Cooking Matters
COOKING DEMO TOOLKIT

SHARE OUR STRENGTH’S
COOKING MATTERS

SEPTEMBER 2011
Introduction

About Share Our Strength® and Cooking Matters
Share Our Strength, a national nonprofit, is ending childhood hunger in America by connecting children with the nutritious food they need to lead healthy, active lives. Through its No Kid Hungry® Campaign—a national effort to end childhood hunger in America by 2015—Share Our Strength ensures children in need are enrolled in effective federal nutrition programs, invests in community organizations fighting hunger, teaches families how to cook healthy, affordable meals, and builds public-private partnerships to end childhood hunger, at the state and city level. Visit Strength.org to get involved.

Share Our Strength’s Cooking Matters™ empowers families at risk of hunger with the skills, knowledge and confidence to make healthy and affordable meals. With the help of volunteer culinary and nutrition experts, course participants learn how to select nutritious and low-cost ingredients and prepare them in ways that provide the best nourishment possible to their families. Since 1993, Cooking Matters has grown to serve more than 11,000 families each year across the country, helping them learn how to eat better on a budget. Today, 85 percent of Cooking Matters participants graduate, taking with them improved nutrition practices, eating habits, and food budgeting skills. Cooking Matters is nationally sponsored by the ConAgra Foods® Foundation and Walmart. For more information, visit CookingMatters.org.

About the Cooking Demo Toolkit
This toolkit is designed to be a comprehensive instruction guide on how to plan and lead an effective cooking demonstration. Built on the proven success of our Cooking Matters courses that teach families how to cook and eat healthy on a budget, it provides tips, activities, and recipes that can be used to execute a successful food demonstration. All activities and recipes in this guide are designed to be accessible and affordable for the limited-resource families that Cooking Matters serves.

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, provide support during your demo, and fulfill many other important functions. 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

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/resources/resource-directory.html
www.strength.org/get_local/

Talk to your partner about whether the demo should be held on its own, or whether it can be incorporated into a pre-planned, larger event (e.g., school health fair or agency-wide event), which 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 that 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? 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 then reinforce through each of your chosen recipes and activities. For example, your message may be “drink fewer sugar-sweetened beverages” (which could be reinforced by leading the Sugar Overload activity and holding a Healthy Drinks Taste Test) or “make half your plate fruits and vegetables” (which could be reinforced by preparing a variety of fruit- and veggie-based samples, letting kids try making a Veggie Super Hero, and displaying a MyPlate poster or handout). 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. Suggested pairings of activities, handouts, and recipes for particular topic areas may be found on pages 20-21.

• **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 or what foods they may want to learn how to cook. 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.

• **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, see Recipes section of this guide).
Choosing a Location
Talk to your community partner about spaces at their site that can be used for the demonstration, or where your demo will be located if part of a larger event. 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 for burners, blenders, or other equipment.
- Spaces should have adequate room for working with the number of participants expected.

Prior to your demo, plan on doing a thorough walk-through of the space to learn the location of the restrooms, emergency exits, trash cans, recycling bins, etc.

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 man 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?

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 they 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 at a local restaurant, food service operator, or 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 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 14-15 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 19.
- 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
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 5-6 questions) and ask concise, direct questions. A sample evaluation can be found on page 18. 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 and pencils for the audience to complete the form.

Once the audience has cleared out, you may also ask community partner staff, fellow demonstrators, and assistants to provide verbal or written feedback on the demonstration. Let them know you will be using this information solely to improve the next demo. Give everyone a chance to express their 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 did 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:
• **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 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 messages as needed.** The nutrition messages in this guide are designed to be simple and easily understood by all audiences. In order to ensure all demonstrators feel comfortable with the nutrition messages covered here, we have provided a brief primer on pages 16-17.

• **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 collect cut ingredients).
## II. Planning Tools

**Initial Planning Checklist**

<table>
<thead>
<tr>
<th>Planning Steps</th>
<th>Expected Completion Date</th>
<th>Check When Complete</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify a community partner and talk to them about their goals for the demo.</td>
<td><em><strong>/</strong></em>/____</td>
<td></td>
</tr>
<tr>
<td>Choose a date and time for your demo.</td>
<td><em><strong>/</strong></em>/____</td>
<td></td>
</tr>
<tr>
<td>Choose a location for your demo.</td>
<td><em><strong>/</strong></em>/____</td>
<td></td>
</tr>
<tr>
<td>Choose recipes and activities appropriate for your audience.</td>
<td><em><strong>/</strong></em>/____</td>
<td></td>
</tr>
<tr>
<td>Determine the number of demonstrators and assistants needed.</td>
<td><em><strong>/</strong></em>/____</td>
<td></td>
</tr>
<tr>
<td>Choose foods for your demo.</td>
<td><em><strong>/</strong></em>/____</td>
<td></td>
</tr>
<tr>
<td>Secure resources for purchasing foods and materials.</td>
<td><em><strong>/</strong></em>/____</td>
<td></td>
</tr>
<tr>
<td>Investigate whether you are covered for liability already. If not, make sufficient copies of waivers for the demo (page 13)</td>
<td><em><strong>/</strong></em>/____</td>
<td></td>
</tr>
<tr>
<td>Determine if and how you will evaluate your demo.</td>
<td><em><strong>/</strong></em>/____</td>
<td></td>
</tr>
<tr>
<td>Run through the roles and responsibilities with all involved parties (page 11).</td>
<td><em><strong>/</strong></em>/____</td>
<td></td>
</tr>
</tbody>
</table>
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.

Confirm for yourself:
- All materials and food needed for the demo are gathered or purchased.
- Advanced prep work for food is complete.
- Photocopies of any handouts and recipes being used for the activity have been made for the expected number of attendees.
- Nutrition messages have been reviewed (pages 16-17).

Confirm with all demonstrators 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
- Hair covers (e.g., hats, hairnets)
- Disposable gloves
- Pot holders
- Soap and dish detergent
- Antibacterial wipes or gel
- Dishtowels, tablecloths, or 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
Sample Waiver

Participation Waiver and Release

Please read, and if you agree to the statement, please initial each line and 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, 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 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 are able to be used in multiple meals or snacks.** If the ingredient is only used in a very small quantity in the recipe (such as many spices) and would not be useful for many other dishes, leave it out or suggest a more common alternative.

- **Choose ingredients available for purchase in bulk when possible.** For example, look for fruits and vegetables that cost less per pound when purchased in 5-lb bags. Choose grains or spices that are available in larger packages for a lower unit cost.

- **Choose dried spices instead of fresh.** Dried spices are typically cheaper and more shelf-stable. If you’d like, suggest fresh alternatives in the chef’s notes of the recipe.

- **Always consider whether a less expensive form of an ingredient can be used.** For example, call for chicken pieces instead of chicken breasts. For recipes that call for oil, use canola oil instead of olive oil, which is typically pricier.

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

2. Ingredients should be accessible to participants.

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 pricey 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. Use these guidelines:

- **Vary the forms, types, and colors of fruits and vegetables.** Aim for at least three different colors of fruits and vegetables.

- **Choose whole grains instead of refined grains.** If using flour, use at least half whole wheat flour.

- **Minimize the use of added sugars.** For example, choose fruits canned in juice rather than syrup, or use honey or fruit juice instead of sugar.

- **Use leaner cooking techniques and ingredients.** For example, bake, grill, or steam instead of frying. Use canola oil instead of butter or margarine. Choose leaner cuts of meat, or use non-meat proteins. Choose dairy ingredients that are low-fat or nonfat (e.g., made with skim or 1% milk).

- **Limit sodium.** Choose canned ingredients that are low-sodium or no-salt-added whenever possible. Flavor with spices and herbs instead of salt.

- **Use multiple food groups.** If creating a snack or dessert recipe, aim to include at least two MyPlate food groups. If it’s a breakfast or entrée, aim for at least three food groups.

