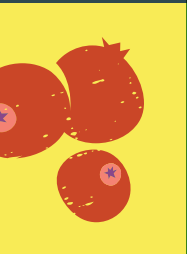


**COOKING  
MATTERS®**

# **Cooking Matters User Guide**





# USE COOKING MATTERS CORE



## TO DELIVER FOOD SKILLS EDUCATION PROGRAMS

Food Skills Education (FSE) teaches people how to purchase and prepare foods that meet their nutrition, budgetary and personal needs. The Cooking Matters Core is a learner-informed, customizable and innovative set of FSE materials that helps educators, healthcare professionals and community members bring fun and effective food skills education to their communities. This set of materials enables facilitators to combine content to meet learners' needs in terms of time available and content type. You can find more recipes, handouts, lesson plans and facilitator support at [CookingMatters.org](https://CookingMatters.org).



# WHO WE ARE

The Cooking Matters program provides communities with learner-informed, customizable and innovative education to help parents and caregivers of young children prepare and serve healthy, affordable meals. As a trusted resource for families, Cooking Matters turns stressful mealtime challenges into moments of confidence and joy.

**COOKING MATTERS IS A PROGRAM OF SHARE OUR STRENGTH, AN ORGANIZATION COMMITTED TO ENDING HUNGER AND POVERTY.**

# WHAT WE DO

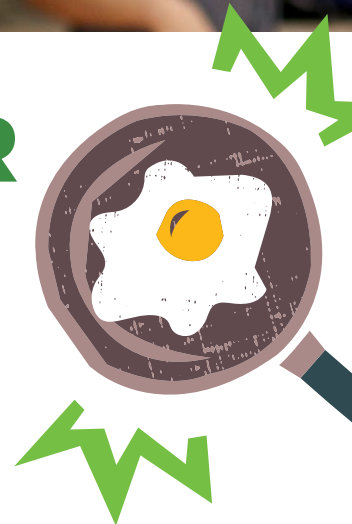
Cooking Matters creates and disseminates evidence-based, research-tested, practice-tested<sup>1</sup> and emerging approach food skills education (FSE) curricula and content so that all parents and caregivers have the skills they need to regularly serve nutritious foods during pregnancy and to kids through age five. Cooking Matters evaluates and regularly updates content to align with the latest Dietary Guidelines for Americans, as well as a learner-informed approach so that our content celebrates diversity, fosters inclusion and creates equitable learning experiences for all program participants. Cooking Matters offers program materials for in-person and online delivery as well as shorter, more customizable lessons and content integrated into digital systems like text messaging campaigns, app-based learning and video channels. All participant materials are offered in English and Spanish.



1. SNAP\_Ed Toolkit: Obesity Prevention Interventions and Evaluation Framework: Glossary Terms. [https://snapedtoolkit.org/glossary/#research\\_tested\\_interventions](https://snapedtoolkit.org/glossary/#research_tested_interventions)



# UNDERSTANDING YOUR COMMUNITY'S NEEDS



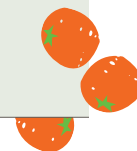
A successful program is one that meets the needs of your community. It may look different depending on the needs of your community and audience. The Cooking Matters Core is designed to encourage flexibility in delivering lessons and content in a way that your audience desires.

Cooking Matters is committed to offering materials and delivery guidance that are user-informed, use learner-centered principles, and take an asset-based approach. Using our content as a starting point, facilitators are encouraged to connect topics to participants' lived experiences. We invite participants to incorporate their cultural practices such as home, home of origin, community family and food into their Cooking Matters' experience.



## COOKING MATTERS MATERIALS AIM TO:

- ✓ Address food as nourishment, enjoyment, and a source of community-building rather than healthy or unhealthy.
- ✓ Prioritize food over nutrients
- ✓ Focus on the positive to promote a healthy relationship with food



We acknowledge that individuals often exist in systems of oppression, and that those systems influence behaviors beyond individual choice. Addressing this is centering multiple perspectives, diverse representation, acknowledgement of colonization and systems of oppression and sharing of power and privilege.

