# Cooking Matters

## IN YOUR COMMUNITY

Facilitator Guide

SHARE OUR STRENGTH'S
COOKING MATTERS®

PUBLISHED MONTH 2018

# Introduction


## About Share Our Strength® and Cooking Matters

No child should grow up hungry in America, but one in five children struggles with hunger. Share Our Strength's No Kid Hungry® campaign is ending childhood hunger in this nation by connecting kids in need with nutritious food and teaching families how to cook healthy, affordable meals. You can help surround kids with the nutritious food they need where they live, learn and play. Pledge to make No Kid Hungry a reality at **NoKidHungry.org**.

Share Our Strength's Cooking Matters® empowers low-income families with the skills to stretch their food budgets so their children get healthy meals at home, as part of the No Kid Hungry campaign to end childhood hunger in America. Cooking Matters serves families across the country through hands-on, six-week cooking courses; interactive grocery store tours; and mobile, online and educational tools. Participants learn to shop smarter, use nutrition information to make healthier choices, and cook delicious, affordable meals. Cooking Matters is nationally sponsored by Walmart. To learn more, visit **CookingMatters.org**.

## About *Cooking Matters in Your Community*

Cooking Matters designed this toolkit to be a comprehensive instruction guide on how to plan and lead an effective cooking demonstration while introducing key nutrition and food budgeting messages. Built on the proven success of our signature courses that teach families how to cook and eat healthy on a budget, this toolkit provides tips, activities, and recipes that can be used to execute a successful food-based demonstration. All activities and recipes included are designed to be accessible and affordable for the limited-resource families that Cooking Matters and its partner organizations serve.

We hope that you find this guide useful as you plan and carry out your demonstration. Thank you for sharing your strength with the individuals in your community and for your commitment to ensuring that families get the nutritious foods they need to thrive.

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# I. Planning Your Demonstration

Proper planning is crucial for ensuring a successful cooking demo. To help you plan effectively, use the Initial Planning Checklist on page 10.

## Working With a Community Partner

As you begin planning, it's a good idea to partner with a community-based organization that serves the audience you wish to reach through your cooking demo. A good community partner will have extensive experience working with this audience. Your partner can help you organize the event, spread the word to prospective attendees, and provide support during your demo. Potential partners in your community may include, but are not limited to, organizations such as:

- Schools (including after-school programs)
- Head Start centers
- Community-based agencies with existing programming (e.g., Boys & Girls Club, YMCA)
- Food banks or food pantries
- Farmers markets or supermarkets (particularly those located in low-income neighborhoods)
- Hospitals
- Summer meals sites (see more information in the box below)

**Try working with a community partner serving low-income families** – they may need your help the most! Use the links below to check out the WhyHunger Resource Directory or the Share Our Strength "Get Local" directory to identify organizations addressing hunger and poverty in your area:

www.whyhunger.org/findfood

http://getlocal.nokidhungry.org/

Or, look for a summer meals site near you by calling the National Hunger Hotline (866-3HUNGRY) or visiting **www.whyhunger.org/findfood**.

Talk to your partner about whether the demo should be held on its own or could be incorporated into a pre-planned, larger event (e.g., school health fair or agency-wide event) that may encourage higher attendance. Communicate regularly with your partner to create a shared vision of the demo and your involvement with the audience. It may help to identify a champion or key contact within the organization who is committed to helping you organize your demo, learn the ins and outs of the organization, and build enthusiasm. This champion may be a program coordinator, event organizer, school teacher or administrator, or other staff member.

Begin the relationship by asking questions like:

- What are some of the food and health concerns of the audience you serve? What are your goals for improving health and wellness for this audience?
- What type of food or wellness programs already exist here (or in this community as a whole)? For example, is there a current nutrition or wellness class or a gardening program? Do you participate in any federal nutrition programs, such as school breakfast or lunch, after-school snacks or meals, summer meals, or the Child and Adult Care Food Program (CACFP)? How can this demo help you promote or complement these programs?
- Do you have a wellness policy or wellness standards for your organization and/or the food served here? What does it include? How well is it enforced? How can this demo help you promote this policy/standard?
- Have any cooking demos or tasting sessions been done at previous events? Were they successful? Why or why not?

It's important to understand the goals of your community partner, what's been tried before, and what opportunities there may be to promote existing programs or organizational successes. Look for ways that your demo can fit into the goals and mission of the organization.

## Choosing Demonstration Recipes and/or Activities

As you select recipes and/or activities for your demo, consider the following steps:

- **Choose one message to focus on.** Ideally you will choose just one consistent message that you will reinforce through each of your chosen recipes and activities. A simple, actionable message will allow your audience to walk away with a clear understanding of your purpose and one or more action items they can integrate into their daily lives to achieve that goal. It will also help you narrow down which recipes and activities to use. In this guide we provide sample outlines for four different messages that may be of interest to you and your community partner. These outlines, found on pages 24–27, include suggested activities and recipes for each message. The outlines are intended to help, but not limit you, in your planning. Feel free to look through all the activities and recipes provided in the guide and create your own pairings based on a message of your choosing!

- **Consider the interests and food preferences of your audience**. Hold conversations with your community partner about what types of foods are popular with this audience, what foods this audience may want to learn how to cook, or what foods your partner may be trying to promote through a federal nutrition program. Be sure you ask about the basic characteristics of your target audience so you can choose culturally-, economically-, and age-appropriate foods.
- **Consider how much time you will have available**. Plan the number of activities and recipes that can be completed in the amount of time you have. Think about both the total time of the event and how long you expect any single participant to spend at your demo. You may wish to have an extra activity or two planned, just in case things go differently than you expect.
- **If working with kids, select activities and recipes that are appropriate for the grade or maturity level of your group**. For example, if your demo is with elementary-aged kids, use recipes that require only fingers or simple utensils to make (such as Banana Pudding in a Bag on page 63). The sample outlines on pages 24–27 note which activities and recipes are good for kids in kindergarten through fifth grade and which are good for teens in grades six through 12.

## Choosing a Location

Talk to your community partner about spaces at their site that can be used for the demonstration. Or, if your demo is part of a larger event, speak with event organizers about where your demo will be located. Keep the following considerations in mind:

- Spaces should have sinks available for hand and food washing. If this is not possible, wash hands and food in advance and remember to bring hand sanitizer.
- Additional kitchen equipment can be helpful but is not necessary. Many of the recipes in this guide can be prepared without it. If using, check whether there are sufficient electrical outlets and extension cords for burners, blenders, or other equipment.
- Spaces should have adequate room for working with the number of participants expected.

Prior to your demo, always plan on doing a thorough walk-through of the space to learn the location of the restrooms, emergency exits, trash cans, recycling bins, etc. This helps avoid surprises and can set you and your co-facilitators at ease about the event. It may also help keep costs down, as you might discover supplies you do not need to bring.

If you plan to bring equipment on-site, be sure to check with your community partner about any regulations they have on using equipment such as knives and burners.

## Choosing a Date and Time

If your demo will not be held as part of a larger, pre-planned event, check with your community partner well in advance about the best date and time for holding your demo. Ask your partner about high-traffic times at the space you are using (i.e., times where you may be able to attract a larger audience). Also ask about any holidays, early release days, teacher work days, or other events that would impact normal scheduling. Avoid dates or times that may result in lower than normal attendance.

## Staffing Your Demonstration

You will need to understand the expected size of your audience to determine how many individuals are needed to staff the demo. Based on those numbers, consider the following:

- How many food samples will be prepared? How many individuals are needed to prepare this many samples? Will this be done in advance or on site?
- How many individuals are needed to help pass out samples, recipes, or other handouts?
- How many individuals are needed to help field questions about the recipes, healthy eating, your mission, or other topics? Who are the most appropriate people to answer each of these types of questions?
- If you are repeating the demo for many hours, or for a full day, will you have enough individuals to take shifts?
- What other skill sets would be helpful to have on hand (e.g., a registered dietitian, professional chef, or community outreach worker who can help connect participants to federal nutrition programs such as SNAP or WIC)?

You should also think about any assistance you may need to help prep your materials before the demo (e.g., shopping for groceries, prepping ingredients). Consider asking your community partner if they can provide staff during the demo to help oversee the audience, troubleshoot any problems with the space, and answer any audience questions you may not know the answer to. These individuals will typically have a prior relationship with the audience and can be particularly helpful for managing any behavior issues in the group (e.g., if working with kids or teens).

Consider asking a professional chef, or someone with a culinary background, if he or she would be willing to lead or assist with the cooking portion of the demo. Chefs can give the audience great tips and alternative preparation ideas, as well as answer general questions about cooking. Try asking a food service operator, at a local restaurant, or at a culinary school. It's also a great idea to involve the kitchen staff at your partner organization, if applicable.

# Securing Resources

Each activity and recipe in this guide provides a list of foods and materials needed. Recipes have been chosen for their appropriateness for low-income families so food costs should be reasonable; however, all materials and foods will have some cost, particularly for larger audiences. Thus, you may wish to seek sources of support for implementing your demo, for instance:

- Talk to your community partner about what resources they already have on hand (such as equipment, paper plates, or utensils) or what they are willing to offer (such as funding to offset food costs).
- Ask staff at a local food bank, farmers market, or grocery store if they would be willing to donate or provide food at a discount for the activities. Other possibilities for food donations include churches, temples, and other community organizations.
- Look for small grant opportunities available through service or grant-making organizations in your community, or talk to your community partner about including these costs in larger school or agency wellness grants.

# Choosing Foods for Your Demonstration

The recipes in this guide, as well as the suggested foods to use in the activities, have been chosen based on their proven appeal to a wide range of audiences and their adherence to Cooking Matters standards. While we welcome you to use the recipes included here, you may want to consider substituting foods that are in season, commonly available within your geographic location, made available through donations, or that may otherwise vary from the foods seen in this guide. If you wish to use your own recipes for the demonstration, the guidelines on pages 14–16 may be helpful for thinking about appropriate recipes for a low-income audience.

Determine in advance whether refrigeration is available at your site. If not, select foods that do not require refrigeration or that can safely be transported and stored in a cooler for the duration of the demo.

# Limiting Liability

Though the risks are small, take necessary precautions to limit liability:

- Ask if you are covered for liability through your community partner or an event organizer. If you're not, you may wish to have participants sign a short waiver before taking food samples. A sample waiver is provided on page 13, but be sure to have your legal counsel review your final waiver before using.
- Follow proper food safety protocol at all times. A list of online food safety resources can be found on page 22.
- Clearly label food allergens. Food allergies can be associated with any food, but most reactions are triggered by just eight foods: milk, eggs, fish, shellfish, soy, wheat, peanuts, and tree nuts. Choose foods and recipes that avoid these allergens when possible. If using, be sure to label any foods that contain these ingredients.
- Ask your community partner or event organizer if they have emergency preparedness plans or evacuation routes to be aware of (e.g., in the event of a fire).
- Keep a first aid kit on hand if the facility does not provide one.

# Evaluating Your Demonstration

Evaluation Materials Checklist:

- ☐ Evaluation forms
- ☐ Clipboards
- ☐ Pens
- ☐ Pencils

Plan in advance whether and how you want to evaluate your demonstration. For example, you may choose to pass out evaluation forms for your audience to fill out. Evaluations can help you refine future demonstrations and allow you to report basic outcomes to any organizations that have provided support or resources. Evaluations should be short (no more than five to six questions) and ask concise, direct questions. A sample evaluation can be found on page 21. If you wish to get feedback from kids, you may want to ask parents or other adults to help them fill out the evaluations. Remember to bring extra pens, pencils, and clipboards for the audience to complete the form.

Once the audience has cleared and the demo is over, you may also ask community partner staff, fellow demo leaders, and assistants to provide verbal or written feedback. Let them know you will be using this information solely to improve the next demo. Give everyone a chance to express his or her views. Ask questions like:

- Was the message appropriate for the audience? If not, why?
- Did the audience seem engaged during the demonstration? If not, why?
- What types of questions did the audience ask?
- Did the audience demonstrate understanding of the concepts taught? How do you know?
- Did the audience enjoy the recipes? Which ones were favorites? Which ones were less successful?

# Preparing to Lead Your Demonstration

Consider the following steps as you make final preparations to lead your activity:

- **Complete the "My Demo Day Plan" template**. This template, found on page 28, allows you to map out your detailed plan for the demo. Enter the anticipated start times of each portion of your demo, jot down specific talking points you want to be sure to mention, or capture any other notes for how the demo should flow. Be sure to bring this plan with you on demo day.
- **Consider a practice run**. If feasible, it's a good idea to rehearse your demo in advance. Practice cooking the recipes and rehearsing the activities with everyone who will be manning the event. This will help you understand any timing issues or other kinks you want to work out before the big day. While you are welcome to refer to the recipe and activity instructions during the demo, sufficient preparation will help ensure a smooth flow to your event.
- **Review responsibilities with everyone involved**. Even if a practice run is not possible, be sure to run through the plan with your community partner and anyone else involved in the activity. Ensure that everyone understands their role. Use the "Final Planning Checklist" on page 11 to assist you.
- **Review nutrition and culinary messages as needed.** The nutrition and cooking messages in this guide are designed to be simple and easily understood by all audiences. In order to ensure all demo leaders feel comfortable with the nutrition messages or cooking tips covered here, we have provided a brief primer on pages 17–20.
- **Collect the materials and foods you will need**. These are listed on each activity and recipe. In addition, a more general list of helpful demonstration tools and equipment can be found on page 12. Be sure you have reviewed these lists thoroughly and know who will be responsible for bringing each item to the activity. Brainstorm any additional materials you may want (e.g., small plates for passing out samples or bowls to hold cut ingredients).

Organize your ingredients and equipment by recipe and activity. This way, you will have the right materials handy at the right time.

# II. Planning Tools

## Initial Planning Checklist

| Planning Steps | Suggested Time Frame | Expected Completion Date | Check When Complete |
|---|---|---|---|
| Identify a community partner and talk to them about their goals for the demo. | 2 months before demo | ____ /____ /_____ | |
| Choose a date and time for your demo. | 2 months before demo | ____ /____ /_____ | |
| Choose a location for your demo. | 1 month before demo | ____ /____ /_____ | |
| Choose recipes and activities appropriate for your audience. | 1 month before demo | ____ /____ /_____ | |
| Determine the number of demo leaders and assistants needed and recruit them. | 3 weeks before demo | ____ /____ /_____ | |
| Choose foods for your demo. | 3 weeks before demo | ____ /____ /_____ | |
| Secure resources for purchasing foods and materials. | 3 weeks before demo | ____ /____ /_____ | |
| Investigate whether you are covered for liability already. If not, make sufficient copies of waivers for the demo (page 13). | 2 weeks before demo | ____ /____ /_____ | |
| Determine if and how you will evaluate your demo. | 1 week before demo | ____ /____ /_____ | |
| Complete the "My Demo Day Plan" planning tool (page 28) or outline your anticipated sequence of events. | 2–3 days before demo | ____ /____ /_____ | |
| Run through the roles and responsibilities with all involved parties (page 11). | 2–3 days before demo | ____ /____ /_____ | |

# Final Planning Checklist

## Confirm with your community partner:

- ☐ Demo date and time are final.
- ☐ The demo space will be cleared and made ready in advance.
- ☐ The demo space will be convenient to electricity and/or an oven (if applicable).

## Confirm for yourself:

- ☐ All materials and foods needed for the demo are gathered or purchased.
- ☐ If possible, a site visit to the demo location has been conducted to familiarize yourself with:
  - ❍ Emergency exits
  - ❍ Restrooms
  - ❍ Trash and recycle bins
  - ❍ Water sources
  - ❍ Electrical outlets
  - ❍ Materials available on-site
  - ❍ Key contacts
- ☐ Advanced prep work for food is complete (e.g., fruits and veggies are washed, canned veggies are rinsed).
- ☐ Photocopies of any handouts, recipes, liability waivers, evaluations, outreach materials, or other forms being used at the demo have been made for the expected number of attendees.
- ☐ Nutrition messages have been reviewed (pages 19–20).
- ☐ Cooking messages have been reviewed (pages 17–18).
- ☐ The "My Demo Day Plan" template (page 28) has been completed and reviewed.

## Confirm with all demo leaders or assistants:

- ☐ Demonstrators know the date and time of the demo.
- ☐ Demonstrators have directions to the space.
- ☐ Demonstrators know which tasks they are responsible for (e.g., which foods to prep).
- ☐ Demonstrators know which portions of the demo they will be leading (if applicable).

# Tools and Equipment Checklist

Consider whether you will need the equipment and supplies below to conduct, serve, and clean up your demonstration. These items are in addition to the materials specifically listed on the recipes and activities. Be sure you have collected what you need well in advance of the demo.

- ☐ Aprons or other protective clothing
- ☐ Extension cords (for demos requiring electricity)
- ☐ Can opener
- ☐ Hair covers (e.g., hats, hairnets)
- ☐ Disposable gloves
- ☐ Pot holders
- ☐ Soap and dish detergent
- ☐ Antibacterial wipes or gel
- ☐ Dish towels, tablecloths, and wash cloths
- ☐ Paper towels
- ☐ Scrubbing pads or sponges
- ☐ Tin foil or plastic wrap
- ☐ Kitchen timer
- ☐ Large baking sheets (for holding or transporting samples)
- ☐ Storage containers
- ☐ Cups, plates, and utensils for samples
- ☐ Napkins
- ☐ Additional ingredients for display
- ☐ First-aid kit

Consider bringing flyers or outreach materials to promote appropriate federal nutrition programs such as SNAP, WIC, or school or summer meals programs. Find outreach materials using the links on page 22, or check out these resources:

Summer and School Meals Resources
**https://bestpractices.nokidhungry.org/**

School Breakfast Marketing Resources
**http://www.fns.usda.gov/cnd/Breakfast/expansion/marketingresources.htm**

# Sample Waiver

Participation Waiver and Release

Please read, and if you agree to the statement, please initial each section on the lines below. Sign and date at the bottom of the page.

Participation Waiver

Liability Waiver: I want to participate in this cooking demo, and recognize that it could present potential cooking hazards including but not limited to: cuts, burns, slips, falls, allergic reactions, and other injuries as a result of activities, products, and equipment used. I release [INSERT YOUR NAME AND/OR ORGANIZATION], [INSERT COMMUNITY PARTNER], its agents, representatives, employees, volunteers, and any sponsors from any and all damages, causes of action, claims, and liability that might arise from my participation in this demo.

**Initials** _____

**Media Release**

I consent to and allow any use and reproduction by [INSERT YOUR NAME AND/OR ORGANIZATION] or [INSERT COMMUNITY PARTNER] of any and all photographs or videotapes taken of me and my child(ren) during my participation in this demo. I understand that [INSERT YOUR NAME AND/OR ORGANIZATION] and [INSERT COMMUNITY PARTNER] will own the photographs and videotape and the right to use or reproduce such photographs and videotape in any media, as well as the right to edit them or prepare derivative works, for the purposes of promotion, advertising, and public relations. I hereby consent to [INSERT YOUR NAME AND/OR ORGANIZATION]'s and [INSERT COMMUNITY PARTNER]'s use of my name, likeness, or voice, and I agree that such use will not result in any liability to these parties for payment to any person or organization, including myself.

**Initials** _____

I further acknowledge that I am at least 18 years of age.

_____

Signature Date

_____

Name (please print)

# Guidelines for Choosing Foods

The foods and recipes suggested in this guide are chosen based on their accessibility and affordability for the limited-resource families that Cooking Matters serves. We recommend using the recipes included here if possible, but the guide leaves plenty of flexibility for choosing your own foods as needed. When doing so, be sure to consider audience food allergies, food culture, budgetary constraints, cooking skills, and access to ingredients. The following guidelines can help you select appropriate foods.