4. **Recipes should limit the use of special equipment.**

Equipment should be accessible 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 prohibitive tool. For example, use a knife instead of a pizza cutter or a colander instead of a strainer. Mix by hand instead of using an electric mixer. Blenders 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.**

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.

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.
Nutrition Basics for Demonstrators

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. Demonstrators 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 in MyPlate (see Handouts section of this guide) 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 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. 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 and asking 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 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

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

THANK YOU FOR COMPLETING THIS EVALUATION!
Online Food Safety Resources

Personal Hygiene and Cleanliness

Safe Food Handling Techniques
http://www.fsis.usda.gov/factsheets/Be_Smart_Keep_Foods_Apart/index.asp
http://www.fsis.usda.gov/factsheets/basics_for_handling_food_safely/
http://www.foodsafety.gov/
http://www.foodsafety.gov/keep/basics/index.html
http://www.fsis.usda.gov/fact_sheets/Cutting_Boards_and_Food_Safety/index.asp
www.fightbac.org

Safe Food Serving Techniques
III. Leading Your Demonstration

Introduction to the Activities, Handouts, and Recipes
We are pleased to provide you with a selection of Cooking Matters-tested activities, handouts, and recipes used to teach a variety of audiences about healthy eating and cooking. These materials come directly from our 6-week Cooking Matters courses that give low-income families hands-on practice each week preparing healthy, tasty meals. We hope that these materials, designed for and tested with the families in our courses, may serve as useful tools for your demo.

Please note that, as these materials are pulled from our 6-week courses, some activity instructions may make reference to other activities or discussions that are not included in this guide. For example, the end of an activity may make reference to another activity that will be held later in the lesson. Feel free to disregard these references unless appropriate for your group. In addition, you will note that each activity, handout, and recipe is formatted slightly differently, based on the particular curriculum from which it is pulled. We have chosen a selection of activities, handouts, and recipes from our curricula that are designed for specific audiences – for example, kids, teens, families, or adults – knowing that this guide will be used to reach a variety of different age groups.

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 (page 5). A few suggested pairings according to common themes are provided here:

Healthy Snacks

- Choose a snack-focused activity like Snack Attack, or concentrate on creating fruit and vegetable-focused snacks in Make Your Own Veggie Super Hero and Make Your Own Fruit Clown Face.
- Illustrate the importance of making your own healthy snacks instead of relying on fast food or pre-packaged snacks by using Blubber Burger.
- Pass out the Delicious Dips and Spreads and Snack Smart handouts.
- Prepare a variety of healthy snacks like Trail Mix, Apple Wraps, or Tuna Boat samplers.

Healthy Drinks

- Demonstrate how much sugar is in popular beverages by leading the Sugar Overload activity.
- Let participants sample a variety of homemade healthy beverages using the Healthy Drinks Taste Test.
- If working with kids, encourage choosing whole fruit instead of juice using the Fruit vs. Juice activity.
• Pass out the Drink Smart handout so the audience can make these healthy drinks at home.
• Make the Fruit Smoothies and Raspberry-Lime Fizz recipes.

Fruits and Vegetables

• Help the audience think about the many enticing ways veggies can be prepared using the Flavor Vegetables to Your Liking activity.
• Encourage the audience to choose fruits and veggies in all their forms – fresh, frozen, or canned! Use the Putting Fruits and Vegetables to the Test activity.
• Pass out the Snack Smart handout and point out all the ways the audience can eat more fruits and veggies at snack time.
• Prepare a variety of recipes that use colorful fruits and veggies – like Chinese Veggies and Rice, Veggie Pinwheels, or Fruit Salad.

These suggestions are just the beginning! Choose your own combination of activities, handouts, and recipes based on a theme of your liking (e.g., whole grains, smart shopping, food groups).
Activities

Blubber Burger

Fabulous Fiber

Flavor Veggies to Your Liking

Food Group Relay Race

Fruit Vs. Juice

Healthy Drinks Taste Test

Make Your Own Fruit Clown Face

Make Your Own Veggie Super Hero

Name That Food

Price Is Right

Putting Fruits and Vegetables to the Test

Snack Attack

Sugar Overload
ACTIVITY

Blubber Burger

Time: 15 minutes

Materials: Calculator ⋅ Marker ⋅ Flip chart or white board ⋅ Hamburger buns
Small bowl of shortening ⋅ Teaspoon-size measure ⋅ Plastic knife for spreading
Disposable plastic gloves ⋅ Pens ⋅ Paper

Handout: Typical Fast-Food Meals, pg 24

In Advance:
On a flip chart or white board, write an example meal and the grams of fat:

- Whopper® with cheese 44 grams of fat
- Medium french fries 20 grams of fat
- Medium chocolate shake 18 grams of fat
- Total fat 82 grams of fat

Below this, write a sample equation and several blank equation templates for use during Blubber Burger:

Example: 82 grams of fat divided by 4 = 20½ teaspoons shortening. (1 teaspoon = 4 grams of fat)

Group 1: ________ grams of fat divided by 4 = ________ teaspoons shortening
Group 2: ________ grams of fat divided by 4 = ________ teaspoons shortening
Group 3: ________ grams of fat divided by 4 = ________ teaspoons shortening
Group 4: ________ grams of fat divided by 4 = ________ teaspoons shortening

In Class:
1. Divide participants into 3 to 4 groups. Provide each group with the handout, a pen, and a piece of paper.
2. Have the participants look at the handout and, as a group, choose a meal they would eat. Ask them to add up the total grams of fat in the meal they chose.
3. Ask each group for the total grams of fat for their meal. Write the total for each group on the flip chart, and use the equation to calculate the number of teaspoons of shortening that represent the fat in the meal.
4. As a group, take one sample meal at a time, and count the number of teaspoons of fat as a volunteer measures out and spreads the shortening onto a bun. By the end, you will have several “Blubber Burgers,” each representing the fat content of a different sample meal.
5. Compare the results, and discuss ways to choose lower-fat meals while eating out. Compare the fat content in each meal to recommendations for daily fat intake.

Use fat tubes to show participants what 44 to 78 grams of fat looks like, the range recommended for a person following a 2,000 calorie eating plan.
In Class

1. Explain to families that you are going to conduct a simple demonstration to show how whole grains and refined grains behave differently in our bodies.

2. Place the slice of white bread in one bowl and the slice of whole wheat bread in the other. Pour orange juice into each bowl, enough to just cover each slice of bread. Explain that the orange juice represents the acid in our stomachs when we digest food. Let the bread soak for 10 minutes.

3. While the bread soaks, engage families in discussion about the differences between whole grains and refined grains, and ways to identify whole grain products.

4. After 10 minutes has passed, ask for a volunteer 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 fiber is not broken down by our stomach acid, which is why it helps us feel full and helps prevent overeating. Discuss additional health benefits of fiber, such as lowering our risk of chronic disease.
Flavor Vegetables to Your Liking

**Suggested Ages:** 3-10 years  
**Estimated Time:** 15 minutes

**Materials:**  
- Two medium carrots per person  
- Large pot  
- Wooden spoon  
- Colander  
- Five small bowls  
- Five bunches of fresh herbs, all different types (e.g., basil, dill, sage, cilantro, mint, oregano, rosemary, parsley, etc.)  
- Five index cards  
- 1-2 Tablespoons butter or canola oil  
- Stickers  
- Plate, napkin, and cutlery for each person

**In Advance**

1. Bring a pot of water to boil. Rinse and slice the carrots.
2. Label individual index cards according to 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, then add a small amount of butter or canola oil and a dash of salt to the pot. Stir well to coat all the carrots.

**In Class**

1. Ask families to wash hands in preparation. Pass out sprigs of each fresh herb and have parents assist children as they pluck and chop the leaves. Instruct them to place each chopped herb in a separate bowl.
2. Place labeled index cards in front of the appropriate bowl for each herb.
3. Evenly spoon the carrots into each of the herb bowls, reserving just enough for families to have another taste of their favorites at the end. Stir ingredients to combine, so that the buttered carrots are covered with herbs.
4. Invite families to taste each variation of the seasoned carrots and indicate their preferred flavor by placing a sticker on the index card in front of the herb bowl they liked best.
5. Provide everyone with another taste of one or two of the “most popular” flavors. Encourage families to plan to serve a similarly flavored vegetable at home this week.

