 13g	
Vitamin A 10%	Vitamin C 40%
Calcium 20%	Iron 8%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

Directions

= Have kids help with the steps marked with the “little helping hand”!

1. Preheat oven to 450°F.
2. Rinse bell pepper, mushrooms, and tomato.
3. Remove core and cut pepper into thin slices. Slice mushrooms ¼-inch thick. Remove core and dice tomato into ¼-inch pieces.
4. In a small bowl, grate cheese.
5. Split English muffins in half. Place them on a baking sheet. Bake until edges are lightly browned, about 10 minutes. Prepare sauce while muffins cook.
6. In a large skillet over medium heat, heat oil. Add peppers and mushrooms. Cook for 5 minutes. If needed, use a colander to drain vegetables.
7. Transfer veggies to a medium bowl. Add tomatoes. Stir to combine.
8. Stir spices into tomato sauce. Do this directly in the can.
9. When muffins are lightly browned, spoon 1 Tablespoon sauce over each muffin half. Coat evenly.
10. Layer veggies evenly over sauce. If using pepperoni, place one slice on each muffin half. Top with shredded cheese.
11. Bake muffins until cheese is melted and bubbly, about 6–8 minutes.
12. Let pizzas cool for 2 minutes before serving.

Chef’s Notes

- Use mini pitas in place of English muffins, if you like.
- Use any seasonal veggies you like. Try broccoli, onion, or spinach.
- Use leftover cooked ground meat, chicken, or turkey sausage in place of pepperoni.
- Leftover pizza sauce will hold well in the refrigerator for a few days. Make just enough pizzas for dinner. Use leftover sauce to make more for lunch or a snack the next day.