1. **Recipes should be low-cost.**
   Avoid using expensive ingredients that audience participants 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 can 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 dried herbs and spices that are available in larger packages for a lower unit cost.
   - **Choose dried herbs and spices instead of fresh.** Dried herbs and 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, for recipes that call for chicken breast, use chicken pieces instead. For recipes that call for oil, use canola oil instead of olive oil, which is typically more expensive.

Some audience participants may be receiving assistance through federal nutrition programs such as WIC or SNAP (formerly called Food Stamps). Making low-cost recipes with basic ingredients will show them that it's possible to eat healthy, tasty food while stretching their food resources at the same time!

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

2. **Ingredients should be accessible to your audience.**
Keep in mind where participants shop. If an ingredient is generally not found in a mainstream supermarket in your area, it may not be a good choice. However, if participants commonly use a local ethnic grocery store, some less commonly available or otherwise expensive items may be appropriate for your group. Just be sure you've asked your community partner in advance and know what's accessible to the majority of the audience.

3. **Recipes should be nutritious.**
Recipes should reinforce the Cooking Matters nutrition messages and any nutrition education offered through your community partner or demo site. 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.
- **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 (such as beans, nut, seeds, lentils, peanut butter, tofu or eggs). 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.

To learn more about MyPlate, visit www.ChooseMyPlate.gov.

4. **Recipes should limit the use of special equipment.**
Equipment should be attainable and affordable for the audience. Try to stick to items that would be available in the average kitchen. Consider whether each item is really necessary and whether it could be replaced with a less costly 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 can be used when the recipe cannot be made properly without it — but avoid calling for food processors, which are less common.

5. **Recipes should be relatively quick to prepare.** Audience participants have busy lives and are members of busy families. To encourage them 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.

Consider using no-cook recipes for your demo. This is particularly helpful if your demo is held at a location where participants may not have access to refrigeration or cooking equipment (e.g., homeless shelter, transitional home).

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 the audience.

# Cooking Basics for Demo Leaders

Try this step-by-step plan for teaching cooking skills effectively and efficiently.

**Step ❶: Identify a few key skills that participants can easily take back to their kitchens.** Consider the ideas below. Choose recipes that allow participants to practice those skills.

➔ **Skill #1:** Using a knife safely

- Start by washing your hands thoroughly. Use warm water and soap. Wash for 20 seconds — about the time it takes to sing "Happy Birthday" twice.
- Watch your fingers! Make a "claw" (fingers tucked towards the palm) with the hand that is holding the food.
- Cut round foods in half. This creates a flat surface so foods will not move when you cut them.
- Lead with the tip. The tip of the knife should be angled toward the cutting board.
- Slide the knife down and back up like a saw. Don't just push down.

➔ **Skill #2:** Roasting veggies

- Preheat your oven to 400°F.
- Cut veggies into same-size pieces so they cook evenly.
- Toss veggies with a small amount of oil and your favorite fresh or dried herbs and spices.
- Spread into a thin layer on a baking sheet or dish.
- Place in oven. Cook until they are done to your liking.
- Taste veggies. Add a little salt and pepper, if needed.

**Step ❷: Choose a few fun cooking facts or tips.** Insert these tips throughout your demo to liven things up. Try these ideas.

➔ **Fun Tip #1:** Water, the secret culinary ingredient

Check out all the things water can be used for in cooking:

- Pour in your pan to release the crusted-on flavors. It's cheaper than using stock!
- Thin out an over-reduced sauce.
- Rinse off your knife between uses.
- Add a small amount to a pan and use to steam veggies.
- Quench your thirst while cooking.

➔ **Fun Tip #2:** Temperature truths

- Hot pan, cold oil. Always heat your pan over medium heat before adding fat. When the pan is hot, add a small amount of oil. When the oil is hot, add the food.
- Slow and low. The best way to cook foods in liquid is at low temperatures for a long time. Stewing and braising break down tough fibers and bring out flavors. They are great ways to cook leaner meats.
- High and fast. A lot of heat for a short amount of time is the best way to seal in flavors without using much fat. Seal in a crust on meat or fish. Stir-fry veggies to keep a nice crunch.

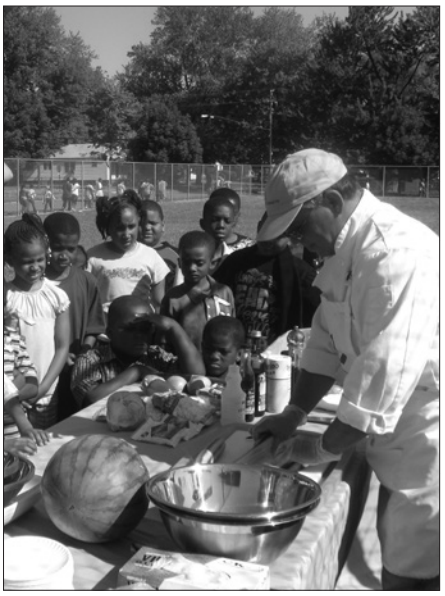
## Step 3: Create an organized demo environment. Try these tips:

- **Provide an overview**. Let participants know what they will be expected to do during this demo. Pass out copies of the recipe and review it together. Explain what their roles will be (e.g., this half of the table will combine these wet ingredients while the other half combines the dry ingredients).
- **Demonstrate the skills**. Before passing out ingredients and allowing participants to begin, demonstrate the key skills. Use just enough of each ingredient to show participants the basic technique and any safety tips.
- **Talk while participants prep**. Use the time when participants are prepping to introduce talking points or tips. This will help keep the demo moving and use time efficiently.

Running short on time? Try these tricks in a pinch:

- Cut food into smaller pieces so it cooks faster.
- Do prep work for more than one recipe at the same time.
- Demonstrate only the more complex steps. For easier steps that participants are most likely familiar with (e.g., peeling veggies, boiling pasta), just explain what you have done.

# Nutrition Basics for Demo Leaders



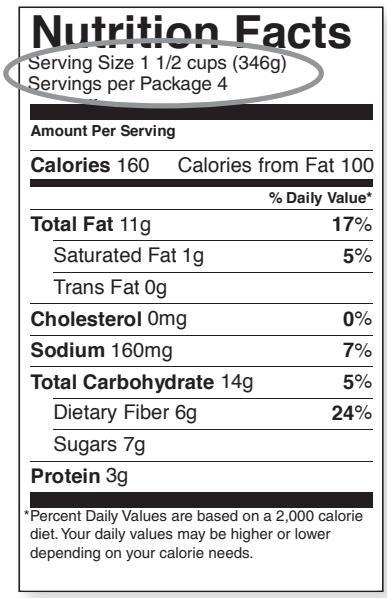
Most people don't need a lot of complex, scientific information about food. They eat certain foods because they like them, and having the opportunity to taste new foods helps them learn to like a wider variety of healthy foods. In keeping with the way most people learn about food, the nutrition messages in this guide are deliberately simple and easy to understand. Demo leaders may wish to review the basics of these messages in order to feel confident answering questions or reinforcing messages in a variety of ways. For those who want to know more, we recommend checking out the resources and information available at www.choosemyplate.gov.

**Message 1: Eat from every food group, every day.**

The five food groups outlined on the MyPlate handout (page 55) are Grains, Fruits, Vegetables, Protein, and Dairy. Most people know the basics of the food groups already. It's not necessary to go into detail about each group. Instead, have the audience think about how they can eat foods from all five food groups every day. Remind them that all food groups provide important nutrients that help them live active, healthy lives. No single food group can provide everything they need to be healthy, so it's important to eat from all five food groups. Reinforce this message by choosing recipes that use at least three food groups and talking about ways to get in more fruits and vegetables (food groups that are missing in many people's diets!) at meal and snack time.

**Message 2: Eat a variety of colorful fruits and vegetables.**

Fruits and vegetables of similar colors have similar vitamins and nutrients that provide important functions in our body. For instance, yellow and orange fruits and vegetables contain nutrients that provide us with a healthy heart, good vision, and strength to fight off colds. As with food groups, remind the audience that no single color fruit or vegetable can provide us with everything we need to be healthy. We need to eat from different color groups each day. It's not necessary for the audience to know the specific vitamins and nutrients in each color group. Instead, focus on the simple message of choosing a variety of colorful fruits and vegetables. Reinforce the message by using colorful produce in your recipes. Emphasize the visual appeal of "making your plate a rainbow" and filling at least half your plate with colorful fruits and vegetables.


**Message 3: Choose whole grains as often as you can.**

Whole grains are called "whole" because they contain the entire kernel of grain. Refined grains are called "refined" because during processing, parts of the grain kernel are removed. The parts that are removed contain important vitamins and nutrients. "Enriched" grains add back in only some of the vitamins and nutrients; they do not contain the entire grain kernel and are not whole grains. Use simple analogies that will help the audience understand the importance of choosing whole grains. For instance, whole grains are like a broom that sweeps through the body and removes the "bad stuff," just like a broom removes dirt from a house. It's also appropriate to teach your audience how to identify whole grain foods. The trick is simple — look at the first ingredient in the ingredients list. If the first ingredient is a whole grain (like whole wheat flour, whole grain oats, brown rice, or bulgur), then the food is a whole grain. Most importantly, let your audience taste how delicious whole grains can be! Many people have very little experience with whole grains — you can open up a whole new world of tastes by letting them explore these foods.

**Message 4: Compare food labels to make healthier choices.**

Food labels may seem complicated, but simple messages about comparing labels are fairly easy to understand. Show the audience a sample label from an actual food package, or use the sample label on the Label Lingo handout (page 53). Start by focusing on the number of servings in the package. People often do not realize that a single package or bottle (for instance, a 20-ounce soda) can actually contain multiple servings. Show the audience the amount in one serving (for instance, by pouring out 8 ounces of the soda into a glass) and the amount in the entire package. Ask them how much they would typically eat or drink. If there are two servings within the package and people say they would eat it all, then everything on the label must be multiplied by 2 to give you the nutrition facts for the amount they would eat.

Next, explain that you can compare labels for different foods and beverages to find out which one has lower amounts of less desirable nutrients (such as sugar, sodium, and saturated fat). You may wish to focus on a single nutrient, such as sugar for beverages. Have the audience compare the amounts of that nutrient across multiple packages, keeping in mind the number of servings per package. Ask them to choose the one with the lower number.

Wrap up discussions about labels by reminding the audience that many healthy foods, like fruits and vegetables, do not even have labels. Encourage them to make their own foods and drinks when they can and to include plenty of fruits, vegetables, and whole grains.

# Sample Participant Evaluation Form

Please take a few moments to answer the following questions. Your responses are completely confidential and voluntary.

Circle your response.

1. Please give this demonstration an overall rating.

   Excellent  Good  Fair  Poor

2. Please give the instructor an overall rating.

   Excellent  Good  Fair  Poor

3. What did you like best about the demonstration?

_____

4. What did you like least about the demonstration?

_____

5. Would you consider attending another demonstration in the future?

   Yes  No

6. Have you, or other members of your household, participated in any of the following programs in the last year? (Check all that apply)

   ☐ WIC
   ☐ SNAP (formerly Food Stamps)
   ☐ Free or reduced-price school breakfast
   ☐ Free or reduced-price school lunch
   ☐ Head Start
   ☐ Food pantry
   ☐ I do not participate in any of the above programs

Use the space below to leave any messages or comments for the instructor.

_____

_____

_____

**Thank you for completing this evaluation!**

# Online Resources for Demo Leaders

## Food Safety

**Personal Hygiene and Cleanliness**

https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/cleanliness-helps-prevent-foodborne-illness/CT_Index

**Safe Food Handling Techniques**

http://www.foodsafety.gov/

http://www.foodsafety.gov/keep/charts/index.html

http://www.foodsafety.gov/keep/basics/index.html

https://www.fsis.usda.gov/wps/portal/fsis/topics/food-safety-education/get-answers/food-safety-fact-sheets/safe-food-handling/cutting-boards-and-food-safety/CT_Index

www.fightbac.org

**Safe Food Serving Techniques**
http://www.fns.usda.gov/tn/Resources/servingsafe_chapter4.pdf

## Food Assistance Programs

Including School Breakfast, Summer Meals, After-school Meals, SNAP, WIC, and Child and Adult Care.

http://bestpractices.nokidhungry.org

http://www.cbpp.org/cms/index.cfm?fa=view&id=2226

http://www.whyhunger.org/findfood

http://211.org/

# III. Leading Your Demonstration

We are pleased to provide you with a selection of Cooking Matters activities, handouts, and recipes used to teach a variety of audiences about healthy, low-cost eating and cooking. We hope that these materials, designed for and tested with the families in our six-week courses, may serve as useful tools for your demo.

As a reminder, we recommend that you decide on a key message you want to convey to your audience during the demo, then choose the specific activities, handouts, and recipes that will help you reinforce this message (see "Choosing Demonstration Recipes and/or Activities" on page 4). To assist you in this process, we have created four sample outlines that guide you through suggested pairings of activities, recipes, and handouts for different messages you may choose. To better understand how to use these outlines, follow the graphic below.

### Choose Your Message

We have created outlines for four messages that you may wish to convey to your audience:

- Eat a variety of colorful fruits and vegetables (page 24).
- Choose drinks with less added sugar — or make your own! (page 25).
- Make your own healthy snacks (page 26).
- Choose whole grains as often as you can (page 27).

### Choose Your Audience

Each outline provides suggested activities and recipes for four different audiences:

- Kids (grades kindergarten through five)
- Teens (grades six through 12)
- Adults
- Families (parents with their children)

Pick out potential activities and recipes marked for the audience you intend to address.

### Choose Your Activities and Recipes

Make a selection from your list of potential activities and recipes by reviewing the more detailed activity and recipe instructions provided in this guide. If you won't have access to electricity, skip the activities and recipes marked with a star in the outline.

### Print Your Outline

Each outline provides suggested tips, do-ahead steps, and a demo day checklist for running a demonstration specific to this message. You may find it helpful to print out the outline and carry it with you to the demo to guide you in the planning process and throughout the event.

These suggestions are just the beginning. Choose your own combination of activities, handouts, and recipes based on another message of your liking (e.g., "eat from every food group every day"). Once your message, activities, and recipes are chosen, complete the "My Demo Day Plan" template on page 28. This resource allows you to map out your demo time and jot down points you want to be sure to mention, helping you to stay on track during the actual event. Don't forget to print and take it with you to the demo!

# Outline 1: Eat a variety of colorful fruits and vegetables.

## Activity Bank

### Adults

- ☐ Putting Fruits and Vegetables to the Test, page 38
- ☐ Name That Fruit or Vegetable, page 36
- ☐ Snack Attack, page 40
- ☐ Super Snackers, page 42

### Kids and Families

- ☐ Make Your Own Fruit Clown Face, page 34
- ☐ Make Your Own Veggie Super Hero, page 35
- ☐ Name That Fruit or Vegetable, page 36
- ☐ Super Snackers, page 42
- ☐ Your Veggies, Your Way*, page 43

### Teens

- ☐ Name That Fruit or Vegetable, page 36
- ☐ Snack Attack, page 40
- ☐ Super Snackers, page 42

## Recipe Bank

### Adults, Kids, Teens, and Families

- ☐ Black Bean and Vegetable Quesadillas*
- ☐ Fruit Salad*
- ☐ Fruit Smoothies*
- ☐ Mango Salsa
- ☐ Veggie Wraps
- ☐ Yogurt Parfait

*electricity required

## Demo Day Checklist

- ☐ Arrive early.
- ☐ If a site visit was not possible in advance, do a walk through of the space to familiarize yourself with:
  - ❍ Emergency exits
  - ❍ Restrooms
  - ❍ Trash and recycle bins
  - ❍ Water sources
  - ❍ Electrical outlets
  - ❍ Materials available on-site
  - ❍ Key contacts
- ☐ Ensure all materials and foods needed are on hand.
- ☐ Ensure all photocopied materials are on hand.
  - ❍ Handouts
  - ❍ Recipes
  - ❍ Liability waivers
  - ❍ Outreach materials
  - ❍ Evaluations
  - ❍ Other forms
- ☐ Review "My Demo Day Plan" again (page 28).
- ☐ Review nutrition and/or cooking messages again, as needed (pages 17–20).
- ☐ Greet co-leaders, assistants, or community partner staff. Review roles and responsibilities with them one last time.
- ☐ Assemble work station.
- ☐ Wash all produce in advance.
- ☐ In advance, cut up some or all of the fruits and veggies.
- ☐ Have fun!

## Tips

- Prepare extras of the recipe for tasting and sampling.
- If working with kids, you may need parents or assistants to help kids complete the evaluation form.
- If using the **Snack Attack** or **Super Snackers activities**, focus on preparing snacks that include colorful fruits and veggies. Weave this theme throughout the demo.
- If you demo the **Yogurt Parfait recipe**, use a mixture of colorful fruits to layer the parfaits.

# Outline 2: Choose drinks with less added sugar – or make your own!

## Activity Bank

**Adults and Teens**

- ☐ Healthy Drinks Taste Test, page 33
- ☐ Sugar Overload, page 41

**Kids and Families**

- ☐ Fruit vs. Juice, page 32
- ☐ Healthy Drinks Taste Test, page 33
- ☐ Sugar Overload, page 41

## Recipe Bank

**Adults, Kids, Teens, and Families**

- ☐ Fruit Smoothies*
- ☐ Raspberry-Lime Fizz

*electricity required

## Demo Day Checklist

- ☐ Arrive early.
- ☐ If a site visit was not possible in advance, do a walk through of the space to familiarize yourself with:
  - ❍ Emergency exits
  - ❍ Restrooms
  - ❍ Trash and recycle bins
  - ❍ Water sources
  - ❍ Electrical outlets
  - ❍ Materials available on-site
  - ❍ Key contacts
- ☐ Ensure all materials and foods needed are on hand.
- ☐ Ensure all photocopied materials are on hand.
  - ❍ Handouts
  - ❍ Recipes
  - ❍ Liability waivers
  - ❍ Outreach materials
  - ❍ Evaluations
  - ❍ Other forms
- ☐ Review "My Demo Day Plan" again (page 28).
- ☐ Review nutrition and/or cooking messages again, as needed (pages 17–20).
- ☐ Greet co-leaders, assistants, or community partner staff. Review roles and responsibilities with them one last time.
- ☐ Assemble work station.
- ☐ Wash all produce in advance.
- ☐ In advance, cut up some or all of the fruits and/or herbs you will use to add flavor to drinks.
- ☐ Have fun!

## Tips

- Prepare extras of the recipe for tasting and sampling.
- If working with kids, you may need parents or assistants to help kids complete the evaluation form.
- If holding the **Healthy Drinks Taste Test activity** without access to electricity, skip the Fruit Smoothies station. Let participants create flavored water with different types of add-ins at each station, or fruit sodas with different types of juice.

# Outline 3: Make your own healthy snacks.

## Activity Bank

### Adults and Teens

- ☐ Fat Face Off, page 30
- ☐ Snack Attack, page 40
- ☐ Super Snackers, page 42

### Kids and Families

- ☐ Fat Face Off, page 30
- ☐ Make Your Own Fruit Clown Face, page 34
- ☐ Make Your Own Veggie Super Hero, page 35
- ☐ Super Snackers, page 42

## Recipe Bank

### Adults

- ☐ Fruit Salad*
- ☐ Homemade Corn Tortilla Chips*
- ☐ Homemade Granola*
- ☐ Mango Salsa
- ☐ Northwest Apple Salad
- ☐ Peanut Butter and Banana Pockets*
- ☐ Trail Mix
- ☐ Tuna Boats
- ☐ Yogurt Parfait

### Kids, Teens, and Families

- ☐ Apple Wraps
- ☐ Banana Pudding in a Bag
- ☐ Fruit Salad*
- ☐ Homemade Corn Tortilla Chips*
- ☐ Homemade Granola*
- ☐ Mango Salsa
- ☐ Peanut Butter and Banana Pockets*
- ☐ Trail Mix
- ☐ Tuna Boats
- ☐ Yogurt Parfait

*electricity required

## Demo Day Checklist

- ☐ Arrive early.
- ☐ If a site visit was not possible in advance, do a walk through of the space to familiarize yourself with:
  - ❍ Emergency exits
  - ❍ Restrooms
  - ❍ Trash and recycle bins
  - ❍ Water sources
  - ❍ Electrical outlets
  - ❍ Materials available on-site
  - ❍ Key contacts
- ☐ Ensure all materials and foods needed are on hand.
- ☐ Ensure all photocopied materials are on hand.
  - ❍ Handouts
  - ❍ Recipes
  - ❍ Liability waivers
  - ❍ Outreach materials
  - ❍ Evaluations
  - ❍ Other forms
- ☐ Review "My Demo Day Plan" again (page 28).
- ☐ Review nutrition and/or cooking messages again, as needed (pages 17–20).
- ☐ Greet co-leaders, assistants, or community partner staff. Review roles and responsibilities with them one last time.
- ☐ Assemble work station.
- ☐ Wash all produce in advance.
- ☐ In advance, cut up some or all of the fruits and veggies you will use for making snacks.
- ☐ Have fun!

