



United States Department of Agriculture

Team Nutrition Cooks!

Salad With Vinaigrette Dressing



Salad With Vinaigrette Dressing

Quick Start Guide

Total Time for Activity: 30 minutes

Serving Size: 2 cups salad and 2 teaspoons of dressing

Crediting Information: 2 cups of salad with vinaigrette dressing provide 1 cup vegetable and ¼ cup fruit.

1 Ingredients List

For Salad

- ☐ ___ cup(s) salad greens
- ☐ ___ tomato(es)
- ☐ ___ cucumber(s)
- ☐ ___ apple(s)
- ☐ ___ cup(s) of shredded or crumbled low-fat cheese

For Vinaigrette

- ☐ ___ tablespoon(s) diced onion
- ☐ ___ tablespoon(s) oil
- ☐ ___ tablespoon(s) vinegar
- ☐ ___ teaspoon(s) mustard
- ☐ ___ teaspoon(s) honey
- ☐ ___ teaspoon(s) salt
- ☐ ___ pinch black pepper
- ☐ ___ tablespoon(s) herbs (e.g., chives) (optional)

Use the Ingredient Conversion Chart to figure out the amount of ingredients you will need for your group size. Fill in the ingredients list with the amounts you need, such as “1 tomato” or “2 apples.”

Ingredient Conversion Chart

	6 people	12 people	18 people
Diced onion	1 tbsp	2 tbsp	3 tbsp
Oil	2 tbsp	4 tbsp	6 tbsp
Vinegar	1 tbsp	2 tbsp	3 tbsp
Mustard	½ tsp	1 tsp	1½ tsp
Honey	½ tsp	1 tsp	1½ tsp
Salt	¼ tsp	½ tsp	¾ tsp
Salad greens	8 cups	16 cups	24 cups
Tomatoes	1	2	3
Cucumbers	1	2	3
Apples	1	2	3
Cheese	¼ cup	½ cup	¾ cup
Herbs	1 tbsp	2 tbsp	3 tbsp

3 Safety Tips

- ✓ Peelers and knives are sharp! Remind children to avoid touching the blade.
- ✓ When they are cutting, remind children to take their time and keep their eyes on the knife at all times.
- ✓ Always cut on a cutting board to avoid damaging the counter.

2 Supplies

- ☐ ___ cutting board(s)
- ☐ ___ butter knife/knives
- ☐ ___ peeler(s)
- ☐ ___ small bowl(s)
- ☐ ___ 1-cup dry measuring cup(s)
- ☐ ___ ¼-cup dry measuring cup(s)
- ☐ ___ salad tong(s)
- ☐ ___ measuring spoon(s)
- ☐ ___ jar with lid or bowl with whisk
- ☐ ___ salad bowl(s)
- ☐ ___ whisk(s)
- ☐ ___ fork(s)
- ☐ ___ serving plate(s)
- ☐ ___ serving utensil(s)
- ☐ ___ plate(s)
- ☐ ___ napkin(s)
- ☐ ___ utensil(s)
- ☐ ___ *Optional*: salad spinner(s)

Amount needed of each item will depend on the size of your group and the layout of your room. See page 140 for details.

4 Instructions for Program Operators

1. Have adults and children wash his or her hands with soap and water.
2. Help the children wash the greens, apples, tomatoes, herbs and cucumbers.
3. Guide children through peeling and slicing the cucumber(s) and chopping the apple(s), tomato(es), and herb(s).
4. Put all the salad ingredients into the salad bowl.
5. Put all the vinaigrette ingredients in a jar and shake until fully blended. Or, put the ingredients in a bowl and whisk until fully blended.
6. Add the vinaigrette to the salad bowl. Use the tongs to mix the salad until everything is evenly covered with the dressing.
7. Serve the salad on the plates with napkins and utensils.



Salad With Vinaigrette Dressing Activity Guide

All About Salad With Vinaigrette Dressing

This recipe highlights the goodness of fresh fruits and vegetables and shows how easy (and fast!) it is to make a homemade salad dressing.

Overview

Remember that the *Team Nutrition Cooks!* recipes can be made in any order, and recipes can be made over a period of days, weeks, or the entire year. Each *Team Nutrition Cooks!* session is meant for children ages 8 to 12 years old, and takes about 1 hour of preparation time and 1½ hours to complete. Each recipe also has a Family Handout that the children can use during and after the cooking activity to learn about healthy foods and practice their cooking skills. There is also a short video that shows the cooking skills needed for this recipe. The Activity Guide, Family Handouts, and videos can be found at <https://www.fns.usda.gov/tn/cooks>.



Preparation

- **Before starting, be sure to review all policies related to your program or facility regarding food preparation.** Check with your local health department about food safety requirements specific to your program.
- **Read this module before you start.** Pay special attention to notes marked “**Do Ahead**,” “**Safety Tip**,” “**Bright Idea**,” or “**Instructor Tip**.”
- **Review the Ingredients and Supplies Checklist on page 140.** Make sure you have all the ingredients, materials, and handouts needed.
- **Practice preparing the recipe.** Use all of the cooking tools in the room and area where the session will take place.
- **Plan for the time you have.** If your group has extra time, do the worksheets in the Salad With Vinaigrette Dressing Family Handout as part of the session (see **My Salad Story** on page 11, **Kitchen Tools** on page 12, **Plant Parts** on page 13 and 14, and **MyPlate Scavenger Hunt** on page 15). If not, let the children know they can use these worksheets at home. This guide includes discussion questions that you may use at the beginning of the activity or during times that you are waiting. If you are short on time, you may have to shorten or skip some sections.

Activities

1. **Introductions, Goals, and Ground Rules** (5 minutes) p. 131
2. **All About Salad** (5 minutes) p. 133
3. **Nutritious and Delicious MyPlate** (5 minutes) p. 135
4. **Cooking and Eating** (35 minutes) p. 136
5. **Cleanup** (15 minutes) p. 145
6. **Wrap-Up and Summary** (5 minutes) p. 146

INSTRUCTOR TIP

If you are short on time, then focus on **Handwashing**, **Ground Rules**, **Cooking and Eating**, and **Cleanup**.