**TIPS:**

- Use one Tablespoon of minced fresh herbs for every 2 cups of carrots.
- If using dried herbs, use only one teaspoon for every 2 cups of carrots. Dried herbs should be added directly to the pot with butter and salt to soften slightly before serving.
- If your group consists of very small children, consider slicing carrots into sticks instead of circles to prevent choking.
- Other vegetables such as broccoli, zucchini, corn, lima beans, other beans, or tomatoes can work well with this activity too.
Food Group Relay Race

ACTIVITY

Estimated Time:
20 minutes

Materials:
- 2 paper bags
- Marker
- Food pictures or food models, at least 10 per food group

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.

In Class

1. Ask teens to recall the five MyPlate food groups and why it’s important to eat from every food group every day. **ASK:** Do you think all foods within each food group are OK to eat every day? Give an example, like a piece of cake in the Grains group. Have teens 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 teens into two groups. Give each group a pile of food pictures.

3. Tell teens 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 determine 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 appropriate 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.
Fruit vs. Juice

Suggested Ages: 3-10 years
Estimated Time: 15 minutes

Materials:
- 1 orange for every 3 people
- Napkins
- Small paper cups
- A whole orange, a whole apple, and some grapes
- One 6-8 oz clear cup
- 6 oz of orange juice

In Advance
1. Cut oranges into six segments and de-seed.
2. Fill the clear glass with 6 ounces of orange juice.

In Class
1. Place all the whole fruits on a table in front of the families.
2. Hold up the glass of orange juice and ask kids to identify what is in the glass and which fruit on the table this juice comes from.
3. Distribute one orange segment and napkin to each person. Have everyone taste the orange together and comment on its flavor.
4. After tasting, give each person another segment and a small paper cup. Instruct families to squeeze the juice from the segment into the cup. Have parents assist kids as needed.
5. Point out how much juice comes out of each segment compared to the juice in the glass. Ask families to guess how many oranges it would take to fill up the glass. Could you eat this many? Why or why not?
6. Explain that the fiber in whole fruit makes you feel fuller than drinking juice. Highlight the other important health benefits of fiber. Point out that while both fruit and juice contain important vitamins and minerals, 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 the table and 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. Discuss additional juices families may drink and which whole fruits or vegetables they come from.

TIP:
- Remind families that limiting themselves to 6-8 ounces of 100% juice per day is a good rule of thumb.
Activity: Healthy Drinks Taste Test

Estimated Time: 15 minutes

Materials:
- Small disposable cups
- Materials and ingredients for preparing beverages chosen from table below

Handouts:
- Make Your Own Fruit Smoothies, page 44

In Advance

1. Set up stations around the room for families 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.

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Ingredients</th>
<th>How to Prepare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit smoothies</td>
<td>See the Make Your Own Fruit Smoothies handout</td>
<td>See the Make Your Own Fruit Smoothies handout</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Flavored water</td>
<td>Lemons</td>
<td>Rinse and slice fresh lemons, limes, oranges, and cucumbers.</td>
</tr>
<tr>
<td></td>
<td>Limes</td>
<td>Snip mint leaves, rosemary, or other fresh herbs.</td>
</tr>
<tr>
<td></td>
<td>Oranges</td>
<td>Fill several pitchers with ice water and add any combination of the ingredients to each pitcher.</td>
</tr>
<tr>
<td></td>
<td>Cucumbers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fresh mint and rosemary</td>
<td></td>
</tr>
<tr>
<td>Fruit-juice sodas</td>
<td>Seltzer</td>
<td>Fill a large pitcher ½ with juice and ½ with seltzer water.</td>
</tr>
<tr>
<td></td>
<td>Variety of 100% juices or cocktail juices</td>
<td>Rinse the lime, cut in half, and squeeze the juice from each half into the pitcher.</td>
</tr>
<tr>
<td></td>
<td>Lime</td>
<td>Mix well and add ice before serving. Add fruit slices, if using.</td>
</tr>
<tr>
<td></td>
<td>Optional: Lemon, lime, or orange slices</td>
<td></td>
</tr>
</tbody>
</table>

In Class

1. Explain how each beverage is prepared. Discuss possible modifications for each type of beverage, and ask families how they would combine ingredients to make a different flavor.

2. Divide and assign families to a starting station.

3. After they prepare the healthy beverage at their station, invite them to move to the next station and taste the healthy beverage other families have made. Repeat until families have visited each station.

4. When everyone is finished sampling, engage families in discussion. Ask: Which healthy drinks did you enjoy the most? Which will you make at home? How might you have made the drink differently? What combination of ingredients would you have used?

TIP: In the interest of time, divide families into groups and have each group work on a different beverage, making enough for the entire class to sample. When they are done with their beverages, allow all families to go around and taste each of the other beverages.
# Make a Fruit Clown Face

**Suggested Ages:** 3-10 years

**Estimated Time:** 15 minutes

**Materials:**
- Paper plates, one for each family
- A variety of fresh fruit, such as pineapple, blueberries, grapes, kiwi, strawberries, oranges, cantaloupe, and raisins
- Small bowls
- Low-fat yogurt dip
- Serving spoons for the yogurt

### In Advance

1. Rinse and cut the fruit into pieces, enough for each family to have at least one fresh pineapple slice, two grape halves, ½ slice kiwi, ½ strawberry, one orange slice, one thin slice cantaloupe, and five raisins.
2. Assemble your own Fruit Clown Face as an example for the class.
3. Pour the yogurt dip into small bowls for sharing.

### In Class

1. Display cut fruits and materials on a table where everyone can reach them. Explain that families will work together to create their own Fruit Clown Face.
2. Encourage parents and kids to use as many different fruits as possible to make their clown faces.
3. Give families 5-7 minutes to create their clown faces. Ask a few kids to share their creation with the group and answer questions such as:
   - Why is your clown good for you to eat?
   - Which of your clown’s fruits are you most excited to eat and why?
   - Which of your clown’s fruits have you never tried before?
   - What meal or snack could you make using one or more of your clown’s fruits?
4. Set out the yogurt dip and invite families to eat and enjoy their Fruit Clown Faces.

**TIP:**
- Substitute suggested fruits with seasonal or sale items as needed.
# Fruits, Vegetables, and Whole Grains

## Veggie Super Hero

### Suggested Ages: 3-10 years

### Estimated Time: 15 minutes

### Materials:
- Paper plates, one for each family
- A variety of washed vegetables, such as 1 head broccoli, 2 zucchinis, 1 small can corn, 1 small can sliced olives, 2 red peppers, 1 bunch celery, and 3-4 whole carrots
- Toothpicks
- Small bowls
- Low-fat ranch, French, hummus, or other dressings, for dipping vegetables

### In Advance

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

### In Class

1. Display cut vegetables and materials on a table where everyone can reach them. Explain that families will work together to create their own Veggie Super Hero.
2. Encourage kids to use as many different types of veggies as possible. Have parents help their child assemble the body by using toothpicks to link together the child’s chosen vegetables.
3. Give families 5-10 minutes to make their Veggie Super Heroes. Ask a few kids to share their creation with the group and answer questions such as:
   - What is your super hero’s name?
   - Why did you choose the veggies you did?
   - Will this be the first time you are trying any of these vegetables?
   - What meal could you make using one or more of your super hero veggies?
   - Which parts of the plant do your super hero veggies come from?
4. Pass out the dressings or dips and allow families to eat and enjoy their Veggie Super Heroes. While eating, ask about their impressions of the flavor and texture of the various veggies and discuss other ways they can be served (steamed, sautéed, etc.).