## Tips

- Prepare extras of the recipe for tasting and sampling.
- If working with kids, you may need parents or assistants to help kids complete the evaluation form.
- You may also consider demoing some of the quick recipes from the **Delicious Dips & Spreads handout** (page 48). Serve with cut-up fresh fruits or veggies or with whole grain crackers.
- If you choose to do the Fat Face Off activity, focus on snacks commonly chosen at fast-food restaurants. Follow the activity with a demo of healthier snack options.

# Outline 4: Choose whole grains as often as you can.

## Activity Bank

### Adults and Teens

- ☐ Name That Whole Grain, page 37
- ☐ Putting Whole Grains to the Test, page 39
- ☐ Snack Attack, page 40
- ☐ Super Snackers, page 42

### Kids and Families

- ☐ Name That Whole Grain, page 37
- ☐ Putting Whole Grains to the Test, page 39
- ☐ Super Snackers, page 42

## Recipe Bank

### Adults

- ☐ Barley Jambalaya*
- ☐ Homemade Granola*
- ☐ Peanut Butter and Banana Pockets*
- ☐ Trail Mix
- ☐ Veggie Wraps

### Kids, Teens, and Families

- ☐ Apple Wraps
- ☐ Black Bean and Vegetable Quesadillas*
- ☐ Homemade Granola*
- ☐ Peanut Butter and Banana Pockets*
- ☐ Trail Mix
- ☐ Veggie Wraps

*electricity required

## Demo Day Checklist

- ☐ Arrive early.
- ☐ If a site visit was not possible in advance, do a walk through of the space to familiarize yourself with:
  - ❍ Emergency exits
  - ❍ Restrooms
  - ❍ Trash and recycle bins
  - ❍ Water sources
  - ❍ Electrical outlets
  - ❍ Materials available on-site
  - ❍ Key contacts
- ☐ Ensure all materials and foods needed are on hand.
- ☐ Ensure all photocopied materials are on hand.
  - ❍ Handouts
  - ❍ Recipes
  - ❍ Liability waivers
  - ❍ Outreach materials
  - ❍ Evaluations
  - ❍ Other forms
- ☐ Review "My Demo Day Plan" again (page 28).
- ☐ Review nutrition and/or cooking messages again, as needed (pages 17–20).
- ☐ Greet co-leaders, assistants, or community partner staff. Review roles and responsibilities with them one last time.
- ☐ Assemble work station.
- ☐ Wash all produce in advance.
- ☐ In advance, cut up some or all of the fruits and veggies you will use.
- ☐ If applicable, prepare large batches of whole grains that must be cooked (e.g., barley or brown rice).
- ☐ Have fun!

## Tips

- Prepare extras of the recipe for tasting and sampling.
- If working with kids, you may need parents or assistants to help kids complete the evaluation form.
- You may also consider demoing some of the quick recipes from the **Delicious Dips & Spreads handout** (page 48). Serve with whole grain crackers, pita wedges, or bread.
- If using the **Snack Attack** or **Super Snackers activities**, focus on preparing snacks that include whole grains. Weave this theme throughout the demo.
- Use the analogy that whole grains are like a broom that sweeps through the body, clearing out the "bad stuff."

# My Demo Day Plan

## Sample Plan

Total time: 50 minutes

- Introductions (8 minutes)
  - Introduce yourself and any co-leaders or assistants, community partner staff, or others present.
  - If the group is small, have participants introduce themselves.
  - Explain the message or theme of your demo. Tell participants what you hope they will take away or do differently following this demo.
  - Set ground rules, such as no horse play around cooking equipment or no talking over others.
- Hand washing, using a sink or antibacterial wipes/gel (2 minutes)
- First activity (15 minutes)
- Second activity, if desired (15 minutes)
- Recipe demo, if separate from first or second activity (15 minutes)
- Wrap up (5 minutes)
  - Have participants sample the food.
  - Demonstrate any cleanup steps.
  - Remind participants of what you hope they will take away or do differently following this demo.
  - Point out any outreach materials or outreach workers promoting food assistance programs, if applicable.
  - Answer questions.
- Evaluation (5 minutes)
  - Distribute and collect evaluations.

### My Notes

_____

_____

_____

_____

_____

## My Plan

Total time available: _____ minutes

- Introductions (Start time: _____)
  - Introduce _____ _____ .
  - If the group is small, have participants introduce themselves.
  - The theme of this demo is: _____ _____ .
  - Following this demo, I hope you will: _____ _____ .
  - Some courtesies I'd like to ask for during this demo include: _____ _____ .
- Hand washing, using a sink or antibacterial wipes/gel (Start time: _____)
- First activity: _____ (name of activity) (Start time: _____)
- Second activity: _____ (name of activity) (Start time: _____)
- Recipe demo: _____ (name of recipe) (Start time: _____)
- Wrap Up (Start time: _____)
  - Have participants sample the food.
  - Some cleanup tips I'd like to give you include _____ _____ .
  - Remember, after this demo I hope you will _____ .
  - If you are interested in signing up for food assistance programs, the following resources are available _____ _____ .
  - Are there any questions?
- Evaluation (Start time: _____)
  - Distribute and collect evaluations.

# ACTIVITY BANK

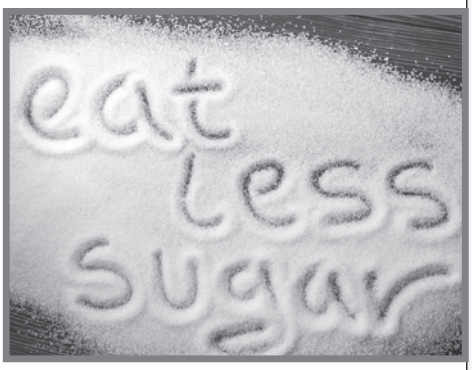


Edit from last round: Add handout: Cut Back on Added Sugar to index. Move page to place it in alphabetical order.

This seems like a mistake to add a hanout to the activity bank and this handout is already in the handouts section. I added placeholder pages but will remove them if needed. Please advise.

# Cut Back on Added Sugar

## Less added sugar means more room for healthy foods!




### Be a sugar detective.

Added sugar is added by the manufacturer during preparation or processing. Check the ingredient list. If these names for added sugars are on the list, it means the food or drink has added sugar.

- Brown sugar
- Corn sweetener
- Corn syrup
- Dextrose
- Fructose
- Glucose
- High-fructose corn syrup
- Honey
- Invert sugar
- Lactose
- Malt syrup
- Maltose
- Molasses
- Raw sugar
- Sucrose
- Trehalose
- Turbinado sugar

You may see **Sugars** or **Added Sugar** on the Nutrition Facts label.

**Nutrition Facts**

Serving Size 1 1/4 cups (322g)
Servings per Package 6

| Amount Per Serving | |
|---|---|
| **Calories** 230 | Calories from Fat 40 |
| | **% Daily Value*** |
| **Total Fat** 4.5g | **7%** |
| Saturated Fat 0.5g | **3%** |
| Trans Fat 0g | |
| **Cholesterol** 15mg | **5%** |
| **Sodium** 440mg | **18%** |
| **Total Carbohydrate** 41g | **14%** |
| Dietary Fiber 9g | **36%** |
| Sugars 9g | |
| **Protein** 9g | |
| Vitamin A 20% • | Vitamin C 80% |
| Calcium 8% • | Iron 15% |

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

### Compare Labels

Sugars includes both added sugars and natural sugars. Healthy foods like fruit, 100% juice, plain milk and yogurt, and vegetables contain sugar naturally. These are not added sugars.

You can compare the amount of sugars on the label for two similar products (like two brands of strawberry yogurt). If the products have similar ingredients, the brand lower in sugars probably has less added sugar.

Continued >

Cut Back on Added Sugar continued >

## Add less sugar to what you eat and drink.

Leave it out or limit how much sugar, honey, and syrup you put on foods and in drinks.

## Try healthier swaps for foods high in added sugar.

| Watch out for added sugars in these foods: | Try these instead: |
|---|---|
| Desserts (like candy, cookies, cake, and ice cream) | Fruit-based desserts with less added sugar like Fruit Tarts on page 155 or Banana Crumble on page 153. For a more low-key, weeknight dessert, serve fresh, frozen, or canned fruit, or try Fruit Salad on page 93. |
| Sugary cereal or flavored yogurt | Add fruit to unsweetened cereal or plain yogurt. Try Yogurt Parfaits on page 119. |
| Drinks with added sugar (like soda, energy drinks, sports drinks, fruit drinks, sweetened coffee or tea, and chocolate milk) | Water, unflavored low-fat or fat-free milk, or small portions of 100% juice. Try mixing seltzer water with 100% juice or flavoring tap water with fruit slices and herbs. |
| Fruit canned in syrup or sweetened applesauce | Fruit canned in 100% juice or no sugar added applesauce. Or, try making your own applesauce with fresh apples, water, and a little cinnamon. |
| Jams, syrups, and sweet toppings | Instead of pancakes with syrup, try Orange Oatmeal Pancakes on page 116 and skip the syrup or just use a little. Instead of peanut butter and jelly, try peanut butter with apples or bananas. |
| Convenience and prepackaged foods like pizza, pasta sauce, bottled salad dressing, and crackers | Make your own pizza, pasta sauce, and salad dressing using the recipe for pizza on page 141, pasta sauce on page 142, and salad dressings on page 77. Look for whole grain crackers with no added sugar. |



# Fat Face Off

**Estimated Time:** 15 minutes

**Materials:**

- ☐ Flip-chart paper or white board
- ☐ Marker
- ☐ Nutrition facts labels and printed nutrition information
- ☐ Blank paper
- ☐ Pens
- ☐ Small bowl of shortening
- ☐ Two disposable or reusable plates
- ☐ Teaspoon-size measure
- ☐ Disposable gloves
- ☐ Calculator

**Handouts:**

- ☐ Know Your Fats, page pgn

**TIP:**

- Consider covering brand names or using pictures of Nutrition Facts labels for non-branded products to avoid brand bias.

## In Advance

1. Gather nutrition information (packages with nutrition facts labels, nutrition facts printed from restaurant websites, or nutrition information in Cooking Matters manuals) for convenience food and home-cooked or less processed options in the following categories:

| Convenience Food Option | Cooking Matters Meal |
|---|---|
| Fast food meal (e.g. cheeseburger or chicken nuggets, French fries) | Similar Cooking Matters meal (e.g. Chicken Burger or Baked Flaked Chicken, Sweet Potato Fries) |
| Prepackaged meals (e.g. frozen pizza, "just add meat" boxed meals) | Similar Cooking Matters meal (e.g. The Works Pizza, Turkey Burger Macaroni) |
| Packaged snack options (e.g. packaged tortilla chips and cheese dip, ice cream) | Similar Cooking Matters snack (e.g. Homemade Corn Tortilla Chips and Mango Salsa, Yogurt Parfait) |

2. On flip-chart paper, write two sample meals and the total grams of saturated and trans fat:

| **Fast Food Meal** | **Saturated Fat + Trans Fat = Unhealthy Fat** |
|---|---|
| Double bacon cheeseburger | 9.5 g + 1 g = 10.5 g |
| Large French fries | 3.5 g + 0 g = 3.5 g |
| **Total** | **14 g** |
| **Cooking Matters Meal** | |
| Chicken Burger | 3 g + 0 g = 3 g |
| Sweet potato fries | 0 g |
| **Total** | **3 g** |

3. Below that, write:
   - Grams of unhealthy fat ÷ 4 = teaspoons of shortening

   Example:
   - 14 grams of fat ÷ 4 = 3.5 teaspoons of shortening

4. Display the flip chart where families can see it.
5. Display two disposable or reusable plates, one labeled "Convenience Food" and one labeled "Home-Cooked Food."

## In Class

1. Use the flip-chart that you set up in advance to walk through the activity as a group. Or, if more time allows, use the flip chart as an example and set up groups to work through their own comparisons.
2. Divide teens into their Extreme Food Makeover groups. Provide each group with nutrition information for one convenience food option or one comparable home-cooked option that is lower in unhealthy fats.
3. Ask each group to add up the total grams of unhealthy fat in their assigned option. Remind teens that saturated and trans fats are both unhealthy fats. Explain that the total grams of unhealthy fat will be represented by shortening because both types of unhealthy fat are usually solid at room temperature. Walk around the room and assist as needed.
4. Ask teens to share the total grams of unhealthy fat for their assigned meal or snack. Use the equation to calculate the number of teaspoons of shortening that represent the unhealthy fat content for each option. Have one teen from each group volunteer to scoop the calculated amount of shortening onto the appropriate plate ("Convenience Food" or "Home-Cooked Food").
5. As you go through each example, continue adding to the appropriate plate. By the end, you will have two side-by-side plates, one representing the combined unhealthy fat content of several convenience foods and one representing the combined unhealthy fat content of several healthier, home-cooked versions of those foods.
6. Have teens compare the results. Point out how quickly unhealthy fat can add up when eating fast food, packaged meals and snacks, and other convenience foods, but that reading labels and choosing healthier versions of convenience foods can make a big difference.
7. **ASK:** How can you make smarter choices when you're out to eat using everything you have learned in class? Provide suggestions as needed (e.g., choosing fruits, vegetables, whole grains, beverages without added sugar, and lean proteins).

   **Menu Mania, page 21**
8. Ask teens to share reasons why they purchase fast foods or other convenience foods. Acknowledge their reasons but encourage them to consider the tradeoffs.
   - **Taste:** Healthier, tasty versions of fast-food and packaged favorites can be made at home. Point teens to relevant recipes in their books that they may consider using for their makeover meal. Have teens recall other tasty meals they have made in class.
   - **Cost:** Point out that many fast foods or other convenience foods can actually be made at home for less money, which we'll talk more about next week.
   - **Time:** Point out that in the time it takes teens to walk or drive to a fast-food restaurant, wait in line, and order, they could prepare many great meals and snacks. Have teens recall the grab-and-go breakfasts they prepared. Explain that we will soon talk about easy, healthy snacks that can be made in minutes.

**TIP:**

- If time is short, simplify the activity by writing a description of each meal on a separate piece of paper or index card. Give one copy of each description to each group. Do not tell groups the total amount of unhealthy fat in each meal, but have the amounts calculated ahead of time. Ask each group to organize the meals from highest to lowest in unhealthy fat. When time is up, reveal the amount of unhealthy fat in each meal and discuss any surprises. Point out where home-cooked, fast-foods, and other convenience foods fall in the lineup. Consider awarding points to the winning team..

# Food Group Relay Race

**Estimated Time:** 20 minutes

**Suggested Audiences:**
Kids and Teens

**Materials:**

- ☐ 2 paper bags
- ☐ Marker
- ☐ Food pictures or food models, at least 12 per food group
- ☐ MyPlate poster, optional

**Handouts:**

- ☐ MyPlate, page 55

## In Advance

1. Divide food pictures into two piles. Make sure there is a roughly even distribution of foods from each food group, and of "everyday" and "sometimes" foods. "Everyday" foods are foods that are OK to eat every day. "Sometimes" foods are foods that are OK to eat every once in a while.
2. Label one paper bag "everyday" and the other "sometimes" foods.
3. If using a MyPlate poster, display where participants can see it.

## With Participants

1. Ask participants to name the five MyPlate food groups. Have them call out examples of foods from each food group. **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 participants give 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).
2. Divide participants into two groups. Give each group a pile of food pictures.
3. Tell participants they will have two minutes to sort their pile of pictures into the five food groups. When you call time, review each group's placements. Gently correct as needed.
4. Place the two bags at one end of the room. Have teams line up at the other end. Ask each team to bring only their Grains group food pictures with them.
5. Explain that when you say "go," each team will look through the pictures and decide which bag each food should be in: "everyday" or "sometimes." The first person in line will run up and place one food picture in the correct bag, run back, and slap the next team member's hand. Then, the next person runs up to place the next food picture, and so on. Each team will repeat this process until all of their Grains group food pictures have been placed. The first team to finish and sit down is the winning team.
6. Review where foods were placed. Gently correct as needed. Ask if participants are surprised by the results.
7. Repeat with pictures from each food group as time permits.

**TIPS:**

- If your group is large, have picture cards pre-sorted into food groups. Skip step 3. Form even numbers of teams according to the amount of participants you have. Let the first two teams race against each other using only Grain group pictures. Let the next two teams race using only Fruit group pictures, and so on until all teams have had a turn.
- Make copies of the MyPlate handout to pass out during this activity.

# Fruit Vs. Juice

**Estimated Time:** 15 minutes

**Suggested Audiences:**
Kids and Families

**Materials:**

- ☐ 1 orange for every three kids or families
- ☐ Napkins
- ☐ Small paper cups
- ☐ A whole orange, a whole apple, and some grapes
- ☐ 1 (6- to 8-ounce) clear cup
- ☐ 6 ounces of orange juice

## In Advance

1. Cut oranges into six segments. Remove seeds.
2. Fill the clear glass with six ounces of orange juice.

## With Participants

1. Place the whole fruits where participants can see them.
2. Hold up the glass of orange juice. Ask kids to identify what is in the glass and which fruit on the table this juice comes from.
3. Give one orange segment, napkin, and paper cup to each participant. Have everyone taste the orange together.
4. After eating the orange segment, give each participant another segment. Ask them to squeeze the juice out into the small cup.
5. Point out how much juice comes out of each segment compared to the juice in the glass. Ask kids to guess how many oranges it would take to fill up the glass. **Ask:** Could you eat this many? Why or why not?
6. Explain that the fiber in whole fruit makes you feel fuller than drinking juice. Compare fiber to a broom — it sweeps through your body and cleans out the "bad stuff." Point out that while fruit and juice contain important nutrients that help us grow strong, the whole fruit is the better choice because it gives us the fiber we need and has fewer calories than juice.
7. Point out the other whole fruits on display. Ask kids what kind of juice they make. Reinforce that, just like oranges, these fruits contain more fiber in their whole form than in juice form.

**TIPS:**

- If your group is large, skip steps 3 and 4. Instead, have just a few kids come to the front to squeeze the juice from one segment into cups.
- Point out that a good rule of thumb is to drink no more than six to eight ounces of 100% juice per day. Remind participants that six ounces is the amount in the clear cup.
- Show participants how to check the label to be sure they are buying only 100% juice.
- Show participants how to add fizz and cut calories. Make the Raspberry-Lime Fizz (page 74) as part of your demo.

# Healthy Drinks Taste Test

**Estimated Time:** 15 minutes

**Suggested Audiences:**
Kids, Teens, Adults, and Families

**Materials:**

- ☐ Small disposable cups
- ☐ Materials and ingredients for preparing beverages chosen from the table to the right

**Handouts:**

- ☐ Drink Smart, page 49

**TIPS:**

- Make copies of the Drink Smart handout and the Fruit Smoothies recipe to pass out during this activity.
- If time permits, have each group practice making the drink at each station, rather than just sample the drinks the other groups have already prepared.