Supervision and Room Management

The Salad With Vinaigrette Dressing recipe makes six servings. We recommend having five children and one adult per group. This way, each child will prepare or have a part in preparing the recipe and will be given a full serving. The ratio of one adult for each group of five children will help you manage preparation, instruction, and behavior and avoid long waiting times and overcrowding of cooking stations.

Options for Large Groups

- **Repeat the Activity**—Divide the children into small groups and then repeat the activity throughout the day or week.
- **Demonstrate**—Show cooking skills in front of the group, and then have each small group practice one skill, such as whisking or measuring.
- **Use Volunteers**—Teenagers, particularly those who are in a culinary arts or service learning program, can help with the activities. They can help you get ready for the session and help children with reading recipes, whisking, measuring, and other cooking skills that do not involve sharp knives. They can also help with cleanup.

Additional Supplies

In addition to this activity guide, you will need:

- ☐ A computer with speakers, a projector, and a screen large enough for showing skill videos
- ☐ A chalkboard/whiteboard or large paper and markers
- ☐ Pens and pencils for each child
- ☐ Name tags and markers (optional, if you are not already familiar with the children)
- ☐ Copies of the *Salad With Vinaigrette Dressing Family Handout*, which you can order or download at: <https://www.fns.usda.gov/tn/cooks>
- ☐ Ingredients and supplies listed on page 140
- ☐ Access to a handwashing sink and hand soap
- ☐ Access to a food preparation sink. Having a food preparation sink that is separate from the handwashing sink is ideal. If this is not possible, be sure to clean out the sink with hot soapy water before rinsing fruits and vegetables.
- ☐ MyPlate poster (free from <https://teamnutrition.usda.gov>)

INSTRUCTOR TIP

Remember, cooking can be messy and hectic. Try to encourage excitement and creativity while still keeping control of the activities. Focus on one activity at a time. Make sure all children understand and have finished each activity before moving on.



Introductions, Goals, and Ground Rules (5 minutes)

OBJECTIVE: At the end of this activity, the children will be able to state the goals and ground rules.

Introductions

If you are not familiar with the children, you may want to introduce yourself, and have them introduce themselves at the beginning of the session. Let the children know about the recipe they are making today, and the activities involved in making the recipe.

1. If needed, have children make name tags. Make a name tag for yourself and other instructors or staff too. This will help everyone remember each other's names.
2. Then, have the children sit facing one another in a circle or square so that everyone can see each other. If the space does not allow for this, have them face each other as much as possible.
3. Start by introducing yourself: who you are, where you are from, and include a fun food fact about yourself, such as your favorite food (or use the questions below). Then, have the children introduce themselves, adding a fun food fact or an answer to one of the questions below.

➡ **DO AHEAD:** Decide what questions you will ask to help the children share a fun food fact.

Questions

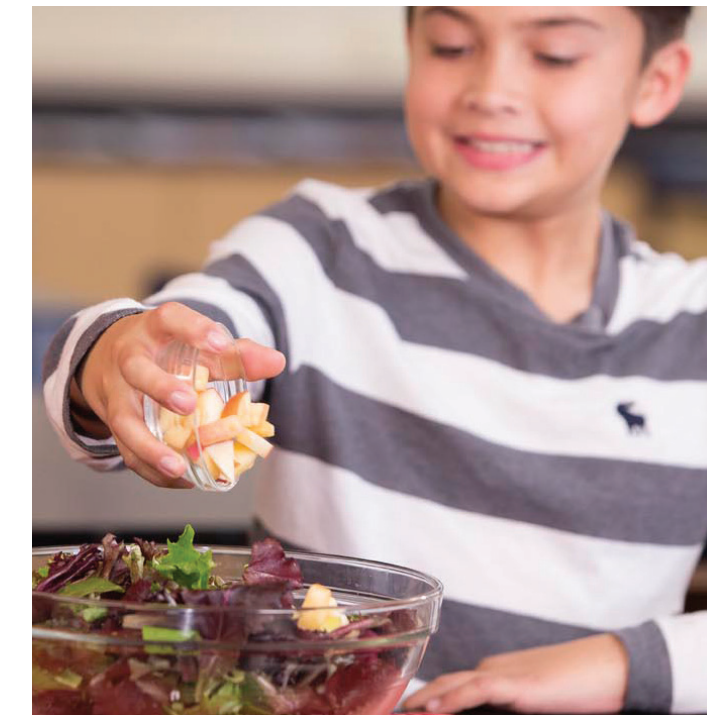
- What does your family cook at home?
- What is your favorite fruit or vegetable?
- Who has eaten at least three different colors of fruits and vegetables so far today?
- What do you like to eat for dinner?
- Do you like to cook? Do you ever help your family cook at home?
- What do you like to eat for dinner?
- Do you like to cook? Do you ever help your family cook at home?

Once everyone has had a chance to speak, thank them for sharing their thoughts. Let the group know what activities they will be doing today.

Goals

The goal of this session is for the children to become familiar with the skills necessary for making salad with vinaigrette dressing. A vinaigrette is a sauce or dressing made with oil, vinegar, herbs, spices, and other seasonings. In this recipe, it will be used as a salad dressing. The activities in this session help children develop the following skills:

- How to Rinse
- How to Peel
- How to Slice
- How to Dice and Chop
- How to Use a Salad Spinner
- How to Measure



- How to Whisk
- How to Mix a Salad
- How to Set a Table (Optional)
- How to Serve Family Style (Optional)

Ask the children if they have ever tried or heard of any of these skills. You can ask questions such as “Have you ever made a salad before? Raise your hand if you’ve ever chopped vegetables before. How about if you’ve helped a grown-up cook breakfast or lunch or dinner, or if you’ve cooked a meal yourself?”. This will let you know how familiar and comfortable the group might be with cooking, and what sections and skills you might need to spend more or less time on.



Ground Rules

Review and have the children agree to the Ground Rules before starting.