**For more information including facilitator training, visit [CookingMatters.org](https://CookingMatters.org).**



**CULINARY PROFESSIONALS**



**CAREGIVERS**



**COMMUNITY MEMBERS**

## COOKING MATTERS

# FACILITATORS



Great facilitators can guide conversations and may be:

- Culinary and nutrition professionals
- Those with lived experience as caregivers
- Trusted community members

You may decide to lead or co-lead a program with another facilitator. If you choose to lead a program with food prep, it may also be helpful to have an additional person to support in setting and cleaning up.

For more information, Cooking Matters offers facilitator training on a variety of topics on [cookingmatters.org](https://cookingmatters.org).

## COOKING MATTERS

# AUDIENCE



Cooking Matters focuses on reaching parents and caregivers of children ages 5 and under. Early childhood is a crucial developmental time when access to nutritious food is integral to growth and development and has long-lasting implications for lifelong healthy relationships with food. We also know that caregivers take care of the whole family and sometimes there are many people who influence a child's eating. Parents and caregivers can be any age, come from different cultures or backgrounds, and may use SNAP and WIC benefits to help feed their families.

### PARENTS

We know that **parents**, specifically **mothers**, are primarily responsible for the tasks and planning for feeding their families. In two-adult households, nearly 80% of females identify themselves as the person who usually does the grocery shopping and the meal preparation. In one-adult households, females identify themselves as responsible for food purchase decisions 98% of the time and meal preparation 94% of the time.<sup>1</sup>

### CAREGIVERS

We know that **parents**, specifically **pregnant and new mothers**, are particularly open to behavior change. Research shows that first-time mothers tend to make the biggest improvements in positive eating behaviors, like eating breakfast every day and eating fruits and vegetables.<sup>2</sup> We know that there may be multiple caregivers in children's lives that influence eating behaviors and choices. For example, we know that **fathers, grandparents and other caregivers in the household** have a role to play. Meals present an opportunity for greater connection and enjoyment around food and give the chance to teach valuable cooking skills and model positive behaviors.<sup>3</sup>

### PROFESSIONALS

**Child care professionals** have a role in influencing children's eating behaviors. More than 12 million children younger than age five are in some form of child care in the United States.<sup>4</sup>

## IS COOKING MATTERS FOR KIDS?

Based on qualitative data collection from parents and caregivers, they are looking for ways for their kids to learn about food through involvement and activities, though they may or may not always want their children to be engaged in a program with them, due to many reasons. Cooking Matters Core has been designed to speak directly to parents and caregivers with content on how to involve children at home.

1. USDA Economic Research Service. American Time Use Survey, Eating and Health Module. Table 3 - Usual grocery shopper and usual meal preparer in household for the population age 18 and older 2008 annual averages. (Last updated 2010). <https://www.ers.usda.gov/data-products/eating-and-health-module-atus/eating-and-health-module-atus/#2008>

2. Olson, C. M. (2005). Tracking of food choices across the transition to motherhood. *Journal of Nutrition Education and Behavior*, 37(3), 129-136. [https://doi.org/10.1016/s1499-4046\(06\)60267-4](https://doi.org/10.1016/s1499-4046(06)60267-4)

3. U.S. Department of Agriculture and U.S. Department of Health and Human Services. *Dietary Guidelines for Americans, 2020-2025*. 9th Edition. (2020). [DietaryGuidelines.gov](https://www.dietaryguidelines.gov).

4. The US and the high price of child care: 2019. Child Care Aware® of America. (2022). <https://www.childcareaware.org/our-issues/research/the-us-and-the-high-price-of-child-care-2019/#:~:text=More%20than%2012%20million%20children,care%20in%20the%20United%20States>

## COOKING MATTERS

# CORE ELEMENTS

Cooking Matters Core offers 12 lessons that can be delivered in 30-60 minutes, plus a bonus hands-on food preparation lesson called Let's Cook Together that can be delivered on its own or be added to any of the 12 core lessons. Adding Let's Cook Together will extend the time of each lesson. Using this lesson will allow participants to watch or practice food preparation and taste the food. Lessons can then be combined into a series to meet audience needs. If you choose to lead a lesson with the Let's Cook Together lesson, there are several recipes to choose from based on the amount of time you have to prepare your recipe and how you plan to deliver it. All of these elements can be mixed and matched to customize a program that meets the needs of your audience.



## HANDOUTS

Each lesson suggests several relevant handouts. Handouts can be provided as a standalone resource, but are better used as a teaching tool to enhance a discussion and provide additional detail about a topic.