## In Advance

1. Set up stations around the demo area for participants to make and taste a variety of healthy drinks, using ideas in the table below.
2. Make sure each station has the appropriate equipment to create and serve the drink for that station.

| Beverage | Ingredients | How to Prepare |
|---|---|---|
| **Fruit smoothies** | See the **Fruit Smoothies recipe** (page 68). | See the **Fruit Smoothies recipe** (page 68). |
| **Flavored water** | • Lemons, limes, oranges, and cucumbers<br>• Fresh mint leaves, rosemary, or other fresh herbs | • Rinse and slice fresh lemons, limes, oranges, and cucumbers.<br>• Snip mint leaves, rosemary, or other fresh herbs.<br>• Fill several pitchers with ice water and add any combination of ingredients to each pitcher. |
| **Fruit-juice sodas** | • Seltzer<br>• Variety of 100% juices<br>• Lime<br>• Optional: Lemon, lime, or orange slices | • Fill a large pitcher, ½ juice and ½ seltzer water.<br>• Rinse the lime and cut in half. Squeeze the juice from each half into the pitcher.<br>• Mix well and add ice before serving. Add fruit slices, if using. |

## With Participants

1. Explain how each drink is prepared. Divide participants into groups. Assign groups to a starting station.
2. Have each group work on preparing the drink at their station, making enough for the entire audience to sample. When they are finished, invite them to move to the next station and taste the healthy drink another group has made. Repeat until participants have visited each station.
3. When everyone is finished sampling, engage participants in discussion. **Ask:** Which healthy drinks did you enjoy the most? Why? Which would you like to make at home?
4. Point out that healthy habits start with small changes. Encourage participants to start by choosing water, low-fat milk, or a homemade healthy drink instead of a sugary drink once a day or even once a week.

# Make Your Own Fruit Clown Face

**Estimated Time:** 15 minutes

**Suggested Audiences:**
Kids and Families

**Materials:**

- ☐ Paper plates, one for each child
- ☐ A variety of colorful fresh fruits, such as pineapple, blueberries, kiwi, strawberries, oranges, cantaloupe, and raisins
- ☐ Small bowls
- ☐ Serving spoons
- ☐ Low-fat yogurt (for dipping)

**Handouts:**

- ☐ Fun with Fruits and Veggies, page 52

## In Advance

1. Rinse and cut the fruit into pieces.
2. Assemble your own Fruit Clown Face as an example for participants.
3. Pour the yogurt into small bowls for sharing. Place a serving spoon in each bowl.

## With Participants

1. Display cut fruits and materials where everyone can reach them.
2. Encourage participants to use as many different color fruits as they can to make their clown face.
3. When participants are finished, ask a few kids to volunteer to share their creation with the group. Ask questions like:
   - How many different color fruits did you choose? Which ones?
   - Which of your clown's fruits are you most excited to eat?
   - Which of your clown's fruits have you never tried before?
   - Why is your Fruit Clown Face good for you to eat?
4. Pass out the yogurt dip. Invite participants to eat and enjoy their Fruit Clown Faces.

**TIPS:**

- If you are doing this activity with families, have parents help their kids make the Fruit Clown Faces. Or, while kids create their plates, ask parents what they do to encourage their kids to eat more fruits and veggies. Pass out copies of the Fun with Fruits and Veggies handout and point out other ideas.
- To cut costs, use produce that is in season or on sale for this activity.
- Try preparing dips from the Delicious Dips & Spreads handout on page 48 instead of using store-bought dips. If you like, invite kids and families to help prepare the dips as part of your demo.

# Make Your Own Veggie Super Hero

**Estimated Time:** 15 minutes

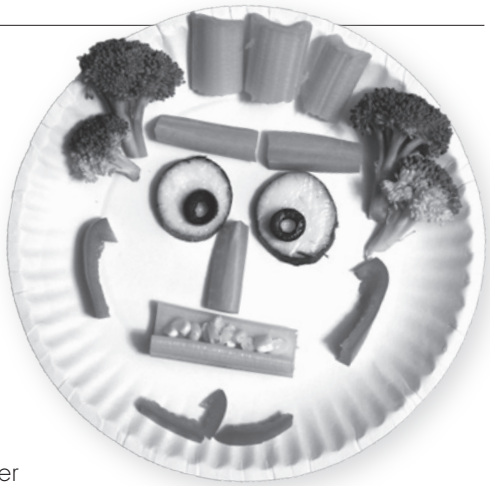
**Suggested Audiences:**
Kids and Families

**Materials:**

- ☐ Paper plates, one for each child
- ☐ A variety of colorful vegetables, such as broccoli, zucchini, canned corn, canned sliced olives, red peppers, celery, and carrots
- ☐ Small bowls
- ☐ Serving spoons
- ☐ Low-fat ranch, French, or other dressings or dips

**Handouts:**

- ☐ Fun with Fruits and Veggies, page 52



## In Advance

1. Rinse and cut the broccoli into small florets; the zucchini into round slices; the red peppers into thin strips, then in half; the celery into 3-inch stalks; and the carrots into 2-inch strips. Place each in a separate bowl.
2. Drain the corn and olives. Pour into bowls.
3. Assemble your own Veggie Super Hero as an example for participants.
4. Pour dressings or dips into small bowls for sharing. Place a serving spoon in each bowl.

## With Participants

1. Display cut vegetables and materials where everyone can reach them.
2. Encourage participants to use as many different color veggies as they can to make their own Veggie Super Heroes.
3. When participants are finished, ask a few kids to volunteer to share their creation with the group. Ask questions like:
   - What is your super hero's name?
   - How many different color veggies did you choose? Which ones?
   - Which of these veggies have you eaten before? Did you enjoy them?
   - Will this be the first time you are trying any of these veggies? Which ones?
4. Pass out the dressings or dips for participants to spoon onto their veggies if they wish. Invite them to eat and enjoy their Veggie Super Heroes.

**TIPS:**

- If you are doing this activity with families, have parents help their kids make the Veggie Super Heroes. Or, while kids create their plates, ask parents what they do to encourage their kids to eat more fruits and veggies. Pass out copies of the Fun with Fruits and Veggies handout and point out other ideas.
- To cut costs, use produce that is in season or on sale for this activity.
- Try preparing dips from the Delicious Dips & Spreads handout on page 48 instead of using store-bought dips. If you like, invite kids and families to help prepare the dips as part of your demo.

# Name That Fruit or Vegetable

**Estimated Time:** 15 minutes

**Suggested Audiences:**
Kids, Teen, Adults, and Families

**Materials:**

- ☐ 4–6 colorful fruits and vegetables that may look or taste unfamiliar to participants
- ☐ Dips or spreads (see instructions)
- ☐ Bowls for any dips
- ☐ Serving spoons
- ☐ Plates, one for each participant

**Handouts:**

- ☐ Delicious Dips and Spreads, page 48

## In Advance

1. Purchase 4–6 fruits and vegetables that may look or taste unfamiliar to participants (e.g., mango, apricot, squashes, eggplant). Choose fruits and vegetables of many different colors.
2. Cut each food into bite-size pieces. Place a small amount onto a plate for each participant. Preserve at least one whole form of each fruit or vegetable so that participants can see what it looks like.
3. Choose and prepare any dips or spreads from the **Delicious Dips & Spreads handout** to offer with the food samples. Set out dips in bowls. Place a serving spoon in each bowl.

## With Participants

1. Ask participants to call out some of their favorite fruits and vegetables. Have them share how they like to eat them (e.g., raw, roasted, with dip, on a salad).
2. Pass out one plate to each participant. Ask them not to try the samples yet.
3. Point out one of the samples. Ask participants to match it to the whole form at the front of the room and guess its name. When they have correctly identified the food, pass the whole form around and ask participants to describe what they notice about it (e.g., color, shape, feel). Invite participants to taste their sample and comment on its texture or taste.
4. Repeat this process for each of the foods.
5. Ask participants to share which fruits and vegetables they enjoyed the most and why. Have them point out which ones were new for them. Explain that sometimes you need to try new foods more than once to get used to the taste and decide if you like it. Also, people's tastes change over time, so next year you might like a food that you didn't like today.

**TIPS:**

- To keep the activity on schedule, stick to introducing just 4–6 foods. If you have less time, choose fewer foods.
- Consider teaching participants how to roast or lightly steam veggies like eggplant that may taste bitter when eaten raw. Show participants how to lightly season and prepare them. Conduct the tasting with the fruits first while the veggies cook.
- Encourage participants to try the foods without the dips first to determine the foods' true taste.
- Remind participants that it's ok to not like a food — everyone has different taste preferences. Ask them to please keep any negative comments to themselves so that others can feel free to enjoy it.
- If using homemade dips, pass out copies of the Delicious Dips & Spreads handout for participants to take home.

# Name That Whole Grain

**Estimated Time:**
15 minutes

**Suggested Audiences:**
Kids, Teens, Adults, and Families

**Materials:**

- ☐ 4–6 whole grain foods
- ☐ Dips or spreads (see instructions)
- ☐ Bowls for any dips
- ☐ Serving spoons
- ☐ Plates, one for each participant

**Handouts:**

- ☐ Delicious Dips and Spreads, page 48
- ☐ Be a Whole Grain Detective, page 46

## In Advance

1. Purchase 4–6 whole grain foods. Look for whole grain alternatives to popular refined grain foods (e.g., cereals, crackers, snack bars), as well as a few items that may be unfamiliar to participants (e.g., whole wheat pita pockets).
2. Cut each food into bite-size pieces. Place a small amount of each food on a plate for each participant.
3. Display the whole form and packaging of each food at the front of the room.
4. Choose and prepare any dips or spreads from the **Delicious Dips & Spreads handout** that you will offer with the food samples. Set out dips in bowls. Place serving spoons in each bowl.

## With Participants

1. **Ask:** What have you heard about whole grains? Have you tried any whole grain foods? Do you eat any whole grains regularly? Which ones?
2. Pass out one plate to each participant. Ask them not to try the samples yet.
3. Point out one of the samples. Ask participants to match it to the whole form or packaging at the front of the room. When they have correctly identified the food, invite them to try the sample and talk about what they notice (e.g., the texture, color, or taste).
4. Repeat this process for each of the foods.
5. Ask participants to share why they liked certain samples more than others. Have them point out which ones were new for them. Explain that sometimes you need to try new foods more than once to get used to the taste and decide if you like it. Also, people's tastes change over time, so next year you might like a food that you didn't like today.
6. Ask participants if they know what the difference is between a whole grain and a refined grain. Add to the discussion as needed. Point out that when whole grains go through the refinement process, many of their important nutrients, such as fiber, are removed. For this reason, it's important to choose whole grains as often as you can.

**TIPS:**

- To keep the activity on schedule, stick to introducing just 4–6 foods. If you have less time, choose fewer foods.
- If you are able to prepare them in advance, offer some less familiar whole grains such as quinoa or whole grain couscous.
- Follow up the tasting by demoing a recipe made with whole grains. During the demo, talk about how to identify whole grain foods. Pass out copies of the Be a Whole Grain Detective handout for participants to take home.
- Encourage participants to try the foods without the dips first to determine the foods' true taste.
- Remind participants that it's ok to not like a food — everyone has different taste preferences. Ask them to please keep any negative comments to themselves so that others can feel free to enjoy it.
- If using homemade dips, pass out copies of the Delicious Dips & Spreads handout for participants to take home.

# Putting Fruits and Vegetables to the Test

**Estimated Time:** 15 minutes

**Suggested Audiences:** Adults

**Materials:**

- ☐ Flip-chart paper or poster board
- ☐ Markers

**Handouts:**

- ☐ Fresh, Frozen, and Canned, page 51

**TIPS:**

- Make copies of the Fresh, Frozen, and Canned handout to pass out after the activity is over.
- Follow this activity by demoing a recipe using two or more forms of fruits or veggies. Point out why you chose these forms for the fruits and veggies you're using.

## In Advance

1. Label the flip-chart paper or poster board with three rows ("Fresh," "Frozen," and "Canned") and two columns ("Pros" and "Cons"), as shown in the table below.

## With Participants

1. **Ask:** Which form of fruits and vegetables do you prefer (fresh, frozen, or canned)? Why?
2. Starting with fresh produce, ask participants to call out the benefits of fresh produce. Record responses in the correct column. Next, ask participants to call out any cons of fresh produce. If participants get stuck, suggest that they consider factors such as cost, storage, color, taste, texture, nutrient content, and ease of preparation. Use the table below to suggest any pros or cons that are not brought up by participants.
3. Repeat this process for canned and frozen produce.
4. **Ask:** Does this activity help you think differently about which form of produce you prefer? If so, how? Point out that there is not a "best" form. Each has its pros and cons. Your choices may be influenced by your needs for a particular recipe, what's in season, availability in your store, the time you have available to cook, etc.

| | Pros | Cons |
|---|---|---|
| **Fresh** | • Greater variety<br>• Able to touch, smell, and see before buying<br>• Can cost less when purchased in season<br>•<br>•<br>• | • Must be used quickly before going bad<br>• Need to learn about ripeness and storage<br>• Can be expensive if not in season<br>•<br>•<br>• |
| **Frozen** | • Frozen at peak freshness<br>• Can cost less compared to out-of-season produce<br>• Long shelf life (up to six months)<br>• Little preparation required<br>• Available year-round<br>• | • May have added sodium, sugar, and/or saturated fat<br>• Texture changes with freezing<br>•<br>•<br>•<br>• |
| **Canned** | • Canned at peak freshness<br>• Can cost less compared to out-of-season produce<br>• Long shelf life (two to four years)<br>• Little preparation required<br>• Available year-round<br>•<br>• | • May have added sodium, sugar, and/or saturated fat<br>• Texture changes with canning<br>•<br>•<br>•<br>• |

# Putting Whole Grains to the Test

**Estimated Time:** 20 minutes

**Suggested Audiences:**
Kids, Teens, Adults, and Families

**Materials:**

- ☐ 1 slice of 100% whole wheat bread
- ☐ 1 slice of white bread
- ☐ 2 clear bowls
- ☐ 2 cups of orange juice
- ☐ Tongs
- ☐ Samples of different whole grain foods OR empty packages of different grain foods

**Handouts:**

- ☐ Be a Whole Grain Detective, page 46

## With Participants

1. Tell participants they are going to conduct a simple demonstration to see how whole grains and refined grains behave differently in our bodies.
2. Ask a participant to place the slice of white bread in one bowl and the slice of whole wheat bread in the other. Have another participant pour orange juice into each bowl, enough to just cover each slice of bread. Point out that the orange juice represents the acid in our stomachs when we digest food.
3. Let the bread soak for 10 minutes. During this time, allow participants to try samples of different whole grain foods. Ask them to comment on the taste and texture of each one (see the **Name That Whole Grain activity** on page 37 for more detailed instructions). Or, review how to identify whole grain foods when participants go to the store (see Nutrition Basics for Demo Leaders on page 19). Pass out empty packages of different grain foods. Have participants use what they just learned to determine whether each food is a refined grain or a whole grain.
4. After 10 minutes have passed, ask a participant to pick up the slice of white bread with the tongs, then the slice of whole wheat bread. **Ask:** What do you notice? Why does the white bread fall apart while the whole wheat bread does not?
5. Explain that whole grains take longer to break down in our bodies. This helps us feel full and helps prevent overeating. Point out additional benefits of whole grains. For example, when whole grains go through the refinement process, many of their important nutrients, such as fiber, are removed. Compare fiber to a broom that sweeps through the body, removing the "bad stuff."

**TIP:**

- Follow this activity by demoing a recipe made with whole grains. If you did not already do so during this activity, talk about how to identify whole grain foods. Pass out copies of the Be a Whole Grain Detective handout for participants to take home.

# Snack Attack

**Estimated Time:** 30 minutes

**Suggested Audiences:**
Teens and Adults

**Materials:**

- ☐ A variety of empty snack food packages
- ☐ Ingredients and equipment to prepare a selection of healthy snacks

**Handouts:**

- ☐ Snack Smart, pages 56–57
- ☐ Delicious Dips & Spreads, page 48
- ☐ Label Lingo, page 53

**TIPS:**

- Use empty snack packaging to avoid having participants ask if they can eat the snacks when the activity is done.
- Be sure you have enough assistants on hand. Determine in advance who will be placed at each station. If stations are not possible, choose 2-3 snacks for the entire group to prepare together.
- Make copies of the Snack Smart handout and the Delicious Dips & Spreads handout for participants to take home.
- If time permits, have each group practice making the snack at each station, rather than just sample the snacks the other groups have already prepared.

## In Advance

1. Collect a variety of empty packaging for popular snack foods (e.g., potato chips, cheese straws, cookies, candy).
2. Choose a selection of no-cook or low-prep snacks from the **Snack Smart handout**, the **Delicious Dips & Spreads handout**, or the Recipes section of this guide. If you can, choose snack recipes that provide a comparable but healthy alternative to some of the packaged snacks (e.g., Fruit and Cheese Kabobs as an alternative to cheese straws or cheesy crackers).
3. Gather needed ingredients and equipment.
4. Set up stations around the demo area, with a different snack recipe to be prepared at each station. Place ingredients and equipment needed for the recipe being made at each station.
5. Make copies of the **Label Lingo handout**. Or, prepare a large piece of poster board with an enlarged version of the handout.

## With Participants

1. Ask participants what they typically choose for a snack. Display empty packages of commonly consumed snack foods.
2. Divide participants into groups. Assign each group a snack food package. Pass out copies of the **Label Lingo handout**. Or, display the poster board with the enlarged handout where participants can see it.
3. Clarify the difference between one serving and the number of servings provided in a package. Ask groups to compare the serving size listed on their package with the amount they would typically eat. Next, ask them to determine how much fat, sugar, or sodium would be in their typical portion. Finally, ask groups to check the ingredient list and determine whether their snack includes any whole grains, fruits, or vegetables. Note that ingredients are listed in order of amount (e.g., the further down the list, the less there is of that ingredient).
4. Point out that packaged snacks are typically high in fat and other less desirable nutrients. They usually contain very few fruits, vegetables, or whole grains. Explain that a balanced snack includes foods from at least two food groups. Snacks are a great time to add more fruits and vegetables to your day.
5. Explain how the snacks at each station will be prepared. Assign each group to a starting station. Ask them to make enough snacks for participants in the other groups to sample as well.
6. When groups are finished, have them rotate to the next station and try the snack made by the previous group. Let them rotate through all stations until they have sampled all the snacks. When they are finished, ask questions like: Which snacks were your favorites? Why? Would you make these snacks at home yourself? Why or why not? Encourage participants to try preparing at least one healthy snack at home this week.

# Sugar Overload

**Estimated Time:** 15 minutes

**Suggested Audiences:**
Kids, Teens, Adults, and Families

**Materials:**

- ☐ Empty cans or bottles of a variety of popular sugary drinks
- ☐ Clear plastic cups, one for each empty can or bottle
- ☐ Bag of sugar
- ☐ Teaspoon
- ☐ Calculator
- ☐ Flip-chart paper or poster board

**Handouts:**

- ☐ Label Lingo, page 53
- ☐ Drink Smart, page 49

**TIPS:**

- Be prepared to help participants with the math to move things along. It's a good idea to have the correct amounts calculated in advance. If time is running short, do just one calculation with the group. Then, have participants measure out the amount of sugar that has already been calculated for their drinks. This is particularly helpful when working with younger kids.
- Follow this activity with the Healthy Drinks Taste Test on page 33. Or, prepare the Raspberry-Lime Fizz (page 74) as part of your demo.
- Make copies of the handouts for participants to take home with them.