When reading the Ground Rules, remind the children why each rule exists, or ask them to explain the reasoning behind each rule. Make sure everyone understands and agrees to the Ground Rules before moving on. You can either get a “thumbs up” or have the children sign the rules as an agreement.

➡ **DO AHEAD:** Write the Ground Rules on a chalkboard, white board, or large piece of paper so that the children can see them when you are reading them aloud. This will help visual learners as well as provide a reference point if a rule is broken. You can decide if you want to write only the words that are in bold below, or if you want to write the additional text that explains the rule in more detail. The text in *italics* are reminders that you and the other adults can use to help children understand why it's important to follow that rule.

- **Clear the desks.** Keep books, backpacks, electronics, and coats off the tables or counters where food is prepared or served. Be sure bags are not in the aisle or in a place where people will trip over them. *Remind the children that this is for their safety and to keep germs out of the food.*
- **Wear sneakers.** Wear closed-toed shoes, such as sneakers. *Remind the children that this is for their safety.*
- **Tie back long hair.** Pull long hair into a ponytail or bun to prevent accidents and to minimize hair getting into food. *Remind the children that this is for their safety and to keep germs out of the food.*
- **Scrub in and out.** Wash your hands with warm water and soap for at least 20 seconds before and after handling food and after using the bathroom. *Need a timer? Hum the “Happy Birthday” song from beginning to end twice.*
- **Be careful.** Use the kitchen tools carefully and stay aware of where everyone is around you. *Remind the children that this is for their safety.*
- **No “ewwwws.”** You are going to try some new things and you may love them, but if you don't, no “ewwwws.” *Remind the children that this helps everyone to keep an open mind. It is also a part of practicing good manners.*
- **No “double-dipping.”** Tasting utensils should never be used in shared food. Watch to make sure that the children do not put tasting utensils back into shared food and *remind the children that this is for their health and safety.*
- **Clean up your mess.** Everyone will clean up his or her own mess. *Remind the children that this is practicing responsibility.*

💡 **BRIGHT IDEA:** Ask the children to come up with more rules that they think are good for this class. Add them to this list if they make sense.



All About Salad (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe where vegetables come from, list the parts of a plant, and describe the different types of salad greens.

To start the discussion, ask the children:

- Do you eat salad at home?
- What do you usually put in your salad?
- Have you ever eaten a salad with fruit in it?
- What are your favorite kinds of vegetables?
- How do you serve vegetables at home?
- Do you cook with vegetables?
- Where do vegetables come from?

Use the discussion questions below to help the children learn more about vegetables.

What are some ways to cook and use vegetables?

Different vegetables grow during different seasons, so vegetables can be found in the grocery store or farmers' market all year long. Vegetables are versatile—there are many different kinds, they come in every color, and there are many different ways to prepare them.

- Some of the most popular ways to enjoy vegetables are steamed, grilled, sautéed, boiled, stir-fried, baked, and, of course, raw.
- Vegetables can be eaten on sandwiches, in salads, with pastas, with dips, as side dishes, and in sauces. When you think of all the great ways you can eat vegetables, it is pretty easy to find ways to include them in meals and snacks.

Where do vegetables come from?

Vegetables come from plants.

What parts of a plant do we eat?

All of them—but not all parts of every plant. Although fruits and vegetables both come from plants, they come from different parts of those plants. Plants have seeds, stems, roots, fruits, leaves, and flowers. Have you ever eaten a flower (broccoli)? A stem (celery)? What about a root (sweet potato)? These are all examples of plant parts that you have probably eaten, even if you did not realize what they were.

- **Leaves**—provide energy for the plant through a process called photosynthesis. Today, we will use salad greens, which are different types of leaves that can be used in a salad. Look at the **Salad Greens** chart for more examples of salad greens.
- **Fruit**—forms after a flower is pollinated. Inside of the fruit are seeds that you can use to grow more plants. If you are eating a plant part that has seeds in it, it is a fruit. This is why the tomato is technically considered by plant scientists to be a fruit, although nutritionists

Salad Greens

- **Arugula**—peppery and spicy; also known as “rocket”
- **Bibb lettuce**—mild and sweet
- **Boston lettuce**—buttery; very soft leaves
- **Chicory** (curly endive)—has a nice bite but can be slightly bitter
- **Endive**—sweet, bitter, crunchy
- **Frisée**—slightly sweet, slightly bitter; good paired with nuts and cheese
- **Green oak-leaf lettuce**—mild and slightly grassy
- **Green chard**—spinach-like; use baby leaves for salad
- **Iceberg lettuce**—crisp, mild
- **Kale**—earthy and slightly bitter
- **Mustard greens**—crunchy, slightly bitter, with a taste like cabbage
- **Radicchio**—beautiful deep red color; bitter and slightly peppery
- **Red chard** (and beet greens)—slightly sweet and grassy; use baby leaves in salad
- **Romaine lettuce**—very crunchy, slightly sweet, slightly bitter

INSTRUCTOR TIP

You might find these greens sold as a bunch or as a head, or packaged in a clear box or bag. For this recipe, you can also use prepackaged mixed salad greens, which include many different kinds of greens. They are often labeled as “spring mix” or “baby greens”.

consider the tomato to be a vegetable because of how we eat it and the nutrients it contains.

- **Seeds**—are planted to grow more plants.
- **Roots**—grow underground and absorb the water and nutrients from the soil that a plant needs to survive.
- **Stems**—hold up a plant's leaves, flowers, and fruit. They also transport nutrients from the root to the rest of the plant.

It is important to explain that not all plants or plant parts are edible. Some plants are poisonous, and other plants have parts that are edible, as well as parts that are not.



What are some tips for buying vegetables?

Buying vegetables does not always mean going to the produce section of your grocery store. There are more ways to buy vegetables than buying them in their whole form. Of course, when you find fresh vegetables in season at the grocery store or farmers' market, buy them! They cost less and are likely to be at their peak flavor. But when they are not in season, there are some other options.