## RECIPES

There are a variety of recipes to meet the needs of your audience. You can choose from recipes with a specific set of ingredients or you can choose a framework which allows you more flexibility. Skip to our *Guidance on Recipe and Food Prep* for more information on choosing a recipe.



## COOKING MATTERS CORE ELEMENTS: LESSONS

<b>1. SET A POSITIVE EXAMPLE</b>	Parents and caregivers will gain confidence to make mealtime a positive experience.
<b>2. MAKING MEALS WITH FRUITS, VEGETABLES AND WHOLE GRAINS</b>	Parents and caregivers will gain confidence to include more fruits, vegetables and whole grains into their families' meals.
<b>3. BUILD MEAL HABITS AT HOME</b>	Parents and caregivers will gain confidence to prepare more meals at home.
<b>4. POWER OF PLANNING</b>	Parents and caregivers will gain confidence to plan and prepare quick, budget-friendly, enjoyable meals at home.
<b>5. SHOPPING ON A BUDGET</b>	Parents and caregivers will gain confidence to implement a shopping strategy and obtain foods within their budget and preferences.
<b>6. DRINK TO YOUR HEALTH</b>	Parents and caregivers will gain confidence to serve beverages with less sugar, including water, to their families.
<b>7. CREATE POSITIVE MEALTIME ATTITUDES</b>	Parents and caregivers will gain confidence to recognize and embrace their role in establishing positive attitudes and behaviors towards food.
<b>8. KIDS SAY YES TO NEW FOODS</b>	Parents and caregivers will gain confidence to use strategies to increase new food acceptance from kids.
<b>9. THE FAMILY KITCHEN</b>	Parents and caregivers will gain confidence to work together with kids to make meals and snacks for the whole family.
<b>10. MAKING RECIPES WORK FOR YOU</b>	Parents and caregivers will gain confidence to adjust recipes to maximize their food resources and meet their family's needs.
<b>11. HACK YOUR SNACK</b>	Parents and caregivers will gain confidence to make choices about snacks.
<b>12. FEEDING IN THE FIRST YEAR</b>	Parents and caregivers will gain confidence to feed their baby to meet nutritional needs based on their developmental skills.
<b>13. LET'S COOK TOGETHER</b>	Parents and caregivers will gain confidence to safely acquire and prepare more home-cooked meals for their families.





## COOKING MATTERS CORE ELEMENTS: **HANDOUTS**

<b>BE A SUGAR DETECTIVE</b>	<b>MAKE YOUR PRODUCE LAST LONGER</b>
<b>CHILL OUT</b>	<b>MEAL PLANNING BASICS</b>
<b>COMPARE PRICES</b>	<b>MEASURE UP</b>
<b>COOKING TERMS</b>	<b>MYPLATE YOUR WAY</b>
<b>FEEDING KIDS</b>	<b>PACKAGED FOOD MAKEOVER</b>
<b>FIRST YEAR FOODS</b>	<b>PREVENT CHOKING AT MEALS</b>
<b>FOOD FOR YOU AND BABY</b>	<b>RAISING A HEALTHY EATER</b>
<b>FRESH, FROZEN, CANNED</b>	<b>READING FOOD LABELS</b>
<b>FUN WITH FRUITS AND VEGGIES</b>	<b>SAFE START TO FRUITS AND VEGGIES</b>
<b>GREAT WHOLE GRAINS</b>	<b>SHOPPING WITH KIDS</b>
<b>KEEPING FOODS SAFE</b>	<b>STAGES OF FEEDING</b>
<b>KIDS IN THE KITCHEN</b>	<b>SUB IT IN</b>
<b>KNIFE BASICS</b>	<b>UNDERSTANDING FOOD ALLERGIES</b>
<b>MAKE MEALS FAST</b>	<b>USE THE FOOD YOU HAVE</b>
<b>MAKE YOUR OWN BABY FOOD</b>	<b>VEGGIE APPEAL</b>