## In Advance

1. Collect a variety of empty containers for popular sugary drinks (e.g., sodas, fruit-flavored drinks, sweet tea, vitamin water, chocolate milk, sports drinks).
2. Set out the empty bottles for the drinks.
3. Write the following on a piece of flip-chart paper or poster board:

| | | | | |
|---|---|---|---|---|
| Grams of sugar in one serving | ✖ | Number of servings | = | Grams of sugar in total package |
| Grams of sugar in total package | ÷ | 4 | = | Teaspoons of sugar |

4. Make copies of the **Label Lingo handout**. Or, prepare a large piece of poster board with an enlarged version of the handout.

## With Participants

1. **Ask:** What do you normally drink when you're thirsty? What do you drink with meals and snacks? Show participants the empty bottles of commonly consumed drinks. **Ask:** How would you decide which of these drinks is healthier? Explain that many popular drink choices are loaded with sugar. We can use labels to find out which choices have less sugar.
2. Pass out copies of the **Label Lingo handout**. Or, display the enlarged version of the handout where participants can see it. Clarify the difference between one serving and the number of servings provided in a package. Show participants how to calculate the amount of sugar in an entire package.
3. Ask for volunteers to come to the front. Assign each volunteer one of the empty bottle containers, if possible, based on what they say they drink most often. Ask participants to read to the audience from the Nutrition Facts panel the amount of sugar in one serving of their beverage.
4. Have participants use the serving size information to figure out the grams of sugar in the entire container. Use the calculator to determine the equivalent teaspoons of sugar.
5. Ask participants to scoop the teaspoons of sugar calculated for their drinks into an empty plastic cup. Have them place the cup in front of the corresponding empty beverage container.
6. After each volunteer has measured the amount of sugar in their drink, compare the results and discuss impressions. Explain that many popular beverages are very high in sugar and take the place of other drinks that are good for our bodies. Share that juice and milk contain some sugar naturally, but this isn't added sugar. Encourage participants to avoid added sugar by choosing 100% juice and plain milk rather than chocolate or strawberry milk. Point out that whole fruit is even better than 100% juice because it also has fiber.

# Super Snackers

**Estimated Time:** 25 minutes

**Suggested Audiences:**
Kids, Teens, Adults, and Families

**Materials:**

- ☐ Ingredients and equipment to prepare a selection of healthy snacks
- ☐ MyPlate poster, optional

**Handouts:**

- ☐ Snack Smart, pages 56–57
- ☐ Delicious Dips & Spreads, page 48
- ☐ Super Snackers, page 58

**TIPS:**

- If you do not have a MyPlate poster displayed, you may need to do a quick review of the food groups with participants before you begin this activity.
- Depending on the time you have available and the level of your group, ask participants to comment on why the ingredients in each recipe or on the Super Snackers handout are smart choices. Point out the use of healthier ingredients like low-fat cheese or yogurt, whole grain crackers, and fruits and vegetables.

## In Advance

1. Choose a selection of no-cook or low-prep snacks from the **Snack Smart handout**, the **Delicious Dips & Spreads handout**, or the Recipes section of this guide. Choose snacks that include foods from at least two food groups.
2. Secure needed ingredients and equipment.
3. Set up stations around the demo area, with a different snack recipe to be prepared at each station. Place ingredients and equipment needed for the recipe being made at each station.
4. If using a MyPlate poster, display where participants can see it.
5. Make copies of the **Super Snackers handout**.

## With Participants

1. Ask participants what they typically choose for a snack. Have them identify the food groups included in the snacks they named. If using the MyPlate poster, refer to it as needed.
2. Explain that a balanced snack includes foods from at least two food groups. Divide participants into groups. Pass out a copy of the **Super Snackers handout** to each group. Ask groups to come up with at least three balanced snacks they could create using the ideas on the handout or by suggesting their own ideas.
3. Give groups two to three minutes to work together. Next, call on each group to report the tastiest snack idea they came up with. Congratulate participants on their ideas. Explain that today they are going to practice making their own balanced, healthy snacks.
4. Explain how the snacks at each station will be prepared. Assign groups to a starting station. Ask them to make enough snacks for each participant to sample.
5. When participants are finished, have them rotate to the next station and try the snack made by the previous group. Let them rotate through all stations until they have sampled all the snacks. When the activity is finished, ask questions like: Which snacks were your favorites? Why? Which would you like to make at home? Encourage participants to try making balanced, healthy snacks at home.

**TIPS:**

- Be sure you have enough assistants on hand. Determine in advance who will be placed at each station. If stations are not possible, choose two to three snacks for the entire group to prepare together.
- Make copies of the Snack Smart handout and the Delicious Dips & Spreads handout for participants to take home.
- If time permits, have each group practice making the snack at each station, rather than just sample the snacks the other groups have already prepared.

# Your Veggies, Your Way

**Estimated Time:** 30 minutes

**Suggested Audiences:**
Kids and Families

**Materials:**

- ☐ Large pot
- ☐ Mixing spoon
- ☐ Vegetable peeler
- ☐ Sharp knife
- ☐ Colander
- ☐ 5 small bowls
- ☐ 5 index cards
- ☐ Stickers
- ☐ Plates, napkins, and forks, one for each participant
- ☐ 2 medium carrots per participant
- ☐ Fresh herbs of 5 different types (e.g., basil, cilantro, mint, rosemary, parsley, etc.)
- ☐ Canola oil
- ☐ Salt

## In Advance

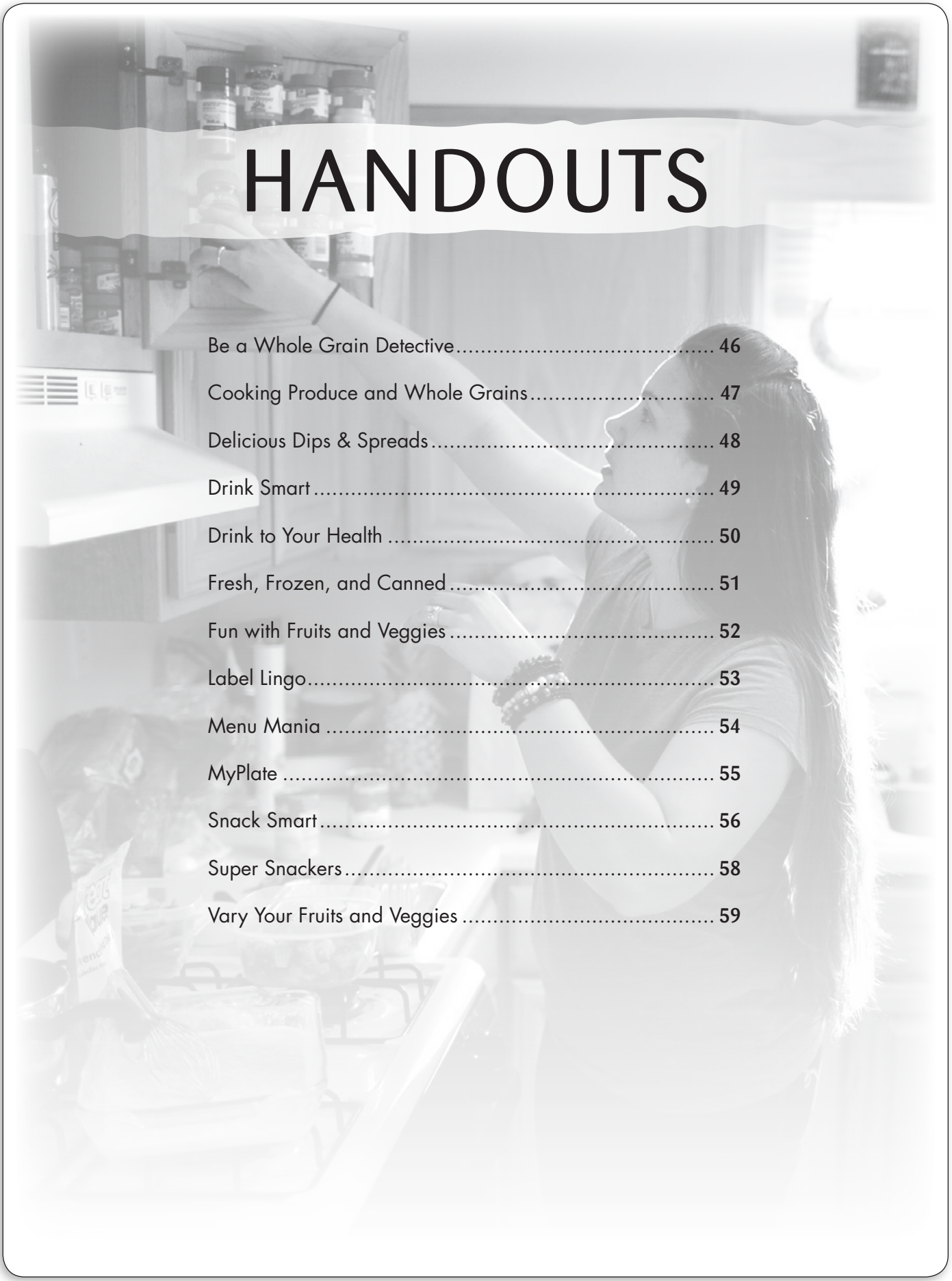
1. Bring a pot of water to boil. Rinse, peel, and slice carrots.
2. On each of the five index cards, write the name of one of the five herbs you chose for this activity.
3. When the water is boiling, add carrot slices to the pot. Cook to desired tenderness.
4. Drain and add a small amount of canola oil and a dash of salt to the pot. Stir well to coat all the carrots.

## With Participants

1. Pass out sprigs of the fresh herbs. Have participants pluck and chop the leaves. Instruct them to place each chopped herb in a separate bowl.
2. In front of each bowl, place the index card with the name of the herb in that bowl.
3. Distribute the carrots among the herb bowls, reserving just enough carrots for participants to have another taste of their favorites at the end. Stir the carrots so they are coated evenly with the herbs.
4. Place a small amount of each variation of the seasoned carrots on plates and distribute to participants. Invite them to taste each flavor. Ask them to indicate their preferred flavor by placing a sticker on the index card in front of the herb they liked best.
5. Provide everyone with another taste of the "most popular" flavors. Suggest other veggies that they could flavor at home in the same way, such as zucchini, squash, corn, or sweet potatoes. Encourage participants to experiment with trying new flavors at home.

**TIPS:**

- Other veggies such as broccoli, zucchini, corn, lima and other beans, or tomatoes can work well with this activity too.
- Use 1 Tablespoon of minced fresh herbs for every 2 cups of carrots. If using dried herbs, use only 1 teaspoon for every 2 cups of carrots. Dried herbs should be added directly to the pot with oil and salt to soften before serving.
- If holding this activity with kids, assist them as needed. Have them tear instead of chop leaves. If the audience is families, have parents assist their kids.
- If time is running short, have participants spend just a few minutes plucking and tearing leaves. Have enough of the herbs already chopped to use to flavor the carrots.



# HANDOUTS

# Be a Whole Grain Detective

Search out tasty whole grains using these clues.

## A good detective always knows to check the food label…

The first ingredient should always be a whole grain. You may see:

- Whole [name of grain, like wheat, rye, or oats]
- Whole grain [name of grain, like barley, flour, or cornmeal]
- Bulgur
- Buckwheat
- Millet
- Oatmeal
- Quinoa
- Brown rice
- Wheatberries


## …and is never fooled by fakes!

- **Don't be fooled by the other ingredients!** Any whole grains listed after the first ingredient may be only a very small part of the product.
- **Don't be fooled by the name!** Just because it says "wheat" or "multigrain" in the name doesn't mean it's a whole grain.
- **Don't be fooled by the color!** Just because it's brown doesn't mean it's a whole grain.

# Cooking Produce and Whole Grains

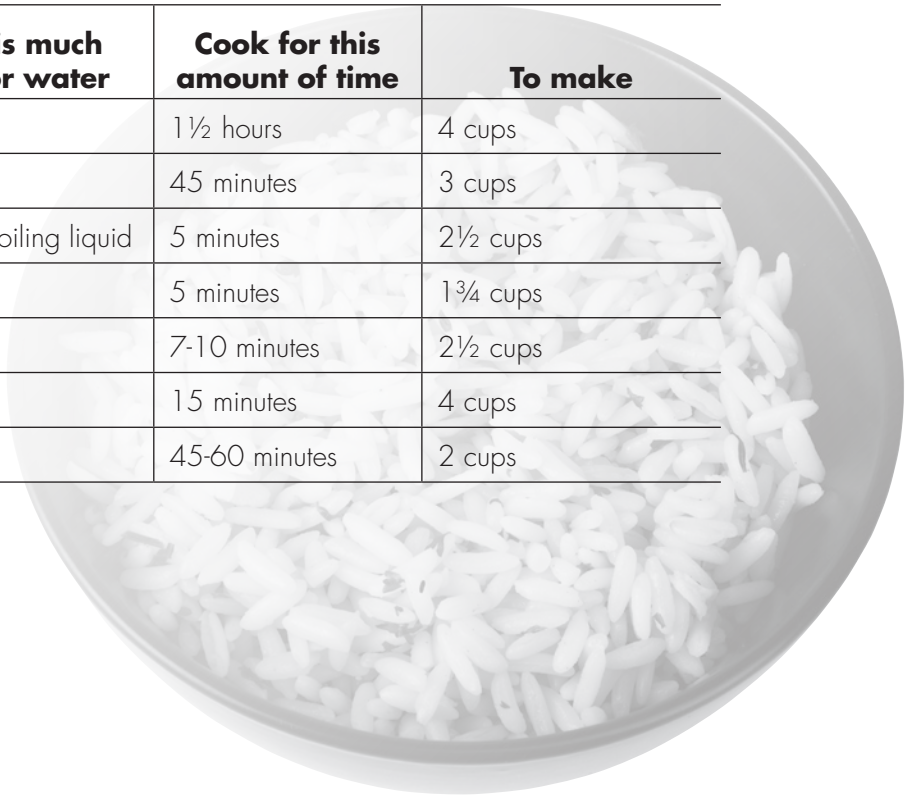
## It's easy to eat more veggies and whole grains when you know how to cook them.

Try out different ways to cook veggies. Decide which work best for you!

| Microwave | Stove Top | Oven |
|---|---|---|
| • Cut food into pieces that are about the same size.<br>• Place in a microwave-safe dish with a lid. Or, cover with plastic wrap and vent.<br>• Add a small amount of water before covering.<br>• Cook until tender, about 4-6 minutes. | • Cut food into pieces that are about the same size. Add to pot.<br>• Fill pot with 1½ inches of water.<br>• Simmer until tender. | • Preheat the oven to 350°F.<br>• Cut food into pieces that are about the same size.<br>• Coat a baking sheet with nonstick cooking spray. Spread out veggies in a single layer.<br>• Bake for 20 minutes, or until food begins to brown at the edges. |

Whole grains cook differently than refined grains. Use this chart as a guide.

| To cook 1 cup of a whole grain ... | Use this much broth or water | Cook for this amount of time | To make |
|---|---|---|---|
| Whole barley | 3 cups | 1½ hours | 4 cups |
| Brown rice | 2 cups | 45 minutes | 3 cups |
| Whole wheat couscous | 1½ cups boiling liquid | 5 minutes | 2½ cups |
| Quick oats | 3 cups | 5 minutes | 1¾ cups |
| Whole wheat pasta | 4 cups | 7-10 minutes | 2½ cups |
| Quinoa (rinse well) | 2 cups | 15 minutes | 4 cups |
| Wild rice | 3 cups | 45-60 minutes | 2 cups |



# Delicious Dips & Spreads

## Pair your favorite fruits, veggies, and whole grains with easy-to-make dips.

*If you do not have a blender, use a fork to mash more solid ingredients. Then, blend with other ingredients using a mixing spoon.*

### Bean Dip

- Using a blender, mix 1 (15½-ounce) can beans (cannellini, chickpeas, black beans, etc.) rinsed and drained, 1 minced garlic clove, ¼ cup water, 1 Tablespoon canola oil, ½ teaspoon salt, ½ teaspoon ground black pepper.
- For extra kick, add ¼ cup salsa. For a thicker dip, add ¼ cup low-fat yogurt. For a different flavor, add ¼ cup of your favorite rinsed and minced fresh herbs.
- Serve with cut-up fresh veggies, with whole wheat pita wedges or crackers, or as a sandwich spread.

### Honey Mustard Dip

- Mix ½ cup plain nonfat yogurt, 1 Tablespoon mustard, and 1 Tablespoon honey.
- Serve with baked chicken fingers or soft whole grain pretzels.

### Vegetable Dip

- Mix ½ cup nonfat plain yogurt, ½ cup reduced-fat mayonnaise, and 1 Tablespoon salt-free seasoning blend (or use ½ teaspoon each of dried chives and parsley, ¼ teaspoon each of garlic and onion powder, and ⅛ teaspoon each of salt and pepper). Use low-fat sour cream in place of mayonnaise if you like.
- Serve with cut-up fresh veggies. Or, use as a topping for quesadillas, tacos, or chili.

### Pumpkin Dip

- Using a blender, mix 1 (15-ounce) can pumpkin puree, 1 cup low-fat cream cheese (softened), ¼ cup powdered sugar, 1 teaspoon ground cinnamon, and ⅛ teaspoon ground nutmeg.
- Serve with whole wheat graham crackers or apple wedges. Or, use as a spread on whole wheat toast or bread.

### Ricotta Fruit Dip

- Mix 8 ounces low-fat ricotta cheese, ½ cup nonfat vanilla yogurt, 3 Tablespoons of your favorite fruit preserves or jam, and ½ teaspoon ground cinnamon.
- Serve with cut-up fresh fruit or whole wheat crackers. Or, use as a spread on whole wheat toast, bread, or pancakes.

### Fruit Yogurt Dip

- Using a blender, mix 1 cup low-fat cream cheese (softened), ½ cup nonfat vanilla yogurt, ½ cup fruit puree — such as crushed pineapple, berries, or mashed banana — 1 teaspoon honey, and ¼ teaspoon ground cinnamon.
- Serve with cut-up fresh fruits. Try apples, bananas, grapes, or strawberries.

# Drink Smart

## Make smart choices to quench your thirst.

**Instead of sodas ...**

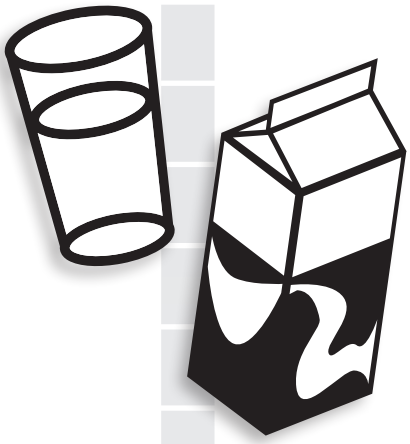
- **Make your own fruit sodas**
  - Fill a pitcher or glass, half with 100% fruit juice and half with seltzer water.
  - Cut a lime in half. Remove seeds. Squeeze the juice into your drink.
  - Stir together and enjoy!

**Instead of fruit-flavored or sports drinks ...**

- **Drink 100% juice**
- **Drink water**
- **Make your own fruit smoothies** **(page 68)**
- **Make your own flavored water**
  - Cut up fruit slices, like lemons, limes, oranges, watermelon, or cucumbers.
  - Pour a pitcher or glass of ice water. Add fruit slices and stir.
  - For a different flavor, add chopped fresh herbs like mint or rosemary to your water.

# Drink to Your Health

Drink smart to play hard!



## Drink Water and Milk Often

Water and milk have fewer calories and are better for our health.

**Water**

- Choose tap water over bottled water. It's safe and it's free.
- Add flavor to water by mixing in fresh fruit slices or mint leaves.

**Milk**

- Choose low-fat (1% or skim) milk. It has the same amount of calcium as regular milk, but less saturated fat and fewer calories.

## Drink 100% Juice Sometimes

Juice can provide important nutrients but is high in sugar and calories.