- **Canned vegetables:** Buy canned vegetables labeled "reduced sodium," "low sodium," or "no salt added." If you can only find regular versions of the vegetables, drain and rinse the vegetables under cool running tap water to reduce the amount of sodium in the food.
- **Frozen vegetables:** Stock up on plain, unseasoned frozen vegetables for quick and easy cooking.
- **Prerinsed and bagged vegetables:** Buy vegetables that are easy to prepare. Pick up prerinsed bags of salad greens and add baby carrots or grape tomatoes for a salad in minutes. Buy packages of veggies such as baby carrots or celery sticks for quick snacks.
- **Dried or dehydrated vegetables:** You can find vegetables, such as sun-dried tomatoes, on the shelves at your grocery store. Look for dried vegetables without added sugars or sodium.

Beginner Vinegar

Vinegar is made from fermenting different ingredients, which gives it a sour taste.

- White vinegar is plain and slightly sweet.
- Rice vinegar is mild and not too acidic.
- Balsamic vinegar is dark and sweet.
- Red wine vinegar or white wine vinegar is sharp and flavorful.
- Sherry vinegar is strong and nutty.
- Apple cider vinegar tastes a little bit like apple.



What are some tips for buying vegetables for this salad?

- **When buying raw salad greens, look for fresh and tender leaves without yellowing, decay, or damage.** Salad greens should be stored in the refrigerator. Do not rinse the greens before storing. Salad greens typically last 10 to 14 days.
- **Select bright, evenly green cucumbers without blemishes or yellow spots.** A good cucumber should be firm so it will be crunchy. Cucumbers can be stored in the refrigerator in a plastic bag. Do not rinse before storing. Cucumbers typically last 1 week.
- **Choose tomatoes with a deep red skin without bruises or blemishes.** Test for ripeness by smelling the tomato. Tomatoes should be firm and heavy.
- **Tomatoes should not be refrigerated** but should be stored in a cool, dry place.
- **Do not store tomatoes in a plastic bag.** Instead, store them in a single layer, as stacking tomatoes may cause them to become mushy.
- **Fresh tomatoes may be frozen whole, chopped, or sliced.** Rinse tomatoes and remove the stem, arrange them in a single layer in a tightly closed plastic bag, then freeze up to 8 months.

Nutritious and Delicious MyPlate (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe how salad vegetables fit into a healthy diet.

 **BRIGHT IDEA:** Display the MyPlate icon in a place where everyone can see it.

To start the discussion about MyPlate, ask the group if anyone has seen the MyPlate icon before, and what MyPlate tells us about healthy eating. Then, use the bold green points below to lead a discussion about how grains fit into MyPlate, and the nutrients in grains that our bodies need to be healthy and strong.

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Fruits and vegetables are part of a healthy diet

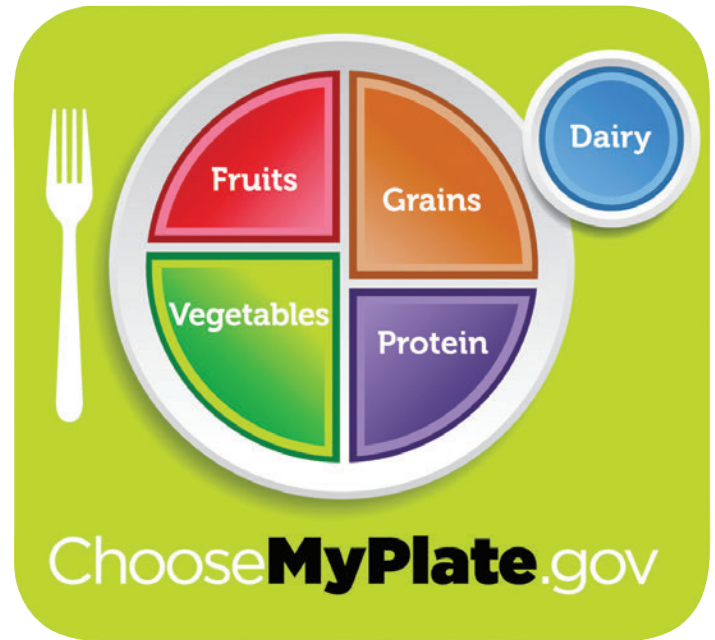
The MyPlate icon reminds you to eat foods from all five food groups. **MyPlate's five food groups are:**

- **Fruits**
- **Vegetables**
- **Grains**
- **Protein Foods** and
- **Dairy**.

The MyPlate icon is also a reminder to make half your plate fruits and vegetables. This will help you get the nutrients you need to feel and look your best. One way to help you eat enough fruits and vegetables every day is to choose fruits and vegetables at each meal and snack.

Salad Greens are vegetables

Salad greens are part of the **Vegetables** Food Group, which is in the lower left, green section of the MyPlate icon. Any vegetable or 100% vegetable juice counts as a member of the Vegetable Group. Vegetables may be raw or cooked; fresh, frozen, canned, or dried/dehydrated; and whole, cut-up, or mashed.



Vegetables have many nutrients that our bodies need, including:

- **Potassium** to help your body keep a healthy heartbeat.
- **Dietary fiber** that keeps food moving through the digestive tract. It also helps us to feel full after eating.
- **Folate**, or folic acid, that helps your body make red blood cells.
- **Vitamin A** to protect your eyes and skin and help you see at night. It also helps your body to fight off infections so you stay feeling your best.
- **Vitamin C** to heal cuts and wounds and keep teeth and gums healthy.

It is important to eat many different types of vegetables. Different vegetables often include different combinations of nutrients. By eating many different vegetables and a variety of foods from all five food groups, you can make sure you are getting many of the nutrients you need to stay healthy.

OPTIONAL ACTIVITY: Decide if you want to do the **MyPlate Scavenger Hunt** activity sheet found on page 15 of the Family Handout. If so, have copies of the Family Handout and pencils for each child.

INSTRUCTOR TIP

Remind the children that it's okay if the vegetables they eat are mixed with other foods, such as in a salad or carrot-apple soup, or if they eat them in a bowl instead of on a plate. These vegetables would still count as part of their MyPlate meal. To see how much of each food group to eat every day, visit Choose MyPlate's webpage at <https://www.choosemyplate.gov>.