## COOKING MATTERS CORE ELEMENTS: RECIPES

<b>BLACK BEAN AND VEGETABLE QUESADILLA</b>	<b>MINI-PIZZAS</b>
<b>BLACK-EYED PEA AND CORN SALAD</b>	<b>NORTHWEST APPLE SALAD</b>
<b>CORN TORTILLA CHIPS</b>	<b>PEANUT BUTTER POCKETS</b>
<b>CRANBERRY WALNUT COLESLAW</b>	<b>PINEAPPLE CARROT MUFFINS</b>
<b>DELICIOUS DIPS AND SPREADS</b>	<b>SMOOTHIES FRAMEWORK</b>
<b>EGG BURRITOS</b>	<b>SNACKS IN A SNAP</b>
<b>FALL VEGETABLE SALAD</b>	<b>SPICE IT UP</b>
<b>FRUIT TARTS</b>	<b>STIR-FRY FRAMEWORK</b>
<b>GRAB-AND-GO</b>	<b>SUPER SIPPERS FRAMEWORK</b>
<b>GRAIN BOWL FRAMEWORK</b>	<b>TOMATO SALSA</b>
<b>GRANOLA</b>	<b>TUNA BOATS</b>
<b>GUACAMOLE</b>	<b>TURKEY TACOS</b>
<b>HUMMUS</b>	<b>WRAPS FRAMEWORK</b>
<b>MANGO SALSA</b>	<b>YOGURT PARFAITS</b>

For more recipes, visit [cookingmatters.org](https://cookingmatters.org).



## HOW TO

# CUSTOMIZE YOUR COOKING MATTERS CORE

Cooking Matters has developed a set of Core Competencies that address key areas like nutrition knowledge, cooking skills and food resource management. Core materials will indicate which Core Competencies are met. A robust and comprehensive program will include elements from all four domains: Acquire, Plan, Prepare and Serve. You will find the competencies for each of these domains on the following pages. Consider how your customized program may address the Cooking Matters Core Competencies that support parents and caregivers in acquiring, planning, preparing and regularly serving nutritious foods during pregnancy and to kids through age five.

We encourage partners and facilitators to use these materials to design a format that works best for your audience.

- Programs are designed to support the online and in-person mode of delivery.
- Each of the 12 lessons is flexible in that it can be led in 30-60 minutes or up to 120 minutes depending on the length and complexity of the desired food preparation component.
- Multiple lessons can also be “bundled” to make a program series (ex. a four-week, 30-min per week series). For partners and facilitators who are interested in recreating a six-week course, this can be done by using the first six lessons in the Cooking Matters Core and combining the Let’s Cook Together with each lesson.



## LESSONS KEY COMPONENTS




These question prompts help facilitators open conversations and encourage participants to share.



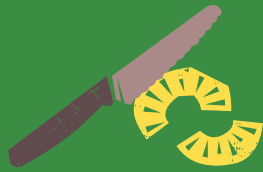
These prompts cue facilitators to information that could be helpful to share during the conversation.

## COOKING MATTERS

# CORE COMPETENCIES

 <p><b>DOMAIN 1</b> <b>ACQUIRE</b></p> <p>This domain includes accessing and obtaining foods and the skills needed in order to make those choices</p>	<b>1.1</b>	Use all eligible food resources (SNAP, WIC, food pantry, foods on hand)
	<b>1.2</b>	Compare unit prices to make choices
	<b>1.3</b>	Read and compare food labels and ingredient lists
	<b>1.4</b>	Use foods in multiple forms
	<b>1.5</b>	Select foods that are low in saturated fat, sodium and sugar
	<b>1.6</b>	Shop with a list
	<b>1.7</b>	Identify WIC-approved foods
	<b>1.8</b>	Involve children in the shopping process

 <p><b>DOMAIN 2</b> <b>PLAN</b></p> <p>This domain includes the skills needed to make a decision or have an intention about how to acquire, prepare and serve food</p>	<b>2.1</b>	Plan menus ahead of time
	<b>2.2</b>	Plan meals and snacks ahead of time
	<b>2.3</b>	Take inventory of what is on hand
	<b>2.4</b>	Make a grocery list
	<b>2.5</b>	Assess access to kitchen tools
	<b>2.6</b>	Use tools (I.e. food groups, MyPlate) to assess the nutrition adequacy of meals and meal patterns
	<b>2.7</b>	Determine appropriate portion sizes
	<b>2.8</b>	Know ways to assess whether nutrition and food information is accurate and how to find reliable information sources/resources
	<b>2.9</b>	Involve children in the planning process



**DOMAIN 3**  
**PREPARE**

This domain includes the skills needed to make food that is safe, nutritious and uses what is on hand