**100% Fruit Juice**

- Check the label to be sure it's 100% juice.
- Cut the sugar in half. Mix with sparkling water to make "fruit sodas."
- Choose whole fruits instead of juice when you can.

## Limit or Avoid Sugary Drinks

Sugary drinks are packed with calories. They don't give you the nutrients you need.

| Instead Of... | Try This |
|---|---|
| Soft Drinks | Combine 100% juice and seltzer water to make your own healthy sodas with less sugar and fewer calories. |
| Fruit-Flavored Drinks | Choose 100% juice. Or, flavor tap water with fresh fruit slices or mint leaves. |
| Sports or Energy Drinks | Replace the fluids you lose being active with water. |

# Fresh, Frozen, and Canned

## Enjoy fruits and vegetables in all their forms.

There is not a "best" form of fruits and vegetables. Each has its pros and cons:

| | Pros | Cons | Try These Tips |
|---|---|---|---|
| **Fresh** | • Greater variety<br>• Able to touch, smell, and see before buying<br>• Can cost less when purchased in season | • Must be used quickly before going bad<br>• Need to learn about ripeness and storage<br>• Can cost more if not in season | • Purchase fresh produce when in season to save money.<br>• Ask the produce clerk how to select or store unfamiliar produce.<br>• Purchase enough for 1 week, or the amount of time before you will shop again.<br>• See tips for using up fresh produce before it goes bad.* |
| **Frozen** | • Frozen at peak freshness<br>• Can cost less compared to out-of-season produce<br>• Long shelf life (up to 6 months)<br>• Little preparation required<br>• Available year-round | • May have added sodium, added sugar, and/or saturated fat<br>• Texture changes with freezing | • Choose frozen fruits or vegetables with no sodium, sugar, or saturated fat added.<br>• Store at 0°F or lower to prevent nutrient loss. |
| **Canned** | • Canned at peak freshness<br>• Can cost less compared to out-of-season produce<br>• Long shelf life (2–4 years)<br>• Little preparation required<br>• Available year-round | • May have added sodium, sugar, and/or saturated fat<br>• Texture changes with canning | • Choose canned vegetables low in sodium and fat.<br>• Choose fruit canned in juice.<br>• Rinse off canned vegetables before using to reduce sodium. |

*Use up fresh fruits and vegetables before they go bad:

- Combine fruits in a fruit salad. Or, cook a tasty fruit dessert.
- Top cereal with sliced fruit.
- Chop and store fresh fruits in freezer. Use for smoothies (page 68).
- Use overripe produce in muffins, breads, or to top pancakes.
- Add vegetables to soups, stews, casseroles, pastas, sauces, or omelettes.
- Combine vegetables and a little salad dressing for a side dish or snack.

# Fun with Fruits and Veggies

Offer fruits and vegetables at each meal in ways that are fun for kids.

## Let kids play with their food.

- Ask kids to describe the shapes of fruits and veggies.
- Make faces on bread or bagel halves. Spread cream cheese or peanut butter. Use fruits and veggies to make eyes, eyebrows, nose, cheeks, and a smile.
- Let them hold, touch, smell, or just look at foods to explore them — even if they don't eat them.

## Talk about all the colors.

- Help kids learn their colors by telling you which ones are on their plate.
- Make a wall chart. Let kids put a sticker by each color they eat that day.
- Connect colors to things kids know. Relate red tomatoes to a red toy they like or to Spiderman's red cape.

## Add new flavors.

- Add a small amount of canola oil, a dab of syrup, and some salt and pepper to sweeten cooked veggies.
- Serve raw or lightly steamed veggies with a healthy dip recipe (page 48).

## Try different cooking methods.

- Kids often don't like the mushy look or taste of overcooked vegetables. Lightly steam or sauté veggies just until tender.
- Use fruit in a Fruit Salad (page 67) or Yogurt Parfait (page 78). Try mashing, steaming, baking, or broiling veggies.

## Make a game out of trying new things.

- Have kids taste-test vegetables seasoned with different flavors. Let them vote for the one they like most.
- Make up silly songs about a new fruit or vegetable. Have kids sing them as you show them the new food.

# Reading Food Labels

Use the label to guide your food choices.

Watch out!
The amounts on the label are based on just one serving. Ask yourself, "How many servings am I eating?"

You may see lots of words on the front of the package that make you think a food is healthy, like "good source of Vitamin D" or "low fat." Always check the Nutrition Facts panel to be sure you get the whole story.

Calories tell you how much energy you get from one serving. Make sure calories fit within your energy needs for the day.

Aim low on "unhealthy fats." When comparing foods, look for less saturated fat and no trans fat.

When comparing foods, look for less sodium.

When comparing foods, look for more fiber and less sugar.

The %DV tells you if a food is high or low in a certain nutrient. 20% or more is high, 5% or less is low.

## Nutrition Facts

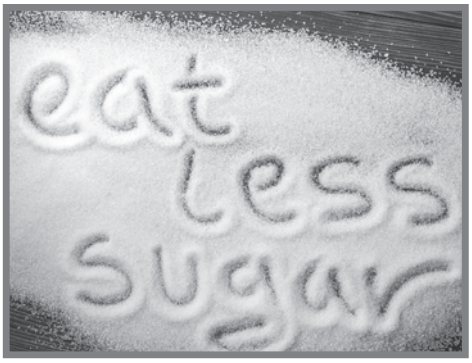
Serving Size 1 1/4 cups (322g)
Servings per Package 6

| Amount Per Serving | |
|---|---|
| **Calories** 230 | Calories from Fat 40 |
| | **% Daily Value*** |
| **Total Fat** 4.5g | **7%** |
| Saturated Fat 0.5g | **3%** |
| Trans Fat 0g | |
| **Cholesterol** 15mg | **5%** |
| **Sodium** 440mg | **18%** |
| **Total Carbohydrate** 41g | **14%** |
| Dietary Fiber 9g | **36%** |
| Sugars 5g | |
| **Protein** 9g | |
| Vitamin A 20% • | Vitamin C 80% |
| Calcium 8% • | Iron 15% |

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

# Cut Back on Added Sugar

## Less added sugar means more room for healthy foods!




### Be a sugar detective.

Added sugar is added by the manufacturer during processing. Check the ingredient list. If these names for added sugars are on the list, it means the food or drink has added sugar.

- Brown sugar
- Corn sweetener
- Corn syrup
- Dextrose
- Fructose
- Glucose
- High-fructose corn syrup
- Honey
- Invert sugar
- Lactose
- Malt syrup
- Maltose
- Molasses
- Raw sugar
- Sucrose
- Trehalose
- Turbinado sugar

You may see **Sugars** on the Nutrition Facts label.

**Nutrition Facts**

Serving Size 1 1/4 cups (322g)
Servings per Package 6

| Amount Per Serving | |
|---|---|
| **Calories** 230 | Calories from Fat 40 |
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| **Total Fat** 4.5g | **7%** |
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| Dietary Fiber 9g | **36%** |
| Sugars 9g | |
| **Protein** 9g | |
| Vitamin A 20% • | Vitamin C 80% |
| Calcium 8% • | Iron 15% |

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

### Compare Labels

Sugars includes both added sugars and natural sugars. Healthy foods like fruit, 100% juice, plain milk and yogurt, and vegetables contain sugar naturally. These are not added sugars.

You can compare the amount of sugars on the label for two similar products (like two brands of strawberry yogurt). If the products have similar ingredients, the brand lower in sugars probably has less added sugar.

Continued >

## Add less sugar to what you eat and drink.

Leave it out or limit how much sugar, honey, and syrup you put on foods and in drinks.

## Try healthier swaps for foods high in added sugar.

| Watch out for added sugars in these foods: | Try these instead: |
|---|---|
| Desserts (like candy, cookies, cake, and ice cream) | Fruit-based desserts with less added sugar like Fruit Tarts on page 155 or Banana Crumble on page 153. For a more low-key, weeknight dessert, serve fresh, frozen, or canned fruit, or try Fruit Salad on page 93. |
| Sugary cereal or flavored yogurt | Add fruit to unsweetened cereal or plain yogurt. Try Yogurt Parfaits on page 119. |
| Drinks with added sugar (like soda, energy drinks, sports drinks, fruit drinks, sweetened coffee or tea, and chocolate milk) | Water, unflavored low-fat or fat-free milk, or small portions of 100% juice. Try mixing seltzer water with 100% juice or flavoring tap water with fruit slices and herbs. |
| Fruit canned in syrup or sweetened applesauce | Fruit canned in 100% juice or no sugar added applesauce. Or, try making your own applesauce with fresh apples, water, and a little cinnamon. |
| Jams, syrups, and sweet toppings | Instead of pancakes with syrup, try Orange Oatmeal Pancakes on page 116 and skip the syrup or just use a little. Instead of peanut butter and jelly, try peanut butter with apples or bananas. |
| Convenience and prepackaged foods like pizza, pasta sauce, bottled salad dressing, and crackers | Make your own pizza, pasta sauce, and salad dressing using the recipe for pizza on page 141, pasta sauce on page 142, and salad dressings on page 77. Look for whole grain crackers with no added sugar. |

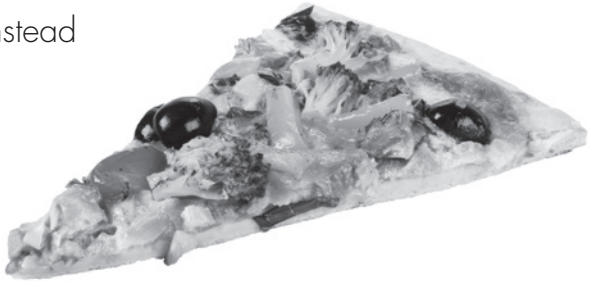


# Menu Mania

Order smart when you're out to eat.

## Look for fruits, vegetables, and whole grains on the menu.

- Choose a salad with dressing on the side for your main meal.
- Add vegetables to your pizza.
- Order a small side salad, baby carrots, or a fruit cup instead of fries.
- Ask for whole wheat bread or brown rice.
- Order low-fat yogurt with fruit instead of a milkshake.



## Choose healthy drinks.

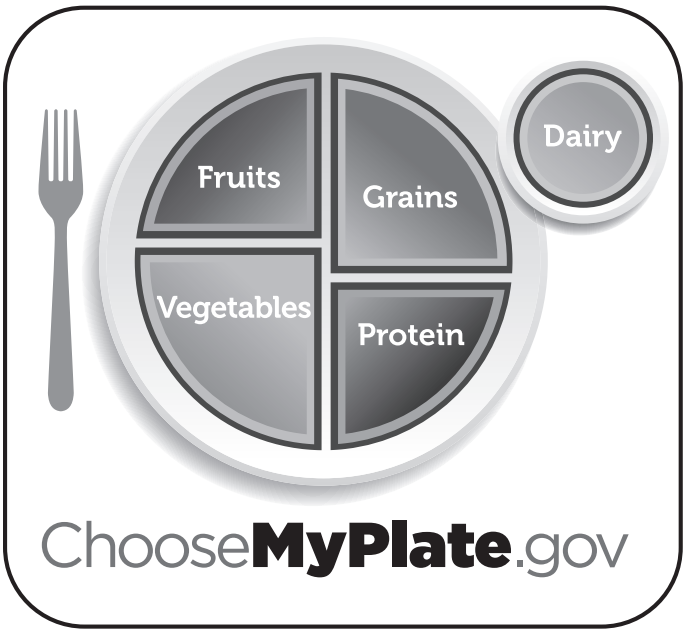
- Order low-fat milk, water, or 100% juice instead of sugary drinks.

## Watch your portions.

- Choose a single instead of double- or triple-decker burgers.
- Order a small if you choose fries or a sugary drink.
- Split larger meals with a family member or friend.

# MyPlate

## Find your healthy eating style.




### Vegetables
Vary your veggies.

Make half your plate fruits and veggies.

Color your plate! Fill it with dark green (like broccoli or spinach), orange (like carrots or sweet potatoes), and other colorful veggies.

### Fruits
Focus on fruits.

Make half your plate fruits and veggies.

Color your plate! Fill it with red, yellow, orange, blue, and purple fruits.

Whole fruits are a better choice than juice.

### Grains
Make at least half your grains whole.

Start smart with breakfast. Look for whole grain cereals.

Just because bread is brown doesn't mean it's whole grain. Check the ingredients list to be sure the first word is "whole."

### Protein
Go lean with protein.

Eat lean or low-fat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled — not fried.

Mix it up! Beans, peas, nuts, seeds, tofu and eggs are all great sources of protein, too.

### Dairy
Get your calcium-rich foods.

Look at the carton or package to make sure your milk, yogurt, or cheese is fat-free or low-fat (1%).

Calcium builds strong bones. If you can't have milk products, choose other calcium sources like fortified soy milk.

# Snack Smart

## Instead of fruit-flavored snacks ...

### ✦ Make Fruit Salad

- Wash and peel a variety of colorful fruits.
- Cut fruits into bite-size pieces. Combine in a large bowl.
- Cut a lime in half. Squeeze the juice over the fruit.
- Drizzle a Tablespoon of honey if you like.
- Stir ingredients to combine and enjoy!

## Instead of snack or energy bars ...

### ✦ Make Banana Crunch

- Mash a large, ripe banana in a bowl.
- Add ¼ cup of granola.
- Add a dash of cinnamon.
- Mix ingredients together.
- Spread mixture onto whole wheat wafers or graham crackers and enjoy!

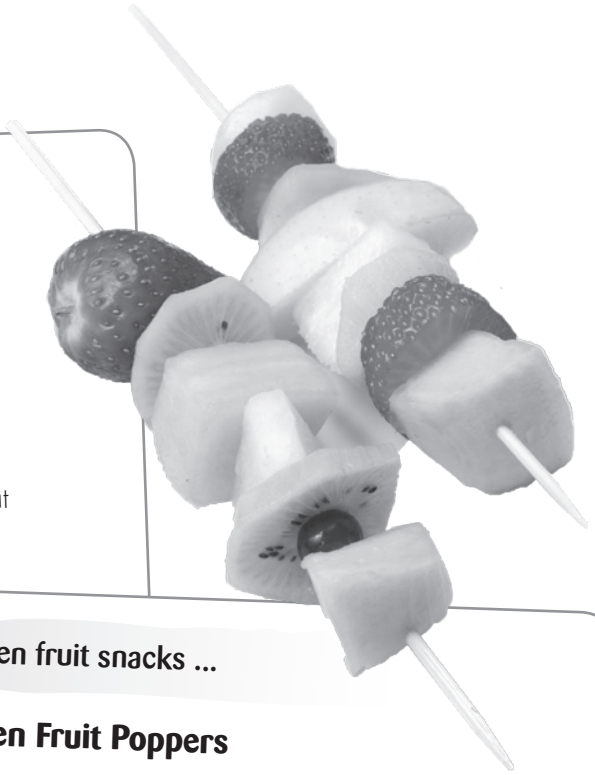
### ✦ Make Avocado Crunch

- Mash a ripe avocado in a bowl.
- Add juice from half a lemon, 2 teaspoons of sunflower seeds, and a pinch of salt.
- Spread over whole wheat crackers. Or, eat with vegetable slices.

## Instead of peanut butter crackers ...

### ✦ Make Peanut Butter Sticks

- Wash and cut celery into short sticks.
- Spread a thin layer of peanut butter onto celery sticks.
- Top peanut butter with raisins and enjoy!



## Instead of cheesy crackers ...

### ✶ Make Fruit and Cheese Kabobs

- Cut block cheese into small cubes.
- Wash, peel, and cut a variety of colorful fruits into bite-size pieces.
- Slide food onto coffee stirrer "skewers" or whole wheat pretzel sticks. Switch between fruit and cheese pieces.

### ✶ Make Cucumber Sammies

- Cut cucumbers into thin slices.
- Top half of the slices with small pieces of turkey and cheese.
- Cover each one with another cucumber slice.

## Instead of frozen fruit snacks ...

### ✶ Make Frozen Fruit Poppers

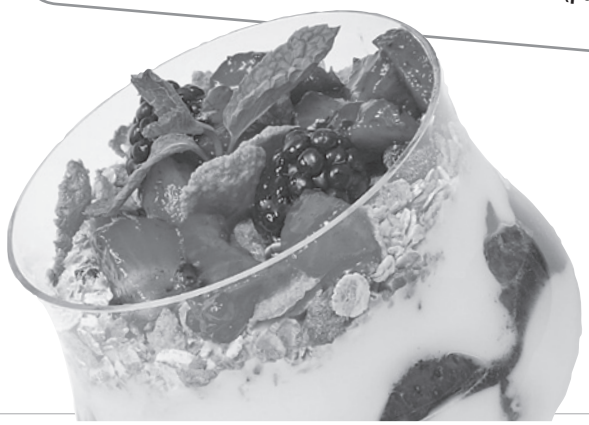
- Wash and peel a variety of colorful fruits.
- Cut fruits into bite-size pieces. Place in a freezer-safe plastic bag.
- Let freeze in the freezer. Pull out and enjoy!

### ✶ Make Fruit Pops

- In a blender, combine fresh or frozen fruit pieces, water, and a small amount of honey or sugar. Blend together.
- Pour mixture evenly into empty ice cube trays.
- Freeze until slushy, about 45 minutes. Stick a popsicle stick or toothpick into each cube. Place back in the freezer for 1 hour or until frozen.

## Instead of ice cream ...

### ✶ Make your own yogurt parfaits (page 78)



## Instead of potato chips or salty snacks ...

### ✶ Make your own trail mix (page 75)

# Super Snackers

## Power up with healthy snacks between meals.

- Make snacks using foods from at least two food groups.
- Go for the food groups you haven't eaten yet that day.
- Eat snacks 2-3 hours before meal time. Keep portions small.
- Check Nutrition Facts on the food package. Avoid snacks high in saturated fat, added sugar, or salt.
- Plan ahead so you always have healthy, tasty snacks on hand.