Cooking and Eating (35 minutes)

OBJECTIVE: At the end of this section, the children will have made salad with vinaigrette dressing.

✓ **SAFETY TIP:** Be sure the children wash their hands before they start cooking.

The children will practice different skills as they prepare the salad and vinaigrette. Each recipe provides enough servings so that the adult instructors can eat as well. There should be one adult for every five children. This recipe is meant to be served family style, meaning everyone will eat together as a group, and will serve himself or herself as much or as little of the salad with vinaigrette dressing as they'd like. For more information, see [How to Serve Family Style](#) on page 10. Those who finish their activities early can help with cleanup or work on the Activity Worksheets in the Family Handout.

💡 **BRIGHT IDEA:** The hands-on portion of cooking is the part of the activity that the children will be most excited about, other than eating. It is important to supervise and keep as much control as possible so that everyone stays safe and gets a chance to participate. We recommend having at least one adult instructor for every five children.

Ingredient List Per Group (5 children, 1 adult)

- ☐ 8 cups of mixed greens
- ☐ 1 tomato, cored and diced
- ☐ 1 cucumber, sliced
- ☐ 1 apple, scrubbed well, cored, and diced
- ☐ ¼ cup shredded or crumbled low-fat cheese
- ☐ 1 tablespoon of finely chopped onion or shallot
- ☐ 2 tablespoons (⅓ cup) oil
- ☐ 1 tablespoon vinegar
- ☐ ½ teaspoon mustard
- ☐ ¼ teaspoon salt
- ☐ 1 pinch of black pepper
- ☐ ½ teaspoon honey
- ☐ chopped herbs (optional)

Skills that will be covered during this activity:

- [How to Rinse](#)
- [How to Peel](#)
- [How to Slice](#)
- [How to Dice and Chop](#)
- [How to Use a Salad Spinner](#)
- [How to Measure](#)
- [How to Whisk](#)
- [How to Mix a Salad](#)
- [How to Set a Table \(Optional\)](#)
- [How to Serve Family Style \(Optional\)](#)

➡ **DO AHEAD:** Make sure all adult instructors are comfortable using all the tools and have practiced before the class. Watch each video and, if possible, practice the cooking skills in advance. Videos can be viewed at <https://www.fns.usda.gov/tn/cooks>.



INSTRUCTOR TIPS FOR TEACHING COOKING SKILLS

Watch the skills videos with the children at <https://www.fns.usda.gov/tn/cooks>.

Then, practice the cooking skills with the children at the stations. If your group is new to cooking, you may want to talk to them about how to read a recipe. See **How to Read A Recipe** on page 8. The recipe and **Look and Cook Recipe** are included the Family Handouts, so you can give each child a copy of the Family Handout and have the children use the materials during this session. This Activity Guide includes the **Look and Cook Recipe** and Instructor's version of the recipe on pages 138 and 139. The **Look and Cook Recipe** is the same as the one in the Family Handout. The Instructor's version of the recipe is similar to the one in the Family Handout, with text in *italics* to show tips for instructors.

Set up stations for children to practice their cooking skills:

- Designate a table or desk for each station that will not be used or touched before it is time to cook.
- In order to let the children practice their skills with enough supervision, divide them into groups of five children for every one adult.
- Once divided into groups, each group will use each skill to make its own salad with vinaigrette dressing. In **Options One** and **Two** (below), children will practice some, but not all skills used in the recipe

Options One and **Two** should be used if groups are large or if you are short on time. In **Option Three**, all the children will practice the same skills. You can decide the best way to set up the cooking stations; some recommendations are below. At each station, have an adult show children how to use each tool before allowing them to try.

Options for practicing skills at stations:

- **Option One:** All the skills are practiced at each station, but each child contributes to only one part of the recipe. For instance, at each station, one child can do the measuring, another child may dice, and another child may whisk, etc.
- **Option Two:** Each station focuses on a single skill: at one station, children may do all of the measuring; at another station, children may do all of the dicing, etc. This method works especially well for large groups. Children will practice fewer skills, but everyone will have a chance to do something.
- **Option Three:** Each station focuses on a single skill but children may rotate through all the stations, trying all the skills. This is another way to manage groups that are large.

KEY SKILLS

- **How to Rinse** p. 141
- **How to Peel** p. 141
- **How to Slice** p. 142
- **How to Dice and Chop** p. 142
- **How to Use a Salad Spinner** p. 142
- **How to Measure** p. 143
- **How to Whisk** p. 144
- **How to Mix a Salad** p. 144
- **How to Set a Table (Optional)** p. 10
- **How to Serve Family Style (Optional)** p. 10

Suggested Stations and Supplies for Option Two and Option Three:

The number of each tool needed will depend on the size and number of each group.

The Stations:

Peeling

- ☐ peelers
- ☐ cutting board
- ☐ trash or compost bin

Rinsing

- ☐ large bowls
- ☐ salad spinner (optional)
- ☐ towels
- ☐ vegetable brush

Dicing and Slicing

- ☐ cutting boards
- ☐ butter knives

Measuring

- ☐ measuring cups
- ☐ measuring spoons

Mixing

- ☐ large salad bowls
- ☐ tongs

Whisking/Shaking

- ☐ whisks or forks
- ☐ bowls
- ☐ jars with lids (if using jars with lids, you will not need the whisks and bowls)



Look and Cook Recipe: Salad With Vinaigrette Dressing

Ingredients

Honey



Mustard



Vinegar



Pepper



Salt



Oil



Onion



Tomato



Cucumber



Apple



Salad greens



Low-fat cheese



Fresh herbs (optional)



Directions

1



Wash your hands.

2



Wash the ingredients.

3



Peel and slice the cucumber.

4



Dice the apple and tomato.

5



Make the vinaigrette.

6



Mix salad with vinaigrette dressing.

7



Enjoy the salad!