### TIP:
- Substitute suggested vegetables with seasonal or sale items as needed.
Activity: Name That Food

Estimated Time: 20 minutes

Materials:
- 6-8 foods that may look or taste unfamiliar to kids — fruits, vegetables, and whole grains only
- Dips or sauces — yogurt dip, hummus, etc.
- Bowls for each food and any dips
- Toothpicks
- Serving spoons
- Pens or pencils
- Index cards, one for each food
- Small stickers

Handouts:
- Taste Test: Name That Food Worksheet, page 12

In Advance

1. Purchase 6-8 fruits, vegetables, and whole grains that may look or taste unfamiliar to kids (e.g., squashes, mango, whole wheat pita). Choose fruits and vegetables of various forms.
2. Cut each food into bite-size pieces and place in separate bowls.
3. Arrange the bowls on a front table, with a blank index card placed in front of each one. Display the whole form of each food, so that kids can see what it looked like before it was sliced or packaged.
4. Set out bowls of dips or sauces you will offer with the food samples, along with serving spoons for each bowl.
5. Set out toothpicks by each bowl for kids to use as they sample.

In Class

1. Refer to the Taste Test: Name That Food worksheet.
2. Hold up each whole food and ask kids to name the item. Have them write the correct name on their worksheet.
3. Invite kids to come up and more closely examine the whole foods one at a time. Ask them to write down what they notice about the color and shape of each food on their handout.
4. Invite kids to pick up a sample of each food with a toothpick. As they try each sample, ask them to write down what they notice about the texture and to circle if they like it. Encourage them to circle “I’ll Try Again Later” if the food was not appealing to them today. Repeat this process for each of the foods.
5. Give each child a sticker and have them place it on the index card in front of their favorite of the foods they tried today.
6. Ask kids to share why they liked certain foods over others and to point out which ones were new for them. Explain that not everyone will like all foods, but it’s important to give new foods a try — you never know what you might like! Point out that sometimes you need to try new foods more than once to get used to the taste and decide if you like it. People’s tastes also change over time: next year you might like a food that you didn’t like today.
7. Remind them of last week’s lesson: that we need to eat a variety of healthy foods to be sure our bodies get the vitamins, minerals, and nutrients we need to grow and be healthy and strong.
**Activity**

**Price Is Right**

*Instructor’s Materials: 10 question cards (questions printed on one side and answers on the other)*

**In Advance:**
Create 10 question cards using the questions below as examples.

**In Class:**

1. Explain that this activity is in preparation for ‘Shopping Smart’ next week. The cards contain questions about cost-saving strategies that participants will answer as a group.

2. Present the first question card and encourage the group to determine the correct answer.

3. After participants have provided a group answer, reveal and discuss the correct answer.

4. Repeat until all questions have been presented.

**Questions for the Activity:** These are only suggestions. Feel free to create your own, or tailor these questions to make them appropriate for your group.

1. The most basic and nutritious foods are often placed in areas:
   a.) Around the perimeter, or outer aisles, of the store
   b.) Near the checkout counter
   c.) Near the medicines

   **Answer:** A. The majority of nutritious, fresh foods are found around the perimeter of the store. These include fresh fruits and vegetables, fresh meats, dairy products, eggs, juice, and fresh breads and bakery items. Canned items, processed foods, and snacks are found in the middle aisles. Try to do most of your shopping around the perimeter for ingredients to make meals at home.

2. Coupons always allow you to buy brand-name products for less than the store-brand products. True or False?

   **Answer:** False. You still need to compare prices. Coupons can save you money if you normally buy that specific product at its regular price. If a store brand (or another brand) sells for less, the coupon may not save you money.

3. More expensive items are typically placed on shelves that are:
   a.) Knee-level
   b.) Eye-level
   c.) Above your head

   **Answer:** B. Generally speaking, more expensive items are placed at the shopper’s eye level. This is designed to catch your eye or the eyes of your children! The more affordable and bargain items are usually found on lower or higher shelves, or at the back of the store.

4. You always save money when you purchase bulk-sized foods instead of the smaller packages. True or False?

   **Answer:** False. While buying a larger size is frequently cheaper, this isn’t always the case. Look for the best buy in the package size you can use before it becomes stale or goes bad. Consider your family size, eating patterns, and storage space.
5. Where are unit prices found?
   Answer: Unit prices can be found on the small tag on the shelf under grocery items.

6. Which package of raisins would be the best buy?
   a.) 24 oz. canister for $3.99
   b.) 15 oz. canister for $2.99
   c.) Snack Packs (six 1.5 oz boxes) for $2.29
   Answer: A. 24 oz. canister for $3.99 would be the best deal, if you will use all of the raisins before they dry out. The unit price is 16 cents per ounce for the 24-ounce package, compared to 19 cents per ounce for the 15-ounce package and 25 cents per ounce for the snack packs.

7. Which juice product has the lowest unit price?
   a.) 11.5 oz. can of 100% juice concentrate for $1.99
   b.) Package of eight 6.75 oz. 100% juice boxes for $3.99
   c.) 64 oz. bottle of 100% juice for $2.99
   Answer: A. When compared by unit price, the juice concentrate is the best buy at four cents per ounce, compared to five cents per ounce for the 64-ounce bottle, and seven cents per ounce for the package of eight.

8. Which food store will offer you the best prices for food?
   a.) Neighborhood market
   b.) Convenience store
   c.) Grocery store or supermarket
   Answer: C. A large grocery store or supermarket almost always offers a better value and a wider variety of products. The best approach is to be familiar with the prices of products that you buy often, so that you’ll know a good deal wherever you see it!

9. Frozen and canned produce are a better deal than fresh.
   True or False?
   Answer: False. When in season, fresh produce may be the cheapest form, but all forms of produce can count toward your daily goals.

10. Shopping with a list will help you:
    a.) Avoid impulse buys
    b.) Stick to your budget
    c.) Spend less time at the store
    d.) Account for what you have on hand
    e.) All of the above
    Answer: E. All of the above. Bottom line: make a list and stick to it.
ACTIVITY

Putting Fruits and Vegetables to the Test
Time: 15 minutes

Materials: White board or flip chart • Markers
Handout: Vary Your Fruits and Veggies, pg 16

In Advance:
Label a large piece of paper or a white board with columns: “Fresh,” “Frozen,” and “Canned.”

In Class:
1. Break participants into three groups and assign them a form (Fresh, Frozen, Canned).
2. Explain that each group will have about 5 minutes to come up with reasons that their form is the best. Suggest the groups consider: cost, storage, color, taste, texture, nutrient content, and ease of preparation.
3. After 5 minutes, have each group try to convince the other groups that their form is best.
4. Write the reasons they report in the “Fresh,” “Frozen,” or “Canned” columns.
5. Once each group has reported, use the chart below to discuss the pros and cons of each form that may not have been discussed.
6. ASK Do you think one form is better than another? What fruits and vegetables in your form are available in the store where you shop? What fruits and vegetables in your form are not available?
7. Emphasize that there is not a “best” form of fruits and vegetables.
8. Review the handout and the variety of colors and parts of the plant to choose from. Emphasize the health benefits of all forms.

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fresh</td>
<td>Commonly goes bad before can be used/eaten</td>
</tr>
<tr>
<td>Offers more natural flavor</td>
<td>Hard to know if ripe</td>
</tr>
<tr>
<td>Greater variety</td>
<td>Expensive</td>
</tr>
<tr>
<td>Ability to touch, smell, and see before purchasing</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Frozen</td>
<td>May have added sodium, sugar, and/or fat</td>
</tr>
<tr>
<td>Processed at peak freshness</td>
<td></td>
</tr>
<tr>
<td>Lower cost</td>
<td></td>
</tr>
<tr>
<td>Long shelf life (maintains quality for up to 6 months)</td>
<td></td>
</tr>
<tr>
<td>Little preparation required</td>
<td></td>
</tr>
<tr>
<td>Available year-round</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Canned</td>
<td>May have added sodium, sugar and/or fat</td>
</tr>
<tr>
<td>Processed at peak freshness</td>
<td></td>
</tr>
<tr>
<td>Lower cost</td>
<td></td>
</tr>
<tr>
<td>Long shelf life (2-4 years)</td>
<td></td>
</tr>
<tr>
<td>Little preparation required</td>
<td></td>
</tr>
<tr>
<td>Available year-round</td>
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</tbody>
</table>

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Snack Attack

**In Advance**

1. Collect a variety of empty packaging for popular snack foods, for example, potato chips, cheese straws, cookies, or 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 possible, select 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 room, with a different snack recipe to be prepared at each station. Place ingredients and equipment needed for the recipe being made at each station.