- 3.1** Practice safe food handling
- 3.2** Use common cooking techniques
- 3.3** Read a recipe or framework and make substitutions based on what's on hand
- 3.4** Prepare various versions of family foods for health, family needs, preferences or feeding stage of children
- 3.5** Involve kids in preparation
- 3.6** Use healthy convenience shortcuts



**DOMAIN 4**  
**SERVE**

This domain includes the skills needed to present food in a way that is safe, positive and cooperative

- 4.1** Create a positive mealtime environment
- 4.2** Practice responsive feeding, which includes listening to hunger and fullness cues
- 4.3** Model and encourage positive eating habits for kids and family
- 4.4** Serve a vegetable and/or fruit with every meal or snack
- 4.5** Choose the right foods and amounts for one's health and body
- 4.6** Introduce and serve age-appropriate portions and foods
- 4.7** Serve a variety of foods many times that include textures, colors, preparation methods
- 4.8** Build family mealtime routines, rules and rituals
- 4.9** Give full attention to and share mealtimes with kids/family
- 4.10** Practice skills when food refusal occurs including redirection, patience, minimizing pressure and exploration
- 4.11** Use encouraging words and positive food talk
- 4.12** Provide support to other caregivers who influence kids' eating behaviors
- 4.13** Introduce infants and toddlers to foods based on nutritional needs and developmental skills
- 4.14** Serve healthy beverages including water with meals and snacks

## HOW TO

# CUSTOMIZE YOUR COOKING MATTERS CORE FOR SNAP-ED

For organizations receiving SNAP-Ed funding, Cooking Matters recognizes that these programs need Cooking Matters alignment with SNAP-Ed delivery.

### WE SUGGEST OFFERING PROGRAMS IN THE FOLLOWING BUNDLES



As single, standalone sessions



As short series of 2-4 lessons



As long series of 5-9 lessons

### LOOKING TO LEAD A SIX-WEEK COOKING MATTERS FOR PARENTS PROGRAM?

For partners seeking to “recreate” the Cooking Matters for Parents six-week course, we suggest a six-week series using the first six lessons and adding a “food prep” module with each for six, 91-120-minute lessons.

### LOOKING TO LEAD A COOKING MATTERS AT THE STORE PROGRAM?

The Shopping Smart lesson can be used in place of the Cooking Matters at the Store curriculum. When led as a one-hour intervention, it has been shown to be practice tested. For more information about the evidence, please visit [cookingmatters.org/about/](http://cookingmatters.org/about/).



# LEARNER-CENTERED TEACHING

Adults bring their life experiences to their learning environment and use those to determine what is important and relevant to them. With this in mind, Cooking Matters has adopted a learner-centered approach to teaching food skills education. This approach focuses on the participants' concerns and involves them in making decisions and solving problems, and the desired outcome is to create a safe environment for learners to consider changing behaviors. Learner-centered education aims to:

1

**Engage learners**

2

**Develop respectful relationships**

3

**Recognize that adult learners are decision-makers**

4

**Provide immediately useful information**

5

**Build on learners' past experience & knowledge**

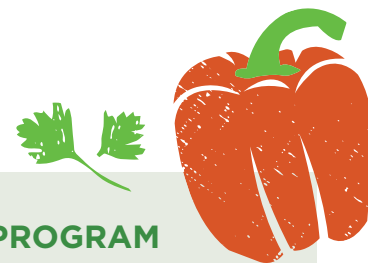
6

**Sequence the learning experiences & reinforce them**

In facilitator-led programs, facilitated dialogue is a key technique in learner-centered education. Active participation of the leader and group members is its key characteristic. Keep in mind: As a facilitator, you should avoid placing any blame, shame or stigma towards a certain choice. Eating habits go beyond choice. Sometimes a person does not have the financial resources, is having a current struggle, or perhaps has had something bad happen to them in the past that gets in the way of their ability to make changes in their eating habits.

For courses that include learners for whom English is a foreign language and require a translator, recognize that you'll need to allow extra time for interpretation. If you're not able to extend the session, determine in advance where you may be able to trim some talking points to cover only the highest-priority content, or try preparing shorter recipes. For more information, including facilitator training on learner-centered teaching, visit [CookingMatters.org](https://CookingMatters.org).