Salad With Vinaigrette Dressing

Eat this as a side, or add some chicken and grains to make it a MyPlate meal.

Total Time: 30 minutes • Hands-on Time: 30 minutes

Yield: 6 servings

Serving Size: Vinaigrette: 2 teaspoons, Salad: 2 cups

Don't forget to review the *Food Safety* (page 5) and *Handwashing* (page 9) sections with the group before cooking.

INSTRUCTOR TIP

Below is the recipe as it appears in the Family Handout. Tips for program operators have been added in *italics* or in boxes titled **INSTRUCTOR TIP**. These tips are not on the recipe in the Family Handout.

VINAIGRETTE DRESSING

INGREDIENTS

- 1 tablespoon of finely chopped onion or shallot*
- 2 tablespoons ($\frac{1}{8}$ cup) oil
- 1 tablespoon of vinegar**
- $\frac{1}{2}$ teaspoon of mustard
- $\frac{1}{4}$ teaspoon salt
- 1 pinch of black pepper
- $\frac{1}{2}$ teaspoon of honey
- 1 tablespoon herbs (e.g., chives) (optional)

SALAD

INGREDIENTS

- 8 cups of mixed greens
- 1 tomato, cored and diced
- 1 cucumber, peeled and sliced
- 1 apple, scrubbed well, cored, and diced
- $\frac{1}{4}$ cup shredded or crumbled low-fat cheese

INSTRUCTIONS

1. Wash your hands with soap and water, then gather your kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Wash the tomato, cucumber, apple, herbs (if using), and salad greens. If using prewashed salad greens, you do not need to rinse them.
3. Peel and slice the cucumber.
4. Dice the apple and tomato.
5. Make the vinaigrette: mix ingredients listed above in a bowl and whisk until well-blended. Or, put ingredients in a jar, put the lid on the jar, and shake until well-blended.
6. Mix the salad with vinaigrette dressing.
7. Serve and enjoy!

SHOPPING LIST

Produce Section

- ☐ 8 cups of mixed greens
- ☐ 1 tomato
- ☐ 1 cucumber
- ☐ 1 apple
- ☐ 1 bunch fresh herbs (e.g., chives) (optional)

Dairy Section

- ☐ $\frac{1}{4}$ cup or 2 ounces shredded or crumbled low-fat cheese (such as cheddar, feta, or blue cheese)

Staples from Your Pantry

- ☐ salt
- ☐ black pepper
- ☐ oil
- ☐ vinegar
- ☐ honey
- ☐ mustard

Vinaigrette Dressing

Amount per serving: Calories 43; Total Fat 5 g; Saturated fat 1 g; Sodium 99 mg; Total Carbohydrate: 1 g; Dietary Fiber 0 g; Sugars 0.5 g; Protein 0 g; Vitamin A: 0 IU (1 RAE); Vitamin C: 0 mg; Calcium 1 mg; Iron 0 mg.

Salad

Amount per serving: Calories 42; Total Fat: 1 g; Saturated Fat: 0 g; Sodium: 48 mg; Potassium: 154 mg; Total Carbohydrate: 8 g; Dietary Fiber: 3 g; Sugars: 1 g; Protein: 2 g; Vitamin A: 5679 IU (161 RAE); Vitamin C: 8 mg; Calcium: 49 mg; Iron: 1 mg.

*If onions or shallots are not available, then replace with $\frac{1}{4}$ teaspoon of onion powder.

**If using white vinegar, increase honey to $\frac{3}{4}$ teaspoon and add 1 teaspoon of water.

Crediting Information: 2 cups of salad with vinaigrette dressing provide 1 cup vegetable and $\frac{1}{4}$ cup fruit.



INGREDIENTS AND SUPPLIES CHECKLISTS

Use these checklists to make sure you have all of the ingredients and supplies for the activities in this session.

INGREDIENTS

For Cooking and Eating Activities (for a group of six)

- ☐ 8 cups of mixed greens
- ☐ 1 tomato
- ☐ 1 cucumber
- ☐ 1 apple
- ☐ ¼ cup shredded or crumbled cheese
- ☐ 1 tablespoon of finely chopped onion or shallot
- ☐ 2 tablespoons (⅓ cup) oil
- ☐ 1 tablespoon vinegar
- ☐ ½ teaspoon mustard
- ☐ ¼ teaspoon salt
- ☐ 1 pinch black pepper
- ☐ ½ teaspoon honey
- ☐ chopped herbs (optional)

For Cooking

The number of kitchen tools listed in this section is based on a group of six. This includes one adult instructor to demonstrate the skills and everyone in the group getting a chance to practice most of these skills. These numbers may be different for your session, depending on how the cooking stations are set up. See **Instructor Tips for Teaching Cooking Skills** on page 137 for more information.

- ☐ 1 chef's knife (for instructor)
- ☐ 6 cutting boards
- ☐ 1 salad bowl
- ☐ 1 mixing spoon
- ☐ measuring spoons, including ¼ teaspoon and 1 tablespoon
- ☐ 1 fork (for whisking)
- ☐ 1 small bowl (for whisking) or 1 jar with lid
- ☐ 6 butter knives
- ☐ 2 large bowls for rinsing salad greens
- ☐ 1 cup dry measuring cup
- ☐ ¼ cup dry measuring cup
- ☐ liquid measuring cup (optional)
- ☐ 1 salad spinner (optional)
- ☐ 6 peelers (optional)
- ☐ 2 vegetable scrub brushes (optional)

For Eating

- ☐ 6 plates or bowls
- ☐ 6 sets of eating utensils
- ☐ salad tongs or serving utensils
- ☐ napkins

For Cleanup

- ☐ trash bags
- ☐ dish cloths and dish soap
- ☐ paper towels
- ☐ sponges
- ☐ hand soap
- ☐ broom and dustpan

For Other Activities

- ☐ name tags
- ☐ markers
- ☐ 6 pens or pencils
- ☐ chalkboard/whiteboard or paper, markers, and tape for **Ground Rules** list
- ☐ a computer with speakers, a projector, and a screen large enough for showing skill videos.
- ☐ MyPlate poster (free from <https://teamnutrition.usda.gov>)
- ☐ copies of *Team Nutrition Cooks! Salad With Vinaigrette Family Handout* (free from <https://teamnutrition.usda.gov>)