**With Kids**

1. Ask kids what they typically choose for a snack. Display empty packages of commonly consumed snack foods. Have kids pair up. Assign each pair a snack food package, if possible, based on what they said they enjoy the most.

2. Refer to the **Label Lingo handout**. Clarify the difference between one serving and the number of servings provided in a package.

3. Ask kids 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 them to check the ingredient list and determine whether their snack includes any whole grains, fruits, or vegetables.

4. Point out that packaged snacks are typically high in fat and other less desirable nutrients and usually contain very few fruits, vegetables, or whole grains. Explain that a balanced snack includes foods from at least two food groups, and snacks are a great time to add more fruits and vegetables to your day.

5. Divide kids into teams and give them 3 minutes to brainstorm healthy, balanced snacks they could make at home on their own — as many as they can think of. The team with the most ideas will get first choice of a snack recipe to prepare.

6. When 3 minutes is up, call time. Have kids share their snack ideas out loud. Announce the winning team. Use the **Snack Smart handout** to point out additional simple, balanced snacks kids could make.

7. Have kids wash their hands in preparation for making snacks. Explain how the snacks at each station will be prepared. Allow the winning team to pick which station to start at, then assign the rest of the groups to a station. Ask them to make enough snacks for each person in the room.

**TIPS:**

- To choose snacks, ask your community partner in advance what types of snacks the kids typically eat.
- Use empty snack packaging to avoid having kids ask if they can eat the snacks when the activity is done.

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Suggested Grades: 6–12  
Estimated Time: 45 minutes  
Materials:  
- A variety of empty snack food packages  
- Ingredients and equipment to prepare a selection of healthy snacks  
Handouts:  
- Snack Smart, pages 43-44  
- Delicious Dips & Spreads, page 38  
- Label Lingo, page 40  

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Activity: Sugar Overload

Estimated Time: 15 minutes

Materials:
- Empty cans or bottles of a variety of popular sugary beverages
- Clear plastic cups, one for each beverage
- Bag of sugar
- Teaspoon
- Calculator

In Advance
1. Collect a variety of empty popular sugary beverage containers — sodas, fruit-flavored drinks, sweet teas, vitamin water, chocolate milks, Big Gulp, etc.
2. Set out the empty bottle for each beverage.
3. Write the following equation on flip-chart paper:
   \[ 4 \text{ grams of sugar} = 1 \text{ teaspoon sugar} \]

In Class
1. Assign each kid one of the empty beverage containers, if possible, based on what they said they drink most often. Ask kids to come to the front and read the Nutrition Facts panel for their beverage to determine the grams of sugar.
2. Remind families how to 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.
3. Ask kids to scoop the teaspoons of sugar just calculated for their drinks into an empty plastic cup. Then have them place the cup in front of the corresponding empty beverage container.
4. After each child 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. Point out the drinks with sugar that at least provide important nutrients (e.g., orange juice, chocolate milk), but encourage families to get these nutrients from sources with less added sugar.

TIP: Use empty containers to prevent participants from asking if they can drink them when the activity is done.
Handouts

Delicious Dips and Spreads

Drink Smart

Label Lingo

MyPlate

Snack Smart

Taste Test: Name That Food

Typical Fast Food Meals

Whole Grain Goodness
Delicious Dips & Spreads

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

Bean Dip
- Using a blender, mix 1 (15½-ounce) can beans (cannellini, chickpeas, black beans, etc.), 1 minced clove garlic, 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.

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

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 ½ teaspoon ground nutmeg.
- Serve with whole wheat graham crackers, with apple wedges, or as a spread on whole wheat toast or bread.

Honey Mustard Dip • Chef Bob Casey, Boston, Mass.
- Mix ½ cup plain nonfat yogurt, 1 Tablespoon mustard, and 1 Tablespoon honey.
- Serve with Baked Flaked Chicken (page 57) or with cut-up fresh veggies.

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, with graham crackers, or as a spread on whole wheat toast, bread, or pancakes.

Vegetable Dip • Chef Alicia McCabe, Boston, Mass.
- Mix ½ cup nonfat plain yogurt, ½ cup reduced-fat mayonnaise, and 1 Tablespoon Mrs. Dash seasoning (or use ½ teaspoon each of dried chives and parsley, ¼ teaspoon each of garlic and onion powder, and ½ teaspoon each of salt and pepper). Substitute low-fat sour cream for the mayonnaise, if you like.
- Serve with cut-up fresh veggies, or use as a topping for Black Bean and Vegetable Quesadillas (page 58), Turkey Chili With Vegetables (page 67), or Turkey Tacos (page 68).

Fruit Yogurt Dip
- Using a blender, mix 1 cup low-fat cream cheese (softened), ½ cup nonfat vanilla yogurt, ¼ 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 such as apples, bananas, grapes, or strawberries.
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 and 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 52)
* 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.
Label Lingo
Use the label to guide your food choices.

Watch out! Make sure you know how many servings are in each package.

Look for foods with less saturated fat and no trans fat.

Look for foods with more fiber and less sugar.

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

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
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<tr>
<td>Calories 220</td>
<td>5%</td>
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<tr>
<td>Calories from Fat 30</td>
<td>30%</td>
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<tr>
<td>Total Fat 3.5g</td>
<td>5%</td>
</tr>
<tr>
<td>Saturated Fat 0.5g</td>
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<td>0%</td>
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<td>5%</td>
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<td>Sodium 670mg</td>
<td>28%</td>
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<tr>
<td>Dietary Fiber 9g</td>
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<td>Sugars 5g</td>
<td></td>
</tr>
<tr>
<td>Protein 9g</td>
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</tr>
</tbody>
</table>

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

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, and eggs are all great sources of protein, too.

Dairy
Get your calcium-rich foods.
Look at the carton or container 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.
Instead of fruit-flavored snacks ...

⭐️ Make Fruit Salad
- Wash and peel a variety of colorful fruits.
- Cut fruits into bite-size pieces and combine in a large bowl.
- Cut a lime in half and squeeze the juice over the fruit.
- Drizzle a Tablespoon of honey if you like.
- Stir ingredients together 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 ...**

**Mr. 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, alternating 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 ...**

**Mr. Make Frozen Fruit Poppers**
- Wash and peel a variety of colorful fruits.
- Cut fruits into bite-size pieces and 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 another hour or until frozen.

**Instead of ice cream ...**

**Mr. Make your own yogurt parfaits** (page 57)

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

**Mr. Make your own trail mix** (page 54)
## Taste Test: Name That Food

Fill in the chart with information about the foods you taste in class.

<table>
<thead>
<tr>
<th>Name That Food</th>
<th>Color</th>
<th>Shape</th>
<th>Texture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Apple</td>
<td>Red</td>
<td>Round</td>
<td>Crisp</td>
</tr>
</tbody>
</table>

### Taste

- Like It
- Try Again later
- I’ll Try Again later
- I’ll Try Again later
- I’ll Try Again later
- I’ll Try Again later
- I’ll Try Again later
- I’ll Try Again later
- I’ll Try Again later
- I’ll Try Again later
- I’ll Try Again later
- I’ll Try Again later

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Typical Fast-Food Meals

Learn to spot high-fat foods when eating out. Use this chart to see how quickly fat adds up up.