# CREATE A WELCOMING SPACE



## HOW TO INTRODUCE A PROGRAM

Creating a welcoming environment is key to opening a program. Share expectations of the program, including ways to interact whether in-person or online, and set goals for how folks can engage throughout. Consider using time at the beginning of lessons to establish a shared set of operating rules that you can refer back to each time if you are engaging in a series. Ask folks to share some information about why they have decided to attend, and what they hope to learn.



## HOW TO CONCLUDE A PROGRAM

For each lesson, the facilitator should plan to support the learner-centered approach by encouraging learners to set a specific, measurable, attainable, and time-realistic goal for themselves and their families. Provide any follow-up survey evaluation information, thank them for their participation and provide any parting incentives or groceries, if using. Take-home materials like copies of recipes and handouts, groceries or other materials can be used as a way to encourage participation and continue the learning and practice at home.

For more information, including facilitator training on learner-centered teaching, visit [CookingMatters.org](https://CookingMatters.org).



# GUIDANCE ON RECIPES & FOOD PREP

Ask parents and caregivers in your group what type of recipes they are interested in making. Base the recipes used in class on what participants want to learn, drawing from the collection of recipes included, from [CookingMatters.org](https://www.cookingmatters.org), or from your own collection. Consider modifying the structure of the lesson based on the recipes your group will prepare. Ingredients should be low-cost and generally accessible for families. Recipes should be quick to prepare with step-by-step instructions and a combination of ingredients that encourages a variety of food choices across all food groups. Cooking Matters provides different types of recipes. Some recipes have a defined set of ingredients and instructions. Others, called Frameworks, invite the facilitators and participants to choose items from categories and prepare food that is relevant based on what they have on hand. There is no right or wrong choice and both are provided depending on a facilitator's needs.

For recipes or ingredients that are unfamiliar, you can use prompts like:

- What is new here for you?
- How might you use this at home?

Use recipes as a way to reveal what might be familiar and help create links to the unfamiliar to participants. These conversations may enrich the overall experience and create relevancy.

**Keep in mind:** Food can be a sensitive topic closely tied to a person's past and present circumstance. Be respectful of your participants' boundaries with food. You never know the story behind a person's eating habits or food choices.



# MATERIALS PREP

The needs for each program lesson may vary, but consider the following and make a list of items that you will need to gather and have prepared for your lesson.



✓ Visual aids (flip chart or white boards, markers, pens, name tags, activity demos)



✓ Equipment for food preparation and serving (induction burner, bowls, serving utensils, etc.)



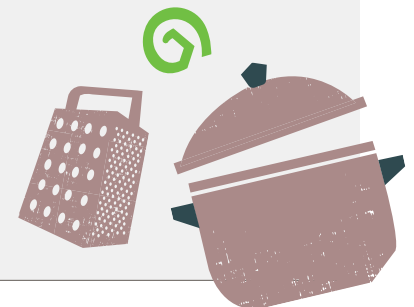
✓ Ingredients for food demo or participatory cooking



✓ Equipment for online delivery (camera, computer, internet connection, hosting/conference platform)

## COMMON ITEMS USED TO MAKE COOKING MATTERS RECIPES

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Baking dishes      | <input type="checkbox"/> Liquid measuring cup                                      | <input type="checkbox"/> Stove/oven/<br>induction burner |
| <input type="checkbox"/> Baking sheet       | <input type="checkbox"/> Measuring spoons  | <input type="checkbox"/> Zip-top bags                    |
| <input type="checkbox"/> Box grater         | <input type="checkbox"/> Mixing bowls  | <input type="checkbox"/> Dish Towels                     |
| <input type="checkbox"/> Can opener         | <input type="checkbox"/> Mixing spoon<br>(such as wooden,<br>plastic, or silicone) | <b>OPTIONAL:</b>   |
| <input type="checkbox"/> Colander           | <input type="checkbox"/> Muffin pan  | <input type="checkbox"/> Blender                         |
| <input type="checkbox"/> Cooking spoon      | <input type="checkbox"/> Pot   |  |
| <input type="checkbox"/> Cutting board      | <input type="checkbox"/> Rubber spatula  |  |
| <input type="checkbox"/> Dry measuring cups | <input type="checkbox"/> Sharp knives  |  |
| <input type="checkbox"/> Food thermometer   | <input type="checkbox"/> Skillet   |  |
| <input type="checkbox"/> Forks and spoons   |  |  |



## HOW TO

# PROMOTE A PROGRAM

Facilitators know the best ways to connect with their audiences to encourage engagement. To communicate program details and information, Cooking Matters provides free templates for printed and digital flyers, promotional copy, recruitment materials and more.