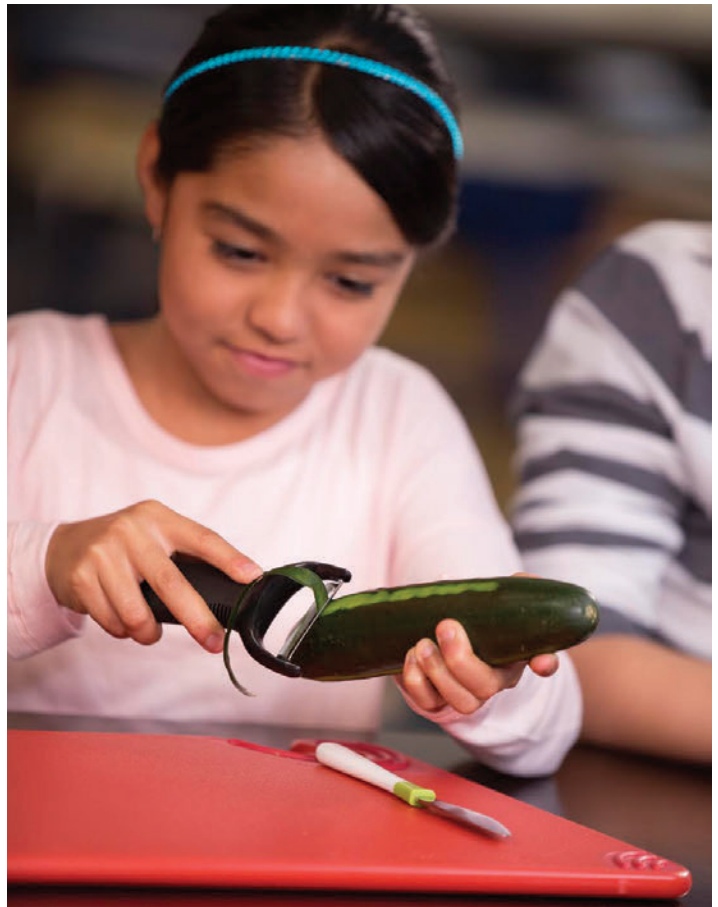


How to Rinse Salad Greens and Fresh Herbs

1. Fill a large bowl three-quarters full with cold water. You can also use a sink that has been cleaned and sanitized for this purpose.
2. If your greens are held together with a twist tie or rubber band, take it off. Put the greens in the bowl or sink filled with cold water and swish them around.
3. Look at the greens. Sometimes they will just need a good swishing around; other times, each leaf will need to be rubbed by hand to get rid of all sand and dirt.
4. Pull the greens out of the water and check to see if there is dirt at the bottom of the bowl or sink. If so, drain the sink or pour the water out of the bowl, and repeat steps 1 through 3 until there is no longer dirt at the bottom.
5. Put rinsed greens in a colander or salad spinner.
6. Dry greens well in a salad spinner or shake them in the colander and then blot them dry with a clean paper towel.

INSTRUCTOR TIP

If there is no sink available, use prerinsed salad greens. You do not need to rinse prerinsed salad greens.



How to Peel

Peeling is included as a skill for the children to learn; however, peeling removes most of the cucumber's fiber and vitamin K, an important part of its nutritional value. Demonstrate and practice peeling to help the children learn the skill, but encourage them to leave the peel on the cucumber when making the salad.

1. Rinse the cucumbers before peeling them.
2. Peel the cucumbers over a clean cutting board, bowl, or sink. Do not peel over the garbage can in case the cucumber is dropped!
3. Keep your hand on the handle at the bottom of the peeler and avoid the blade.
4. Throw away or compost the peel.

✓ **SAFETY TIP:** A peeler is sharp—avoid touching the blade!

💡 **BRIGHT IDEA:** If you are leaving the cucumber peel on in this activity, you can have the children take turns peeling one strip each from a single cucumber, leaving strips of peel in between to create alternating strips of green and white. Leave the peels on any remaining cucumbers.



How to Rinse Cucumbers, Apples, and Tomatoes

It is important to rinse the cucumber, apple, and tomato even if you are not eating the peel. Rinsing removes dirt and prevents it from traveling from the peel to the inside of the fruit or vegetable when slicing it with a knife.

1. Rinse cucumbers, apples, and tomatoes under cold running tap water.
2. (Optional) Scrub the peel with a clean vegetable brush while rinsing the fruit or vegetable, rubbing gently so they do not get bruised.
3. Dry with a paper towel.



How to Slice

The children can use a butter knife to slice and dice (below). Butter knives are safe for children to use because they are not too sharp but will still cut through many fruits and vegetables. An adult may need to use a chef's knife to cut the cucumber in half lengthwise, and the apple and tomato into quarters or smaller pieces for the children to practice slicing, dicing, and chopping.

1. Hold the knife in the hand you use to write with, and grip it firmly around the handle.
2. Use your other hand to keep the cucumber steady by keeping your fingers curled under, away from the knife. Pay attention to where the knife is; as it moves forward, your hand holding the cucumber should move backward. The distance between the knife and your hand holding the cucumber should always stay the same.

✓ **SAFETY TIP:** Remind children to take their time and keep their eyes on the knife at all times. Remind them they should always cut on a cutting board to avoid damaging the counter and use a nonslip cutting board for safety.

How to Dice and Chop

“Dicing” means cutting foods into small, dice-shaped cubes.

1. Hold the knife in the hand you use to write with, and grip it firmly around the handle.
2. Dice one apple or tomato slice at a time by placing the flat side on the counter. This way the apple or tomato will not roll when you cut it.
3. Use your other hand to steady the apple or tomato slice, keeping your fingers curled under, away from the knife, so only your knuckles show. Pay attention to where the knife is; as it moves forward, your hand holding the apple or tomato should move backward, exposing more of the apple or tomato. The distance between the knife and the hand holding the apple or tomato should always stay the same.
4. Cut the apple or tomato into pieces the size of dice, first slicing in one direction, then turning the slices a quarter turn and slicing them again.