If you need 2,000 calories a day but want to eat low-fat, aim to eat between 44 and 65 grams of fat a day.

<table>
<thead>
<tr>
<th>Fast Food Chain</th>
<th>Food</th>
<th>Calories</th>
<th>Fat Grams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arby’s®</td>
<td>Regular Roast Beef Sandwich</td>
<td>320</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>Super Roast Beef Sandwich</td>
<td>440</td>
<td>19</td>
</tr>
<tr>
<td>Burger King®</td>
<td>WHOPPER®</td>
<td>670</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>WHOPPER® with cheese</td>
<td>760</td>
<td>47</td>
</tr>
<tr>
<td></td>
<td>French fries (medium)</td>
<td>360</td>
<td>20</td>
</tr>
<tr>
<td>Dairy Queen®</td>
<td>Hot Dog</td>
<td>400</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>Grilled Chicken Salad</td>
<td>240</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Onion rings (4 oz.)</td>
<td>470</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Regular vanilla cone (small)</td>
<td>230</td>
<td>7</td>
</tr>
<tr>
<td>KFC®</td>
<td>Chicken breast, Original Recipe™</td>
<td>380</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td>Chicken breast, Extra Crispy™</td>
<td>460</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td>Drumstick, Original Recipe™</td>
<td>140</td>
<td>8</td>
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<tr>
<td></td>
<td>Mashed potatoes with gravy</td>
<td>120</td>
<td>4</td>
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<tr>
<td></td>
<td>Cole slaw</td>
<td>180</td>
<td>11</td>
</tr>
<tr>
<td>McDonald’s®</td>
<td>Big Mac®</td>
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<tr>
<td></td>
<td>Quarter Pounder®</td>
<td>420</td>
<td>18</td>
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<td></td>
<td>Double Quarter Pounder® with cheese</td>
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<tr>
<td></td>
<td>Chicken McNuggets® (6)</td>
<td>250</td>
<td>22</td>
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<td></td>
<td>Premium Grilled Chicken Classic Sandwich</td>
<td>420</td>
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</tr>
<tr>
<td>Pizza Hut®</td>
<td>Cheese Pan Pizza (2 slices)</td>
<td>560</td>
<td>26</td>
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<tr>
<td></td>
<td>Cheese Thin ‘N Crispy Pizza (2 slices)</td>
<td>400</td>
<td>16</td>
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<tr>
<td></td>
<td>Pepperoni Pan Pizza (2 slices)</td>
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<td></td>
<td>Pepperoni Thin ‘N Crispy Pizza (2 slices)</td>
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<tr>
<td>Subway®</td>
<td>6-inch Turkey Breast sub</td>
<td>280</td>
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<td></td>
<td>6-inch Subway® Club with turkey, roast beef, and ham</td>
<td>320</td>
<td>6</td>
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<tr>
<td></td>
<td>6-inch Meatball Marinara</td>
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<td>Taco Bell®</td>
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<td>10</td>
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<tr>
<td></td>
<td>Burrito Supreme® with steak</td>
<td>420</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Fresco Burrito Supreme®</td>
<td>350</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Taco (hard shell)</td>
<td>170</td>
<td>10</td>
</tr>
<tr>
<td>Wendy’s®</td>
<td>Baconator™</td>
<td>840</td>
<td>51</td>
</tr>
<tr>
<td></td>
<td>Ultimate Chicken Grill Sandwich</td>
<td>360</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Large chili</td>
<td>330</td>
<td>9</td>
</tr>
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</table>
Whole Grain Goodness

Use these clues to search out tasty whole grains.

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

Watch out for these common tricks.

Don’t be fooled by the other ingredients! Any whole grains listed after the first ingredient may only be a very small part of the product. That’s why words on the front of the package, like “made with whole grains,” can be a trick too.

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.

Tip:

Whole grains contain fiber, vitamins, minerals, and antioxidants. They may help you feel full and keep a healthy weight.

Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>1 1/4 cups (322g)</th>
</tr>
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<tbody>
<tr>
<td>Servings per Recipe</td>
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<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 170</th>
<th>Calories from Fat 100</th>
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<tr>
<td>Total Fat 11g</td>
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<td>Saturated Fat 1g</td>
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<td>Trans Fat 0g</td>
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<td></td>
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<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
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<tr>
<td>Sodium 170mg</td>
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<tr>
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<tr>
<td>Dietary Fiber 6g</td>
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</tr>
<tr>
<td>Sugars 5g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein 4g</td>
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| Vitamin A 20%       | Vitamin C 60% |
| Calcium 6%          | 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.

INGREDIENTS: Whole wheat flour, honey, cracked wheat, whole wheat bran, salt, yeast, soybean oil, molasses, wheat gluten
Recipes

Apple Wraps

Banana Pudding in a Bag

Banana Quesadillas

Barley Jambalaya

Chinese Veggies and Rice

Fruit Salad

Fruit Smoothies

Homemade Corn Tortilla Chips

Mango Salsa

Northwest Apple Salad

Raspberry-Lime Fizz

Trail Mix

Tuna Boats

Veggie Pinwheels

Yogurt Parfait with Homemade Granola
Apple Wraps

Directions

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

Ingredients

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

Materials

Large bowl
Mixing spoon
Sharp knife

Nutrition Facts

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

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<thead>
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<th>Amount Per Serving</th>
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<tr>
<td>Protein 5g</td>
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</table>

*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

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

Materials
Large zip-top plastic bag

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

Nutrition Facts
Serving Size ½ cup per serving (160g)
Servings per Recipe 4

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<th>Amount Per Serving</th>
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<td>2%</td>
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<td>Sugars 20g</td>
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</tr>
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<td>Vitamin A 2%</td>
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<td>Vitamin C 15%</td>
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<tr>
<td>Calcium 6%</td>
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</tr>
<tr>
<td>Iron 4%</td>
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</tr>
</tbody>
</table>

*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 Quesadillas

Chef Lauren Klatsky • Boston, Mass.
Serves 4, 1 folded (8-inch) quesadilla per serving

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

**Directions**
1. In a small mixing bowl, measure and stir together peanut butter, cream cheese, honey, and cinnamon.
2. Lay tortillas flat. Spread 1½ Tablespoons of the peanut butter mixture on one half of each tortilla.
3. Peel bananas and cut them into ¼-inch-thick slices.
4. Measure and lay ¾ cup banana slices, in a single layer, over peanut butter mixture on each tortilla.
5. Fold each tortilla in half to enclose filling.
6. Coat a frying pan with non-stick cooking spray.
7. Heat pan over medium-high heat, and place tortillas in hot frying pan. Cook for 1–2 minutes on each side or until golden brown.

**Chef’s Notes**
- Let cream cheese soften at room temperature for 5–10 minutes for easier blending.

**Nutrition Facts**
Serving Size 1 folded (8-inch) quesadilla (163g)
Servings per Recipe 4

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<th>Amount Per Serving</th>
<th>% Daily Value*</th>
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</tr>
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</tbody>
</table>

*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, 1 ¼ cups per serving

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

In Advance

🧵 1. Measure and place barley in a colander and rinse under cold water. Add barley, water, and bay leaves to a medium saucepan.

🧵 2. Bring to a boil over high heat. Reduce heat to low, cover pot, and cook 45 minutes or until barley is tender. Place barley in a colander, draining any excess water, and set aside.

Preparation

🧵 3. Rinse celery and green pepper.

🧵 4. Peel and rinse the onions. Peel garlic cloves.

🧵 5. Dice onion, celery, and green pepper. Mince garlic.

🧵 6. Dice turkey ham into tiny, ¼-inch pieces.

🧵 7. Heat large soup pot over medium heat, and add canola oil when pan is hot. Add meat, onions, celery, peppers, and garlic to the soup pot. Mix well.

🧵 8. Sauté 5-10 minutes, scraping bottom of pan periodically.