You may choose, based on your program's budget and priorities, to offer take-home items. These could be copies of recipes and handouts, kitchen tools, reusable bags or groceries to recreate the recipe at home. These incentives may encourage participant practice behavior change at home, but are not a requirement of implementing programming.





# PARTICIPATION WAIVER AND LIABILITY RELEASE

Programming participants, guests, volunteers, and facilitators must complete a Cooking Matters-provided Participation Waiver form when activity involves hands-on cooking or food prep and/or using the cooking and food preparation lesson alone or with another lesson. The Participation Waiver releases Share Our Strength, its partners, sponsors and each of their officers, directors, agents, employees, and volunteers from and against any and all liability for any and all claims, demands, actions, causes of action of whatever kind or nature, costs and expenses that may result from Program participation. User shall retain all Participation Waiver and Liability Release forms in hard or electronic copy for a minimum period of three years. If User will record any part of the programming for later use, User shall be responsible for obtaining any necessary consents and permissions for such use.

## FOR MORE INFORMATION



For waiver forms, additional recipes, training, promotion, supplemental resources like slide decks and reformatted materials, find more at [CookingMatters.org](https://CookingMatters.org).

# LOOKING FOR MORE?





THESE ADDITIONAL ONLINE RESOURCES CAN HELP.



## FOR MORE FROM COOKING MATTERS:

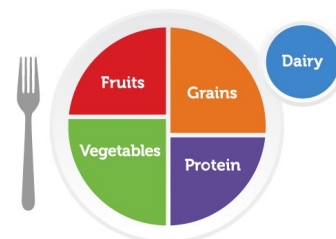


**SCAN WITH YOUR PHONE**  
for recipes, videos, helpful tips  
& more from Cooking Matters!

-  [cookingmatters.national](https://www.facebook.com/cookingmatters.national)
-  [@cookingmattersnational](https://www.instagram.com/cookingmattersnational)
-  [cookingmatters.org](https://www.cookingmatters.org)
-  [cookingmattersbyshareourstrength](https://www.youtube.com/cookingmattersbyshareourstrength)

## FOR NUTRITION AND HEALTH INFORMATION:

- **MyPlate:** [www.myplate.gov](http://www.myplate.gov)
- **My Native Plate:** [wicworks.fns.usda.gov/resources/my-native-plate](http://wicworks.fns.usda.gov/resources/my-native-plate)
- **Label Reading:** [www.fda.gov/food/new-nutrition-facts-label/how-understand-and-use-nutrition-facts-label](http://www.fda.gov/food/new-nutrition-facts-label/how-understand-and-use-nutrition-facts-label)
- **Diabetes:** [www.cdc.gov/diabetes/basics/diabetes.html](http://www.cdc.gov/diabetes/basics/diabetes.html)



## FOR CHILD CARE PROFESSIONALS:

Cooking Matters has additional resources to support child care professionals in their role of creating a positive food environment for the kids in their care. Cooking Matters content specific to child care professionals can be found in online modules (in English only) through Penn State Extension's Better Kid Care platform: [extension.psu.edu/programs/betterkidcare](http://extension.psu.edu/programs/betterkidcare)

## OTHER RESOURCES FOR CHILD CARE PROFESSIONALS INCLUDE:

- **USDA Team Nutrition / CACFP:** [www.fns.usda.gov/tn/child-care-organization](http://www.fns.usda.gov/tn/child-care-organization) & [www.fns.usda.gov/tn/recipes-cacfp](http://www.fns.usda.gov/tn/recipes-cacfp)
- **The Ellyn Satter Institute:** [ellynsatterinstitute.org](http://ellynsatterinstitute.org)

## FOR FOOD ACCESS INFORMATION:

- **Applying for Special Supplemental Nutrition Program for Women, Infants, and Children (WIC):** [www.fns.usda.gov/wic](http://www.fns.usda.gov/wic)
- **Applying for Supplemental Nutrition Assistance Program (SNAP):** [www.fns.usda.gov/snap](http://www.fns.usda.gov/snap)

## FOR MORE PARENTING TIPS:

- **Bright By Text:** [brightbytext.org](http://brightbytext.org)