Draw a line between foods in each column to create healthy snacks. Connect foods from different food groups!

| | |
|---|---|
| Whole wheat crackers | Low-fat cheese |
| Low-fat yogurt | Peanut butter |
| Fresh fruit slices | Low-fat milk |
| Veggie sticks | Granola |
| Pretzels | Whole grain bagels |
| Raisins | Graham crackers |
| String cheese | Low-fat salad dressing |
| Turkey slices | Whole grain cereal |
| No-butter popcorn | Berries |

Our other healthy snack ideas:

_____

_____

_____

# Vary Your Fruits and Veggies

## Choose fresh, frozen, and canned produce to meet your daily goals.

### Choose from all the color groups. Check out what each color can do for you.

#### Red

- Improved memory
- A healthy heart
- Lower risk for some cancers

#### Orange/Yellow

- Sharp vision
- A healthy heart
- Strength to fight off colds and illness
- Lower risk for some cancers

#### White

- A healthy heart

#### Green

- Sharp vision
- Strong bones and teeth
- Lower risk for some cancers

#### Blue/Purple

- Good memory
- Healthy aging
- Lower risk for some cancers

### Eat different parts of the plant that appeal to your tastes.

#### Seeds

Lima beans, pinto beans, pumpkin seeds, black beans, peas, dry split peas, corn

#### Roots

Beets, onions, carrots, parsnips, potatoes, radishes, rutabaga, sweet potatoes, jicama

#### Stems

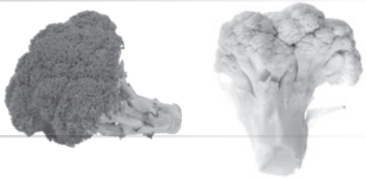
Asparagus, bamboo shoots, bok choy, broccoli, celery, rhubarb

#### Leaves

Brussels sprouts, parsley, cabbage, spinach, collards, turnip greens, kale, chard, lettuce, endive, watercress

#### Flowers

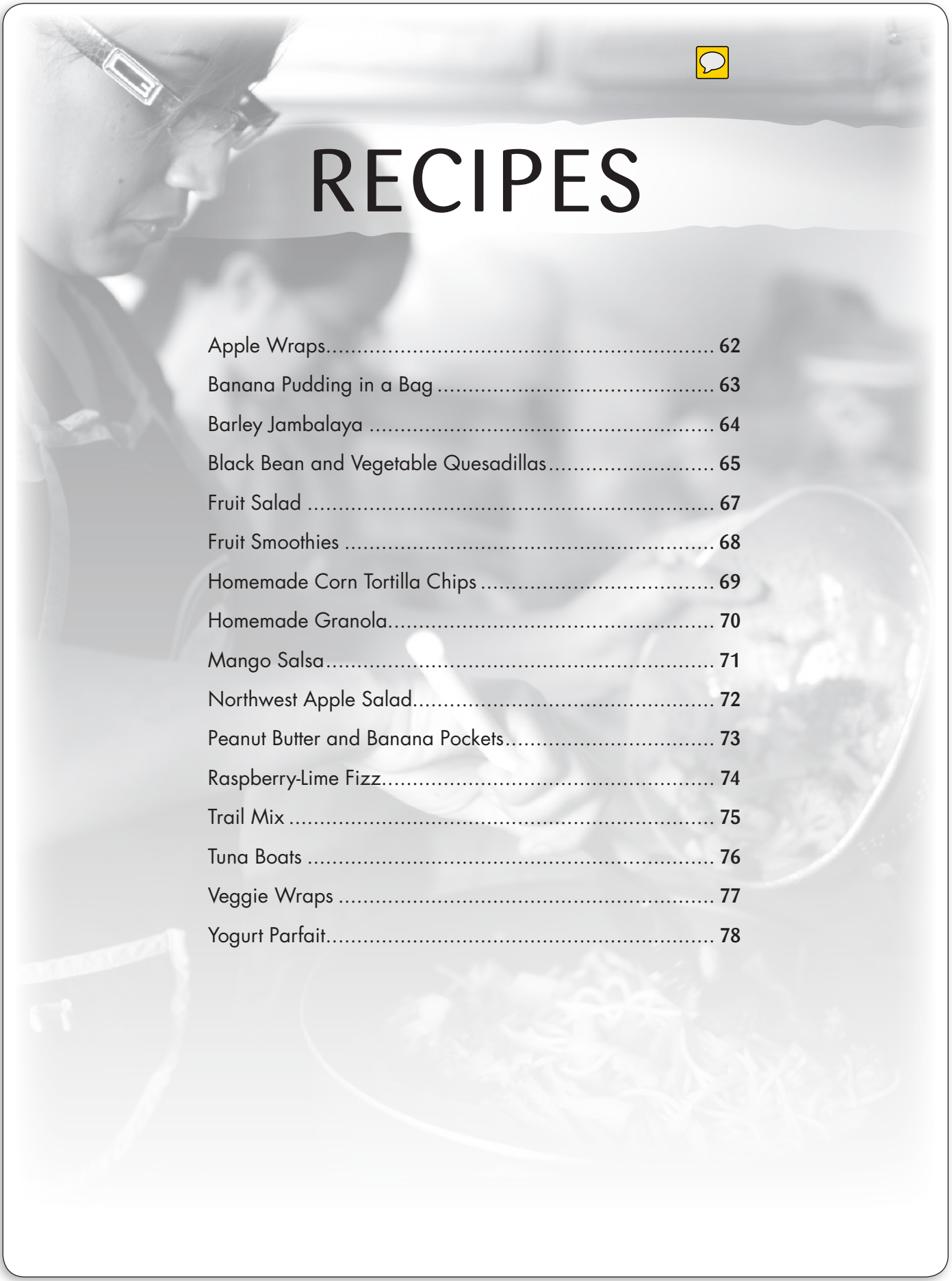
Broccoli, cauliflower



#### Fruit

Apples, avocados, grapes, cucumbers, bananas, pumpkins, bell peppers, dates, grapefruit, berries, eggplant, plums, melons, oranges, strawberries, tomatoes

# Notes



# RECIPES

# Apple Wraps

Virginia Cooperative Extension

*Serves 4, ½ wrap per serving • Prep time: 15 minutes • Cook time: None*

## Ingredients

1 large apple
2 medium, ripe bananas
2 Tablespoons peanut butter
2 (8-inch) whole wheat tortillas

## Materials

Cutting board • Measuring spoons • Medium bowl • Sharp knife

## Directions

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

1. Rinse and cut apple in half, lengthwise. Remove any stems. Cut out center core that contains the seeds. Do not peel.
2. Lay apple halves flat side down. Cut into ¼-inch thick slices. Cut slices into small cubes.
3. Peel bananas. In a medium bowl, use your fingers to break bananas into pieces. Use your fingers or a fork to mash pieces until creamy and smooth.
4. Add peanut butter to mashed banana. Stir well to blend.
5. Spread peanut butter mixture over one side of each tortilla.
6. Sprinkle diced apple over peanut butter. Tightly roll each tortilla. Cut each wrap in half.
7. Chill in refrigerator until ready to serve, up to 24 hours.

## Nutrition Facts

Serving Size 1/2 wrap (147g)
Servings per Recipe 4

| Amount Per Serving | |
|---|---|
| **Calories** 190 | Calories from Fat 50 |
| | **% Daily Value*** |
| **Total Fat** 5g | **8%** |
| Saturated Fat 1g | **5%** |
| Trans Fat 0g | |
| **Cholesterol** 0mg | **0%** |
| **Sodium** 210mg | **9%** |
| **Total Carbohydrate** 35g | **12%** |
| Dietary Fiber 5g | **20%** |
| Sugars 15g | |
| **Protein** 5g | |
| Vitamin A 2% • | Vitamin C 15% |
| Calcium 8% • | 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.

# Banana Pudding in a Bag

Virginia Cooperative Extension

*Serves 4, ½ cup per serving • Prep time: 10 minutes • Cook time: None*

## Ingredients

½ cup low-fat granola
3 medium bananas
½ cup applesauce, unsweetened
½ cup nonfat vanilla yogurt

## Materials

Large zip-top plastic bag • Measuring cups

## Directions

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

1. In a large zip-top plastic bag, add granola. Squeeze any air out of bag and seal. Lightly crush granola using a can or the bottom of a measuring cup.
2. Peel bananas. Use your fingers to break them up into the bag of crushed granola.
3. Add applesauce and yogurt to banana mixture in bag.
4. Press out any extra air before sealing bag again.
5. Use your fingers to squish and mash ingredients together until well blended.
6. Chill pudding inside sealed bag in the refrigerator until ready to serve.

## Chef's Notes

- Make your own granola! Use the recipe on page 70.

## Nutrition Facts

Serving Size 1/2 cup per serving (160g)
Servings per Recipe 4

| Amount Per Serving | |
|---|---|
| **Calories** 160 | Calories from Fat 10 |
| | % Daily Value* |
| **Total Fat** 1g | **2**% |
| Saturated Fat 0g | **0**% |
| Trans Fat 0g | |
| **Cholesterol** 0mg | **0**% |
| **Sodium** 25mg | **1**% |
| **Total Carbohydrate** 38g | **13**% |
| Dietary Fiber 4g | **16**% |
| Sugars 20g | |
| **Protein** 4g | |
| Vitamin A 2% • | Vitamin C 15% |
| Calcium 6% • | Iron 4% |

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

# Barley Jambalaya

Chef Sarah McKay • Detroit, Mich.

*Serves 6, 1¼ cups per serving • Prep time: 25 minutes • Cook time: 1 hour*

## Ingredients

- 1 cup instant pearl barley
- 4 cups water
- 2 whole bay leaves
- 3 medium onions
- 2 medium celery stalks
- 1 medium green, red, yellow, or orange bell pepper
- 2 medium cloves garlic
- 1 Tablespoon canola oil
- 4 ounces ground turkey
- 2 (14½-ounce) cans diced tomatoes, no salt added
- 1 teaspoon salt
- ½ teaspoon ground cayenne pepper
- 1½ teaspoons dried oregano
- 1 teaspoon ground black pepper

## Materials

Can opener • Colander • Cutting board • Large pot with lid • Measuring cups • Measuring spoons • Medium pot with lid • Mixing spoon • Sharp knife

## Directions

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

### In Advance

1. In a colander, rinse barley under cold water.
2. In a medium pot over high heat, bring barley, water, and bay leaves to a boil. Reduce heat to low and cover. Cook barley until tender and water is absorbed, about 20–30 minutes.
3. In a colander, drain barley. Set aside.

### Preparation

4. Peel, rinse, and dice onions. Rinse and dice celery and pepper. Peel and mince garlic.
5. In a large pot over medium-high heat, heat oil.
6. Add onions, celery, pepper, and garlic to pot. Mix well. Cook until veggies are soft, about 5 minutes.
7. Add ground turkey. Cook until turkey is cooked through, about 5 minutes more.
8. Add tomatoes and their juices. Bring to a simmer.
9. Add spices. Stir to combine. Cover and reduce heat. Cook at a low simmer for 15 minutes.
10. Add cooked barley to the mixture. Stir to combine. Add more water or broth, if needed. Cook over low heat to blend flavors, about 5–10 minutes more.
11. Remove bay leaves and serve.

## Chef's Notes

- To save time, cook barley up to 2 days in advance. Refrigerate until ready to use. Add to pot in step 10.
- If instant barley is not available, use regular pearl barley. Cook following package instructions, about 45 minutes.
- When doubling this recipe, do not double cayenne pepper unless you prefer a very spicy dish.
- Use turkey sausage or soy sausage instead of ground turkey, if desired. For a vegetarian option, use cooked or canned pinto or black beans, rinsed and drained, in place of meat.
- Use brown rice instead of barley, if you like. Cook rice following package instructions. Add cooked rice in place of barley in step 10.

## Nutrition Facts

Serving Size 1 1/4 cups (302g)
Servings per Recipe 6

| Amount Per Serving | |
|---|---|
| **Calories** 230 | Calories from Fat 40 |
| | **% Daily Value*** |
| **Total Fat** 4.5g | **7%** |
| Saturated Fat 0.5g | **3%** |
| Trans Fat 0g | |
| **Cholesterol** 15mg | **5%** |
| **Sodium** 440mg | **18%** |
| **Total Carbohydrate** 41g | **14%** |
| Dietary Fiber 9g | **36%** |
| Sugars 9g | |
| **Protein** 9g | |
| Vitamin A 20% • | Vitamin C 80% |
| Calcium 8% • | Iron 15% |

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

# Black Bean and Vegetable Quesadillas

Chef Deborah Kelly • Chicago, Ill.

*Serves 6, 1 folded quesadilla per serving • Prep time: 25 minutes • Cook time: 20 minutes*

## Ingredients

½ (15½-ounce) can black beans, no salt added
2 medium zucchini
1 bunch fresh spinach (about 4 cups)
1 ear fresh corn or 1 cup canned corn
4 ounces low-fat cheddar cheese
1 Tablespoon canola oil
Pinch ground cayenne pepper
1–2 teaspoons water
½ teaspoon ground black pepper
6 (8-inch) whole wheat flour tortillas
Non-stick cooking spray

*Optional Ingredients*

3 Tablespoons fresh parsley or cilantro

## Materials

Box grater • Can opener • Colander • Cutting board • Fork • Large skillet with lid • Measuring spoons • Medium bowl • Rubber spatula • Sharp knife

## Nutrition Facts

Serving Size 1 folded quesadilla (228g)
Servings per Recipe 6

| Amount Per Serving | |
|---|---|
| **Calories** 250 | Calories from Fat 60 |
| | **% Daily Value*** |
| **Total Fat** 6g | **9%** |
| Saturated Fat 1g | **5%** |
| Trans Fat 0g | |
| **Cholesterol** 5mg | **2%** |
| **Sodium** 500mg | **21%** |
| **Total Carbohydrate** 37g | **12%** |
| Dietary Fiber 7g | **28%** |
| Sugars 6g | |
| **Protein** 13g | |
| Vitamin A 80% • | Vitamin C 40% |
| Calcium 30% • | Iron 20% |

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

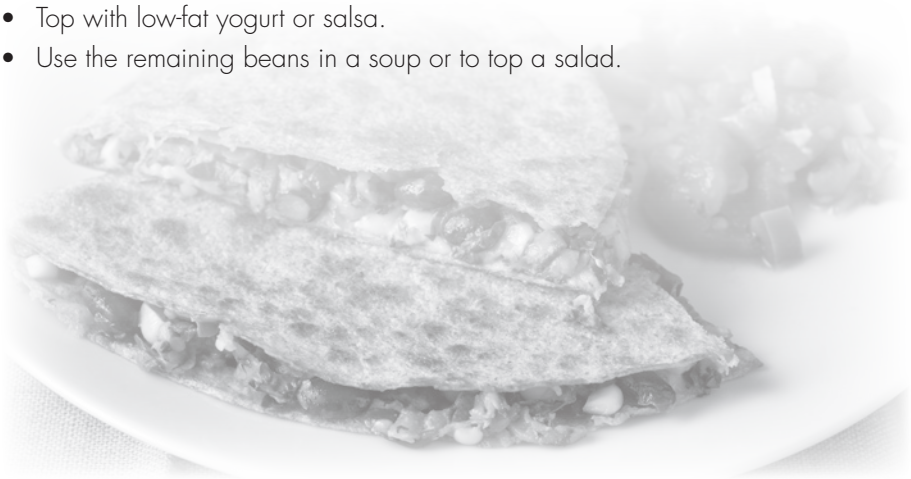
## Directions

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

1. In a colander, drain and rinse black beans.
2. Rinse zucchini. Cut into thin slices or shred with a grater.
3. Rinse and chop fresh spinach. If using fresh parsley or cilantro, rinse and chop now.
4. If using fresh corn, peel. Use a knife to cut corn kernels off of the cob. If using canned corn, drain.
5. Grate cheese.
6. In a large skillet over medium-high heat, heat oil. Add zucchini and cayenne pepper. Cook until zucchini is semi-soft, about 5 minutes.
7. Add corn and spinach. Cover and cook until tender, stirring a few times, about 5 minutes more. Remove from heat.
8. Add black beans to the veggie mixture. Stir to combine. Smash beans lightly with a fork. Add 1–2 teaspoons water to make a bean-and-veggie paste.
9. Season mixture with black pepper. If using parsley or cilantro, add now. Transfer mixture to medium bowl. Reserve skillet.
10. Spread vegetable mixture evenly on half of each tortilla. Sprinkle cheese on top. Fold tortillas over. Press lightly with spatula to flatten.
11. Spray skillet lightly with non-stick cooking spray. Heat over medium-high heat. 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.
12. Cut each quesadilla into 2 wedges. Serve while hot.

## Chef's Notes

- Add your favorite veggies to the filling. In place of zucchini and spinach, use up leftover cooked veggies like collards, squash, or bell peppers.
- To cut costs, use frozen spinach. Defrost, drain, and squeeze completely dry before adding.
- Top with low-fat yogurt or salsa.
- Use the remaining beans in a soup or to top a salad.



# Fruit Salad

*Serves 6, 1 cup per serving • Prep time: 15 minutes • Cook time: 5 minutes*

## Ingredients

2 cups frozen strawberries
1 cup frozen blueberries
1 cup frozen mango chunks
2 medium bananas
2 kiwis
1 (15-ounce) can pineapple chunks in juice
1 Tablespoon honey

*Optional Ingredients*
3 Tablespoons mint leaves
½ cup shredded, toasted coconut
½ cup slivered almonds

## Materials

Can opener • Cutting board • Large bowl • Measuring cups • Measuring spoons • Mixing spoon • Sharp knife • Small pot

## Directions

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

### In Advance

1. Thaw frozen fruit in the refrigerator until no longer hard, but still cool to the touch.

### Preparation

2. Peel and slice bananas and kiwis.
3. If using, rinse and chop mint leaves.
4. Drain canned pineapple, reserving juice.
5. In a large bowl, add bananas, kiwis, pineapple, and thawed fruit. Mix.
6. In a small pot over medium heat, add reserved pineapple juice and honey. Stir. Heat until honey melts into juice to form a sauce, about 5 minutes. Allow sauce to cool for 5–10 minutes.
7. Pour sauce over fruit salad. Mix to coat fruit. If using, mix in mint, coconut, and almonds.

## Chef's Notes

- Use any fruits you like. To cut costs, choose fruits in season or on sale. Choose frozen and canned fruit in juice and with no added sugar.
- To toast coconut: Heat oven to 300°F. Place coconut shreds on a baking sheet lined with aluminum foil. Bake for 5 minutes or until light brown.
- Try serving for breakfast. Use as a topping for oatmeal or plain, nonfat yogurt.
- Use leftover frozen fruit in Fruit Smoothies (page 68).

## Nutrition Facts

Serving Size 1 cup (245g)
Servings per Recipe 6

| Amount Per Serving | |
|---|---|
| **Calories** 150 | Calories from Fat 5 |
| | **% Daily Value*** |
| **Total Fat** 0.5g | **1%** |
| Saturated Fat 0g | **0%** |
| Trans Fat 0g | |
| **Cholesterol** 0mg | **0%** |
| **Sodium** 0mg | **0%** |
| **Total Carbohydrate** 39g | **13%** |
| Dietary Fiber 5g | **20%** |
| Sugars 29g | |
| **Protein** 1g | |
| Vitamin A 6% • | Vitamin C 110% |
| Calcium 2% • | Iron 4% |

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

# Fruit Smoothies

Chef Susan Goss • Chicago, Ill.

*Serves 2, 1 cup per serving • Prep time: 10 minutes • Cook time: None*

## Ingredients

1 medium banana
½ cup ice cubes
1 cup low-fat plain yogurt
½ cup 100% orange juice
4 frozen strawberries

*Optional Ingredients*
½ teaspoon ground cinnamon

## Materials

Measuring cups

*Special Materials*
Blender

## Directions

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

1. Peel banana. Place in blender.
2. Add remaining ingredients to the blender. If using cinnamon, add now.
3. Cover and blend until smooth.

## Chef's Notes

- Use any fresh or frozen fruit, such as peaches, blueberries, raspberries, or mangoes. Use fruits in season when you can.
- For a creamier smoothie, use nonfat, soy, or 1% milk instead of orange juice.
- Freeze slices of fruits that are about to go bad. Use these in your smoothies.
- If smoothie is too thick, add water or ice. If smoothie is too thin, add more fruit.
- If you don't have a blender, use a fork to mash the fruit. Whisk in the other ingredients. Serve over ice.

## Nutrition Facts

Serving Size 1 cup (299g)
Servings per Recipe 2

| Amount Per Serving | |
|---|---|
| **Calories** 150 | Calories from Fat 15 |
| | **% Daily Value*** |
| **Total Fat** 1.5g | **2%** |
| Saturated Fat 1g | **5%** |
| Trans Fat 0g | |
| **Cholesterol** 10mg | **3%** |
| **Sodium** 65mg | **3%** |
| **Total Carbohydrate** 30g | **10%** |
| Dietary Fiber 2g | **8%** |
| Sugars 19g | |
| **Protein** 6g | |
| Vitamin A 4% • | Vitamin C 50% |
| Calcium 15% • | Iron 2% |

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

# Homemade Corn Tortilla Chips

*Serves 12, 4 chips per serving • Prep time: 5 minutes • Cook time: 10 minutes*

## Ingredients

8 (6-inch) corn tortillas
Non-stick cooking spray

## Materials

Baking sheet • Cutting board • Sharp knife

## Directions

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

1. Preheat oven to 375°F.
2. Cut each corn tortilla into six triangles.
3. Coat a baking sheet with non-stick cooking spray.
4. Place tortilla slices on baking sheet. Lightly spray the chips with non-stick cooking spray to prevent burning.
5. Bake until golden brown and crispy, about 8–10 minutes.