🧵 9. Measure and add salt, cayenne pepper, oregano, and black pepper to the pot, along with the canned tomatoes, and stir.

🧵 10. Bring to a boil over high heat. Cover, reduce heat, and simmer for 15 minutes.

🧵 11. Add cooked barley, and stir to combine.

🧵 12. Add more liquid, if necessary, and cook over low heat for another 5-10 minutes to combine flavors and reheat the barley.

🧵 13. Remove bay leaves before serving.

Chef’s Notes

• Try ham, turkey, chicken, or turkey sausage instead of the turkey ham.

• Substitute brown rice for the barley, if you like. Cook rice according to package instructions, and add cooked rice to jambalaya in step 11.

• To save time, cook the barley up to two days ahead of time, refrigerate, and add to soup pot in step 11.

Ingredients

- 1 cup barley
- 4 cups water
- 2 whole bay leaves
- 2 medium celery stalks
- 1 medium green bell pepper
- 3 medium onions
- 2 medium cloves garlic
- 4 ounces turkey ham
- 1 Tablespoon canola oil
- 1 teaspoon salt
- ¼ teaspoon cayenne pepper
- 1 ½ teaspoons dried oregano
- 1 teaspoon ground black pepper
- 1 (28 ounce) can diced tomatoes, no salt added

Nutrition Facts

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

Amount Per Serving

Calories: 220  Calorie from Fat: 30  % Daily Value:
Total Fat: 3.5g  5%  Saturated Fat: 0.5g  3%  Trans Fat: 0g
Cholesterol: 15mg  5%  Sodium: 670mg  28%  Total Carbohydrate: 39g  13%
Dietary Fiber: 9g  36%  Sugars: 9g
Protein: 9g

Vitamin A: 15%  Vitamin C: 70%
Calcium: 6%  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.
Chinese Veggies & Rice

Chef Kaspar Donier • Seattle, Wash.

Serves 4, 1½ cups per serving

Ingredients

- 1 cup brown rice
- 2 medium carrots
- 2 medium celery stalks
- ½ pound broccoli
- 1 (15½ ounce) can chickpeas
- ¼ cup low-sodium soy sauce
- 2 Tablespoons brown sugar
- 1 Tablespoon cornstarch
- 2 Tablespoons canola oil

Materials

Vegetable peeler
Sharp knife
Colander
Small bowl
Large sauté pan
Pot for cooking rice

Directions

1. Cook rice according to package directions. Set aside and keep warm in a covered container. Make vegetable mixture while rice is cooking.
2. Peel and rinse carrots. Rinse celery and broccoli.
3. Dice carrots and celery. Chop broccoli into small pieces.
4. Drain and rinse canned chickpeas, using a colander.
5. In a small bowl, measure and stir together soy sauce, brown sugar, and cornstarch.
6. Peel, rinse, and mince fresh ginger, if using. Stir minced ginger into the soy sauce mixture.
7. Heat a large sauté pan over medium-high heat, and add canola oil.
8. Add chopped vegetables and chickpeas into sauté pan. Cook for 5-7 minutes, stirring frequently.
9. Pour soy sauce mixture into sauté pan.
10. Bring to a boil. Reduce heat and simmer about 2 minutes or just until sauce is slightly thickened.

Chef’s Notes

- Sauté any variety of vegetables.
- Cook more rice than is needed for this recipe and plan to use it for another recipe later in the week.
- Try dicing and adding cubes of firm tofu for extra protein.

Nutrition Facts

Serving Size 1 1/2 cups (422g)
Servings per Recipe 4

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*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 Salad

Serves 6, 1 cup per serving

**Ingredients**
- 2 medium bananas
- 2 kiwis
- 1 (15 ounce) can pineapple chunks in juice
- 1 cup frozen mango chunks
- 2 cups frozen strawberries
- 1 cup frozen blueberries
- ½ cup orange juice
- 1 Tablespoon honey

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

**Directions**

**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 and place in a large mixing bowl.
3. Drain canned pineapple and add to mixing bowl along with the cut and thawed fruit. Mix together.
4. Mix orange juice and honey in a small saucepan and warm over medium heat to make a sauce.
5. Allow sauce to cool for 5-10 minutes and then pour over the fruit salad and mix to coat the fruit.
6. Rinse and chop mint leaves, if using, and mix into fruit salad, along with optional coconut and almonds.

**Chef’s Notes**
- Substitute any of your favorite seasonal fruits for those suggested in this recipe.
- 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 as a topping over oatmeal or plain, nonfat yogurt.

**Nutrition Facts**

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<td>Iron</td>
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*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 1/3 cups per serving

Ingredients
1 medium banana
1/2 cup ice cubes
1 cup low-fat vanilla yogurt
1 cup 100% orange juice
1/2 teaspoon ground cinnamon

Directions
1. Peel banana and put in a blender or food processor.
2. Add remaining ingredients to the blender or food processor.
3. Cover and blend until smooth.

Chef’s Notes
- Use any fruit you like.
- Replace orange juice with nonfat, soy, or 1% milk for a creamier smoothie.
- Freeze slices of fruit that are about to go bad and use them in smoothies. If adding frozen fruit, use less or no ice.
- If the smoothie is too thick, add more liquid. If the smoothie is too thin, add more fruit.
- Make ice cubes out of juice instead of water to use in your smoothies.
- If you don’t have a blender, use a fork to mash the fruit and whisk in the other ingredients.

Nutrition Facts
Serving Size 1 1/3 cups (307g)
Servings per Recipe 2
Amount Per Serving
Calories 210  Calories from Fat 15
% Daily Value*
Total Fat 2g  3%
  Saturated Fat 1g  5%
  Trans Fat 0g
Cholesterol 5mg  2%
Sodium 85mg  4%
Total Carbohydrate 43g  14%
  Dietary Fiber 2g  8%
  Sugars 35g
Protein 7g

Vitamin A 6%  Vitamin C 80%
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.
Homemade Corn Tortilla Chips
Serves 8, 6 chips per serving

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

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 wedges.
3. Coat a baking sheet with non-stick cooking spray.
4. Spread tortilla slices out on baking sheet.
5. Lightly spray the chips with non-stick cooking spray to prevent burning.
6. Bake for 8-10 minutes or until golden brown and crispy.

Chef’s Notes
- Try whole wheat tortillas instead of corn tortillas.
- If serving the 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 6 chips (85g)
Servings per Recipe 8

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<tr>
<td>Iron 2%</td>
<td>12%</td>
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*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

**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**

- ¼ cup fresh cilantro leaves

**Directions**

1. Rinse mangoes, cucumber, green onions, jalapeño pepper, and limes.
2. Peel and cut mangoes from their pits. Cut mango into slices.
4. Dice mango and cucumber slices and place in a small serving bowl.
5. Finely chop green onions and add to bowl. Remove seeds from jalapeño, dice pepper, and add to mixture.
6. Cut limes in half and help child squeeze juice into the bowl. Remove any seeds.
7. Measure and stir in salt. If using cilantro, rinse and tear leaves into small pieces, then add to salsa.
8. Add cayenne pepper, mix well, cover, and refrigerate for at least one hour before serving to allow the flavors to blend.

**Chef’s Notes**

- Mangoes usually feel a little softer and tend to turn more orange or red in color when they are ripe.
- Be careful when handling the jalapeño pepper. Be sure not to touch your eyes, and make sure you wash your hands thoroughly after touching the raw pepper or it will burn.
- Removing seeds from the jalapeño will make the salsa less spicy — try using less jalapeño for a milder salsa.
- Try serving mango salsa as a dip with tortilla chips, as a topping for fresh fish or pork, or as a topping for black bean soup or tacos.

**Nutrition Facts**

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*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

Directions
1. Rinse and remove cores from apples, do not peel. Cut into 1-inch pieces and place in medium mixing bowl.
2. Add currants and yogurt to bowl. Mix well.
3. Put nuts into a small sauté pan and toast over medium heat on the stovetop until golden brown and fragrant. Watch carefully, so they don’t burn.
4. Remove nuts from hot pan and let cool.
5. Put cooled nuts into a plastic bag and use a rolling pin or an unopened can to crush into small pieces.
6. Add crushed nuts and optional dried cranberries and honey to the salad, toss, and serve.

Chef’s Notes
• Use any kind of apple in this recipe.
• You can substitute raisins for currants.
• Substitute any kind of nuts for the walnuts, if desired.
• Instead of toasting nuts on stovetop, you can place nuts on a baking sheet and into a preheated 350°F oven for 10-15 minutes or until golden brown. Nuts can burn quickly, so watch them closely.

Ingredients
2 medium Granny Smith apples
2 Tablespoons dried currants
3 Tablespoons plain low-fat yogurt
1 Tablespoon whole, shelled walnuts

Optional Ingredients
2 Tablespoons dried cranberries
1 Tablespoon honey

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.
Raspberry-Lime Fizz

Serves 5, 1 cup per serving

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

**Materials**
Large pitcher

**Directions**
1. Mix cranberry-raspberry juice with the seltzer water in a large pitcher.
2. Rinse lime and cut in half. Discard 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 juice you prefer. Be sure any juice you use is 100% juice.
- Increase juice or decrease seltzer water for a drink with more fruit flavor.
- Add thin slices of lemon, lime, or orange for more flavor.

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

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*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

Ingredients
½ cup unsalted roasted peanuts
¾ cup raisins
1½ cups crispy whole wheat cereal squares
¾ cup mini pretzels
½ cup chocolate chips

Materials
Large mixing bowl
Air-tight container or zip-top plastic bag

Directions
1. Combine peanuts, raisins, cereal, pretzels, and chocolate chips in a large mixing bowl.
2. Place in an airtight container or zip-top plastic bag. Store in a cool, dry place.

Chef’s Notes
• Replace the unsalted roasted peanuts with any of your favorite nuts and the raisins with other dried fruit.
• If peanut allergies are a concern, use almonds or sunflower seeds instead.
• Substitute any whole grain, low-sugar cereal for 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 be high in calories, so pack small portion sizes.

Nutrition Facts
Serving Size ½ cup (53g)
Servings per Recipe 8

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*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 of filling per serving

#### Ingredients
- 2 large cucumbers
- 1 lemon
- 2 green onions
- 1 (6-ounce) can low-sodium tuna in water
- 1 (15½-ounce) can white cannellini beans
- 2 Tablespoons canola oil
- ½ teaspoon salt
- ¼ teaspoon ground black pepper

#### Directions
1. Rinse cucumbers, lemon, and green onions.
2. Cut cucumbers in half lengthwise. Scoop out the seeds with a small spoon.
3. Cut lemon in half. Discard seeds. Squeeze juice from each half into a small bowl.
4. Chop green onions.
5. Drain the tuna.
6. Drain and rinse the beans in a colander.
7. Place beans in a medium bowl and mash lightly with a fork.
8. Measure and add 2 Tablespoons of the reserved lemon juice, oil, salt, and pepper, along with the green onions, to the mashed beans.
9. Use your fingers to break up the tuna into smaller flakes. Add to the bowl. Mix all ingredients together until well blended.
10. Fill each cucumber half with ¼ of the tuna mixture. Serve.

#### Chef’s Notes
- Try canned salmon, packed in water, instead of tuna, if you like.
- Try substituting a different type of beans for the cannellini, such as chickpeas or black beans.

#### Nutrition Facts

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<tr>
<td>Vitamin A 4%</td>
<td>• Vitamin C 20%</td>
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</tr>
<tr>
<td>Calcium 10%</td>
<td>• Iron 25%</td>
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</tbody>
</table>

*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 Pinwheels

Lynn Fredericks • Family Cook Productions
Serves 4, 3 pinwheels each

Ingredients
- 1 large, ripe avocado
- 1 lemon
- 3 sprigs fresh herbs (parsley, dill, cilantro, or combination)
- 1 cup salad greens
- 1 small turnip
- 4 large radishes
- 1 small carrot
- 4 ounces Monterey Jack or other cheese
- 3 (10-inch) whole wheat flour tortillas
- Pinch of salt

Directions
1. Slice the avocado lengthwise and remove pit.
2. Use a spoon to scoop the avocado into a small bowl. Use a fork to mash the avocado.
3. Rinse lemon and cut in half, removing seeds. Squeeze a little lemon juice onto the avocado. Stir.
4. Rinse herbs and pluck leaves off stems. Tear leaves into smaller pieces, add to mashed avocado, and stir.
5. Scrub and rinse the turnip, radishes, and carrot. Rinse the salad greens and pat all the vegetables dry.
6. Grate the root vegetables into a large mixing bowl.
7. Grate the cheese into a small bowl.
8. Warm one tortilla in the microwave for 30 seconds, or longer if necessary.
9. Place the warmed tortilla on a cutting board. Spread 1/3 of the mashed avocado over the center of the tortilla.
10. Layer with 1/3 of the greens and 1/3 of grated vegetables, and top with 1/3 of the cheese.
11. Squeeze some lemon juice over the filling.
12. Season lightly with a small amount of the salt. Roll the tortilla tightly into a log shape. Use a sharp knife to slice the wrap into 4 “pinwheels.” Repeat steps 8-12 with each of the additional tortillas. You will end up with a total of 12 pinwheels.

Chef’s Notes
- You can use 1 cup of guacamole in place of the avocado.
- It is not necessary to peel most root veggies (except potatoes) when you slice or grate them. Scrub them well with water and a clean nail brush (used only for veggies).
- Try topping each tortilla with thinly sliced roasted turkey in step 10. Use 5 ounces of turkey, with 1/3 placed on each tortilla.

Nutrition Facts
Serving Size 3 pinwheels (177g)
Servings per Recipe 4

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<th>Amount Per Serving</th>
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Vitamin A 60% • Vitamin C 30%
Calcium 35% • Iron 8%

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## Yogurt Parfait with Homemade Granola

*Chef Joyce Roland • Seattle, Wash.*

Serves 6, 1 parfait per serving

### Ingredients
- 2 Tablespoons honey
- 1 Tablespoon canola oil
- ¼ teaspoon ground cinnamon
- 1 cup old-fashioned rolled oats
- 2 Tablespoons sliced or chopped almonds
- Non-stick cooking spray
- ¼ cup dried fruit (raisins, cranberries, apricots, dates, or prunes)
- 4 cups medium strawberries
- 3 cups nonfat vanilla yogurt

### Materials
- Large mixing bowl
- Fork
- Mixing spoon
- Baking sheet
- Knife
- Cups or bowls

### Directions
1. Preheat oven to 350°F.
2. Measure and add the honey, canola oil, and cinnamon to a large bowl. Use a fork to blend the ingredients together.
3. Measure and add the oats and 2 Tablespoons of almonds to the honey mixture. Stir until coated thoroughly.
4. Spray a baking sheet with non-stick cooking spray.
5. Spread oat mixture evenly onto the baking sheet.
6. Bake for 10–20 minutes until lightly browned, stirring every 5 minutes to cook granola evenly.
8. Measure and stir dried fruit into cooled granola.
9. Rinse and cut leafy tops from strawberries. Cut strawberries into ¼-inch-thick slices (should yield about 3 cups).
10. Layer ¼-cup yogurt into each of 6 parfait cups or bowls, followed by ¼-cup sliced strawberries, and 2 Tablespoons granola.
11. Repeat layers one more time, ending with a layer of granola.

### Chef’s Notes
- Layer the parfait just before serving, so granola stays crunchy.
- Replace the homemade granola with any high-fiber cereal you like.
- Top with almond slices if desired.
- Replace the strawberries with any type of diced or sliced fruit. Look for fruits in season or on sale.
- The granola can be made ahead and stored in an airtight container for up to 3 weeks in the refrigerator or on the counter.

### Nutrition Facts

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