## Chef's Notes

- Try whole wheat tortillas instead of corn tortillas.
- If serving chips with savory or salty foods, sprinkle with garlic powder before baking.
- For a sweet treat, sprinkle with cinnamon and sugar before baking.
- Try serving with salsa, hummus, bean dip, or chili.

## Nutrition Facts

Serving Size 4 chips (19g)
Servings per Recipe 12

| Amount Per Serving | |
|---|---|
| **Calories** 45 | Calories from Fat 5 |
| | **% Daily Value*** |
| **Total Fat** 0.5g | **1%** |
| Saturated Fat 0g | **0%** |
| Trans Fat 0g | |
| **Cholesterol** 0mg | **0%** |
| **Sodium** 25mg | **1%** |
| **Total Carbohydrate** 9g | **3%** |
| Dietary Fiber 1g | **4%** |
| Sugars 0g | |
| **Protein** 1g | |
| Vitamin A 0% • | Vitamin C 0% |
| Calcium 0% • | Iron 0% |

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

# Homemade Granola

Chef Joyce Roland • Seattle, Wash.

*Serves 9, ⅓ cup per serving • Prep time: 15 minutes • Cook time: 10–15 minutes*

## Ingredients

- 4 Tablespoons honey
- 2 Tablespoons canola oil
- ½ teaspoon ground cinnamon
- 2 cups old-fashioned rolled oats
- 4 Tablespoons sliced or chopped almonds
- Non-stick cooking spray
- ½ cup dried fruit (raisins, cranberries, apricots, dates, or prunes)

## Materials

Baking sheet • Fork • Large bowl • Measuring cups • Measuring spoons • Medium bowl

## Directions

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

1. Preheat oven to 350°F.
2. In a large bowl, add honey, oil, and cinnamon. Whisk with a fork.
3. Add oats and almonds. Stir until well-coated with honey mixture.
4. Coat a baking sheet with non-stick cooking spray. Spread oat mixture evenly onto sheet.
5. Bake until lightly browned, about 10–15 minutes. Stir every 5 minutes to cook evenly. Watch closely to be sure granola does not burn. Remove from oven. Let cool completely.
6. Transfer cooled granola to a medium bowl. Stir in dried fruit.

## Chef's Notes

- Make large batches. Granola can be stored at room temperature or in the refrigerator for up to 3 weeks.
- Add milk to granola and eat like cereal. Use it to top a fruit salad or nonfat plain yogurt. Or, pack single servings in a zip-top plastic bag. Eat on its own for a tasty afternoon snack.
- Use homemade granola in the Yogurt Parfait (page 78) recipe.
- Use leftover rolled oats to make oatmeal for breakfast.

## Nutrition Facts

Serving Size 1/3 cup (42g)
Servings per Recipe 9

| Amount Per Serving | |
|---|---|
| **Calories** 170 | Calories from Fat 50 |
| | **% Daily Value*** |
| **Total Fat** 5g | **8%** |
| Saturated Fat 0g | **0%** |
| Trans Fat 0g | |
| **Cholesterol** 0mg | **0%** |
| **Sodium** 0mg | **0%** |
| **Total Carbohydrate** 27g | **9%** |
| Dietary Fiber 3g | **12%** |
| Sugars 14g | |
| **Protein** 4g | |
| Vitamin A 0% • Vitamin C 0% | |
| 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.

# Mango Salsa

*Serves 6, ½ cup per serving • Prep time: 20 minutes • Cook time: None*

## Ingredients

2 large ripe mangoes
1 small cucumber
2 medium green onions
1 medium jalapeño pepper
2 medium limes
½ teaspoon salt
Pinch of cayenne pepper

*Optional Ingredients*
1 medium bell pepper
¼ cup fresh cilantro

## Materials

Cutting board • Measuring spoons • Medium bowl • Plastic wrap • Sharp knife

## Directions

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

1. Rinse mangoes, cucumber, green onions, jalapeño pepper, limes, and bell pepper, if using.
2. Peel mangoes. Cut mango flesh from the pits.
3. Cut cucumber in half lengthwise. Remove seeds. If using bell pepper, cut in half lengthwise. Remove stems and seeds.
4. Dice mangoes, cucumber, and bell pepper, if using. Finely chop green onions.
5. Cut jalapeño pepper in half lengthwise. Remove stems and seeds and dice.
6. If using, rinse and chop cilantro.
7. Cut limes in half. Squeeze juice from each half into a medium bowl. Discard seeds.
8. Add mangoes, cucumber, green onions, jalapeño, salt, and cayenne pepper to bowl with juice. If using, add bell pepper and cilantro. Mix well.
9. Cover and refrigerate for at least one hour before serving.

## Chef's Notes

- Mangoes usually feel a little softer when ripe. If mangoes are not in season or not in your store, use canned peaches or pineapple, packed in juice. Drain before using.
- Serve salsa as a dip with Homemade Corn Tortilla Chips (page 69). Or, use as a topping for fresh fish or pork, black bean soup, or tacos.

## Nutrition Facts

Serving Size 1/2 cup (142g)
Servings per Recipe 6

| Amount Per Serving | |
|---|---|
| **Calories** 60 | Calories from Fat 0 |
| | **% Daily Value*** |
| **Total Fat** 0g | **0%** |
| Saturated Fat 0g | **0%** |
| Trans Fat 0g | |
| **Cholesterol** 0mg | **0%** |
| **Sodium** 210mg | **9%** |
| **Total Carbohydrate** 15g | **5%** |
| Dietary Fiber 2g | **8%** |
| Sugars 12g | |
| **Protein** 1g | |
| Vitamin A 15% • | Vitamin C 45% |
| Calcium 2% • | Iron 2% |

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

# Northwest Apple Salad

Chef Linette True • Portland, Ore.

*Serves 4, ¾ cup per serving • Prep time: 10 minutes • Cook time: 5 minutes*

## Ingredients

2 medium Granny Smith apples
2 Tablespoons dried fruit, such as raisins, dried cranberries, or dried currants
3 Tablespoons plain low-fat yogurt
1 Tablespoon whole, shelled walnuts

*Optional Ingredients*
1 Tablespoon honey

## Materials

Cutting board • Measuring spoons • Medium bowl • Sharp knife • Small skillet

## Directions

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

1. Rinse and remove cores from apples. Do not peel. Cut into 1-inch pieces. Place in medium bowl.
2. Add dried fruit and yogurt to bowl. Mix well.
3. In a small skillet over medium heat, toast nuts until golden brown and fragrant. Watch closely so they do not burn. Remove from pan and let cool.
4. Chop cooled nuts with a knife. Or, put in a plastic bag and crush with a can.
5. Add crushed nuts to bowl. If using, add honey. Toss and serve.

## Chef's Notes

- Use any kind of apple in this recipe.
- Use any kind of nuts in place of walnuts. Or, omit nuts if someone has an allergy.

## Nutrition Facts

Serving Size 3/4 cup (86g)
Servings per Recipe 4

| Amount Per Serving | |
|---|---|
| **Calories** 60 | Calories from Fat 15 |
| | **% Daily Value*** |
| **Total Fat** 1.5g | **2%** |
| Saturated Fat 0g | **0%** |
| Trans Fat 0g | |
| **Cholesterol** 0mg | **0%** |
| **Sodium** 10mg | **0%** |
| **Total Carbohydrate** 13g | **4%** |
| Dietary Fiber 2g | **8%** |
| Sugars 11g | |
| **Protein** 1g | |
| Vitamin A 0% • | Vitamin C 6% |
| Calcium 2% • | Iron 2% |

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

# Peanut Butter and Banana Pockets

Chef Lauren Klatsky • Boston, Mass.

*Serves 4, 1 folded (8-inch) quesadilla per serving • Prep time: 10 minutes • Cook time: 15 minutes*

## Ingredients

3 ripe bananas
3 Tablespoons creamy peanut butter
1½ teaspoons honey
¼ teaspoon ground cinnamon
4 (8-inch) whole wheat flour tortillas
Non-stick cooking spray

## Materials

Large skillet • Measuring spoons • Rubber spatula • Sharp knife • Small bowl

## Directions

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

1. Peel and slice bananas about ¼-inch thick.
2. In a small bowl, stir together peanut butter, honey, and cinnamon.
3. Lay tortillas flat. Spread about 1 Tablespoon of the peanut butter mixture on one half of each tortilla.
4. Divide banana slices evenly among tortillas. Arrange in a single layer over peanut butter mixture. Fold each tortilla in half.
5. Coat a large skillet with non-stick cooking spray. Heat over medium-high heat.
6. Place folded tortillas in the skillet. Cook for 1–2 minutes on each side, or until golden brown.

## Chef's Notes

- For a richer flavor, stir 2 Tablespoons of low-fat cream cheese into the peanut butter mixture in step 2. Let cheese come to room temperature before adding.
- To serve as a dessert, add melted chocolate sauce. Or, sprinkle a few chocolate chips inside the quesadilla while cooking.

## Nutrition Facts

Serving Size 1 folded quesadilla (163g)
Servings per Recipe 4

| Amount Per Serving | |
|---|---|
| **Calories** 290 | Calories from Fat 80 |
| | **% Daily Value*** |
| **Total Fat** 8g | **12%** |
| Saturated Fat 1.5g | **8%** |
| Trans Fat 0g | |
| **Cholesterol** 0mg | **0%** |
| **Sodium** 340mg | **14%** |
| **Total Carbohydrate** 50g | **17%** |
| Dietary Fiber 6g | **24%** |
| Sugars 17g | |
| **Protein** 8g | |
| Vitamin A 2% • | Vitamin C 15% |
| Calcium 15% • | Iron 10% |

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

# Raspberry-Lime Fizz

*Serves 5, 1 cup per serving • Prep time: 10 minutes • Cook time: None*

## Ingredients

1 cup cranberry-raspberry juice
4 cups seltzer water
1 large lime

## Materials

Cutting board • Measuring cups • Mixing spoon • Sharp knife

*Special Materials*
Large pitcher

## Directions

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

1. In a large pitcher, mix cranberry-raspberry juice with seltzer water.
2. Rinse lime and cut in half. Remove seeds. Squeeze juice from each half into the pitcher.
3. Mix well before serving.

## Chef's Notes

- Pour over ice and garnish with a lime wedge.
- Replace cranberry-raspberry juice with any 100% juice you prefer.
- For more fruit flavor, increase juice or decrease seltzer water.
- Add thin slices of lemon, lime, or orange for more flavor.
- If you do not have a large pitcher, prepare in a large bowl. Use a measuring cup or ladle to serve.

## Nutrition Facts

Serving Size 1 cup (212g)
Servings per Recipe 5

| Amount Per Serving | |
|---|---|
| **Calories** 80 | Calories from Fat 0 |
| | **% Daily Value*** |
| **Total Fat** 0g | **0%** |
| Saturated Fat 0g | **0%** |
| Trans Fat 0g | |
| **Cholesterol** 0mg | **0%** |
| **Sodium** 20mg | **1%** |
| **Total Carbohydrate** 19g | **6%** |
| Dietary Fiber 0g | **0%** |
| Sugars 19g | |
| **Protein** 0g | |
| Vitamin A 0% • | Vitamin C 6% |
| Calcium 0% • | Iron 0% |

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

# Trail Mix

*Serves 8, ½ cup per serving • Prep time: 5 minutes • Cook time: None*

## Ingredients

¾ cup unsalted roasted peanuts
⅓ cup raisins
1¼ cup crispy whole wheat cereal squares
1 cup mini pretzels
⅓ cup chocolate chips

## Materials

Large bowl • Measuring cups • Zip-top plastic bag

## Directions

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

1. In a large bowl, combine peanuts, raisins, cereal, pretzels, and chocolate chips.
2. Place in an air-tight container or zip-top plastic bag. Store in a cool, dry place.

## Chef's Notes

- Use any of your favorite nuts or dried fruit in place of the peanuts and raisins.
- If peanut allergies are a concern, use almonds or sunflower seeds instead.
- Use any whole grain, low-sugar cereal instead of the crispy whole wheat cereal squares.
- This snack is a great way to add fruit, nuts, and whole grains to your day. However, it can also be high in calories. Pack ½-cup portions.

## Nutrition Facts

Serving Size 1/2 cup (43g)
Servings per Recipe 8

| Amount Per Serving | |
|---|---|
| **Calories** 190 | Calories from Fat 90 |
| | **% Daily Value*** |
| **Total Fat** 10g | **15%** |
| Saturated Fat 2.5g | **13%** |
| Trans Fat 0g | |
| **Cholesterol** 0mg | **0%** |
| **Sodium** 85mg | **4%** |
| **Total Carbohydrate** 25g | **8%** |
| Dietary Fiber 3g | **12%** |
| Sugars 11g | |
| **Protein** 5g | |
| Vitamin A 0% • | Vitamin C 0% |
| 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.

# Tuna Boats

*Serves 4, ½ cucumber and 6 ounces filling per serving • Prep time: 15 minutes • Cook time: None*

## Ingredients

2 large cucumbers
1 lemon
2 green onions
1 (6-ounce) can low-sodium tuna, packed in water
1 (15 ½-ounce) can white beans
1 Tablespoon canola oil
1 Tablespoon Dijon or country mustard
½ teaspoon salt
¼ teaspoon ground black pepper

## Materials

Box grater • Can opener • Colander • Cutting board • Fork • Measuring spoons • Medium bowl • Sharp knife • Small bowl • Spoon • Vegetable peeler

## Directions

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

1. Rinse cucumbers. Peel off skin every ¼ inch, all the way around. Cut lengthwise. Scoop out the seeds with a small spoon.
2. Rinse lemon. Zest using the small holes of a box grater. Cut in half. In a small bowl, squeeze juice. Discard seeds.
3. Rinse and chop green onions.
4. Drain tuna. In a colander, drain and rinse beans.
5. In a medium bowl, mash beans lightly with a fork.
6. Add green onions, tuna, oil, mustard, salt, pepper, lemon zest, and 2 Tablespoons of the lemon juice to beans. Mix with a fork.
7. Fill each cucumber half with ¼ tuna mixture. Serve.

## Chef's Notes

- For a snack or party food, cut cucumbers into thick slices. Do not remove seeds. Place a dollop of tuna mixture on top.
- Add chopped bell pepper or celery for extra nutrition and crunch.
- Try canned salmon, packed in water, instead of tuna.

## Nutrition Facts

Serving Size 1/2 cucumber and 6 ounces filling (316g)
Servings per Recipe 4

| Amount Per Serving | |
|---|---|
| **Calories** 230 | Calories from Fat 40 |
| | **% Daily Value*** |
| **Total Fat** 4.5g | **7**% |
| Saturated Fat 0g | **0**% |
| Trans Fat 0g | |
| **Cholesterol** 15mg | **5**% |
| **Sodium** 410mg | **17**% |
| **Total Carbohydrate** 28g | **9**% |
| Dietary Fiber 7g | **28**% |
| Sugars 3g | |
| **Protein** 20g | |
| Vitamin A 4% • | Vitamin C 15% |
| Calcium 10% • | Iron 25% |

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

# Veggie Wraps

Lynn Fredericks • FamilyCook Productions

*Serves 4, 3 pinwheels each • Prep time: 15 minutes • Cook time: None*

## Ingredients

4 large radishes
1 small carrot
1 cup salad greens
3 sprigs fresh herbs (parsley, dill, cilantro, or combination)
1 lemon
2 ounces low-fat Swiss or cheddar cheese
1 large, ripe avocado
¼ cup nonfat plain yogurt
3 (8-inch) whole wheat flour tortillas

*Optional Ingredients*
5 ounces thinly sliced roasted turkey

## Materials

Box grater • Cutting board • Fork • Medium bowl • Measuring cups • Sharp knife • Small bowl • Vegetable peeler

## Nutrition Facts

Serving Size 3 pinwheels (162g)
Servings per Recipe 4

| Amount Per Serving | |
|---|---|
| **Calories** 220 | Calories from Fat 90 |
| | **% Daily Value*** |
| **Total Fat** 10g | **15%** |
| Saturated Fat 1.5g | **8%** |
| Trans Fat 0g | |
| **Cholesterol** 5mg | **2%** |
| **Sodium** 320mg | **13%** |
| **Total Carbohydrate** 28g | **9%** |
| Dietary Fiber 6g | **24%** |
| Sugars 5g | |
| **Protein** 9g | |
| Vitamin A 50% • | Vitamin C 20% |
| Calcium 30% • | 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. Scrub and rinse radishes and carrots. Rinse salad greens. Pat all veggies dry.
2. Use a vegetable peeler to peel radishes and carrots into long, thin strips. In a medium bowl, collect veggie strips.
3. Rinse herbs. Pluck leaves off stems. Tear leaves into smaller pieces.
4. Rinse lemon. Zest using the small holes of a box grater. Cut in half and remove seeds.
5. Grate cheese.
6. Slice avocado lengthwise. Remove pit. Scoop avocado out of shell.
7. In a small bowl, use a fork to mash avocado. Stir in yogurt.
8. Squeeze a little lemon juice onto avocado mixture. Add herbs and a pinch of lemon zest. Stir.
9. Warm 1 tortilla in the microwave for 30 seconds, or longer as needed.
10. Place the warm tortilla on a cutting board. Spread ⅓ avocado mixture over center of tortilla. Layer with ⅓ greens, ⅓ grated veggies, and ⅓ cheese. If using turkey, add ⅓ turkey now. Squeeze more lemon juice over the mixture.
11. Roll tortilla and toppings into a log shape. Use a knife to slice wrap into four "pinwheels."
12. Repeat process for the other 2 tortillas. You will end up with a total of 12 pinwheels.

## Chef's Notes

- Use any of your favorite seasonal veggies in this wrap. Grate, chop, or peel into thin slices before adding.
- Use 1 cup homemade guacamole in place of avocado.

# Yogurt Parfait

Chef Joyce Roland • Seattle, Wash.

*Serves 6, 1 parfait per serving • Prep time: 10 minutes • Cook time: None*

## Ingredients

4 cups fresh or thawed frozen fruit, such as bananas, strawberries, peaches, or mango
3 cups nonfat plain yogurt
1½ cups granola

*Optional Ingredients*
2 Tablespoons sliced almonds

## Materials

6 cups or bowls • Cutting board • Measuring cups • Measuring spoons • Sharp knife

## Directions

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

1. If using fresh fruit, rinse, peel, and/or trim as needed. If using thawed frozen fruit, drain any excess juices. Cut fruit into ¼-inch thick slices. There should be about 3 cups total.
2. Layer ¼ cup yogurt into each of 6 cups or bowls. Top with ¼ cup sliced fruit and 2 Tablespoons granola.
3. Repeat layers one more time, ending with a layer of granola.
4. If using, top with sliced almonds.

## Chef's Notes

- Layer parfait just before serving to keep granola crunchy.
- Use any high-fiber cereal you like instead of granola.
- Try topping with rinsed, chopped fresh mint leaves for extra flavor and color.
- To save money, use fresh fruits that are in season. When seasonal fruits are hard to find, use thawed frozen fruit.
- Use leftover fruit in Fruit Smoothies (page 68).
- Use Homemade Granola (page 70).

## Nutrition Facts

Serving Size 1 parfait (239g)
Servings per Recipe 6

| Amount Per Serving | |
|---|---|
| **Calories** 260 | Calories from Fat 40 |
| | **% Daily Value*** |
| **Total Fat** 4.5g | **7%** |
| Saturated Fat 0g | **0%** |
| Trans Fat 0g | |
| **Cholesterol** 5mg | **2%** |
| **Sodium** 90mg | **4%** |
| **Total Carbohydrate** 47g | **16%** |
| Dietary Fiber 4g | **16%** |
| Sugars 34g | |
| **Protein** 9g | |
| Vitamin A 6% • | Vitamin C 100% |
| Calcium 25% • | 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.

# Notes