Optional: How to Use a Salad Spinner

1. Remove the strainer (the plastic part in the center) from the salad spinner.
2. Place clean, rinsed greens in the strainer, and put the strainer in the spinner.
3. Put the lid on the spinner.
4. Hold the spinner steady with one hand and press down on the top part or pull the ripcord with your other hand. Keep spinning about 15 seconds.
5. Pat the greens to see if they are dry. Spin greens again if needed.



How to Measure

It is important to measure correctly when following a recipe. The measuring tools that the children will be learning about today are measuring cups and measuring spoons.

- Measuring cups are used for larger amounts and measuring spoons are used for smaller amounts.
- Measuring cups are divided into fractions of cups—usually 1 cup, $\frac{1}{2}$ cup, $\frac{1}{3}$ cup, $\frac{1}{4}$ cup.
- There are two different kinds of measuring cups: one for measuring liquids and one for dry ingredients.
 - Liquid measuring cups are usually made of clear glass or plastic and sometimes have a pour spout. They are filled even with the measurement line on the side of the cup.
 - Dry measuring cups (usually shorter and not transparent) are meant to be filled to the top and then leveled off using the straight edge of a knife or fork. “Leveled off” means that the dry ingredients are even with the top of the measuring cup so that the measurement is accurate.
- Measuring spoons are divided into fractions of tablespoons and teaspoons—usually $\frac{1}{4}$ teaspoon, $\frac{1}{2}$ teaspoon, 1 teaspoon, and 1 tablespoon. Sometimes $\frac{1}{8}$ teaspoon and $\frac{1}{2}$ tablespoon are included.
- Tablespoons are abbreviated “Tbsp” on the spoon and are bigger than teaspoons. Teaspoons are abbreviated “Tsp” on the spoon.
- Measuring spoons can be used for dry or liquid measurements. Level off dry ingredients on a measuring spoon the same way you would on a measuring cup.



How to Measure Salad Greens

1. Place the 1-cup dry measuring cup on a flat surface.
2. Fill the measuring cup with the greens and pack down tightly.
3. Repeat eight times.

How to Measure Cheese

1. Place the $\frac{1}{4}$ -cup dry measuring cup on a flat surface.
2. Fill the measuring cup.
3. Level off using a straight edge.

How to Measure Oil

1. Pour the oil into the 1-tablespoon measuring spoon.
2. Repeat once. You can also use a liquid measuring cup to measure the oil. Fill the measuring cup until the liquid reaches the $\frac{1}{8}$ -cup line on the side of the cup.

How to Measure Vinegar

1. Pour the vinegar into the 1-tablespoon measuring spoon.

How to Measure Diced Onions or Herbs

1. Fill the 1-tablespoon measuring spoon with diced onions and pack down tightly.
2. If using herbs, wash and dry the 1-tablespoon before measuring herbs, or use a clean tablespoon. Fill tablespoon with chopped herbs and pack down tightly.

How to Measure Honey or Mustard

1. Fill the $\frac{1}{2}$ -teaspoon measuring spoon with honey or mustard.
2. Level off using a straight edge.

How to Measure Salt

1. Pour the salt into the $\frac{1}{4}$ -teaspoon measuring spoon.
2. Level off using a straight edge.

How to Whisk

Whisking means beating or stirring quickly to mix ingredients.

1. Put the ingredients for the vinaigrette into the bowl.
2. Use your wrist to move the fork or whisk quickly in a circular motion.
3. Stop whisking when the ingredients are blended together.
4. Make sure not to whisk too fast, so that the ingredients do not spill over the side.



Optional: How to Use a Jar to Mix the Dressing

1. Put all of the vinaigrette ingredients in the jar.
2. Screw on the lid and shake until the vinaigrette looks blended.

If the vinaigrette sits for a while, make sure to mix it again before serving.



How to Mix a Salad

Mixing the salad helps make sure the ingredients from the bottom and sides of the salad bowl, including the dressing, are spread evenly.

1. Put all of the salad ingredients into a large bowl.
2. Drizzle the vinaigrette onto the salad.
3. Use tongs or salad servers to gently mix the salad around and make sure the ingredients are mixed and evenly coated with vinaigrette.

If the salad sits for a while, make sure to mix it again before serving.





Discussion Questions

You can ask these questions if there is time left after making the salads, or you can use them while everyone is eating their salads.

- What did you like?
- What did you not like?
- Which step of the recipe was your favorite?
- What did you learn to do today that you didn't know how to do before?
- Could you teach someone in your family a skill you learned today?
- What would you add to your salad?
- What else could we serve with this dish?
- Use your five senses:
 - What does this salad with vinaigrette smell like?
 - What does this salad with vinaigrette look like?
 - What does this salad with vinaigrette taste like?
 - What is the texture/feel of the salad? Would it be different without the vinaigrette on it?
 - What sounds did you hear when we were making this recipe?

Cleanup (15 minutes)

OBJECTIVE: By the end of this activity, the children will be able to demonstrate how to clean dishes, kitchen tools (not sharp items), and table surfaces.

It is important to let the children know that cleaning up is an important part of the activity. Some children may not know the correct way to clean dishes, counters, and floors, so showing them what you expect is recommended. Have the children use hot water to wash dishes. Show them the correct amount of soap to put on the dish cloth: a drop or two should be enough for a few pots and pans.

Have dish soap, dish cloths, and dish towels on hand. The children can also use rubber dish gloves when washing dishes.

- **Soak dishes:** If food is baked on or stuck to the dishes, soak them in warm water to loosen it.
 - **Wash dishes:** Show the children how to scrub dishes, pots, and pans. Make sure that they wash both the inside and outside and the top and bottom of each. Since utensils go directly into our mouths, be sure they are washed well. It is important to wash all parts of every item, including the handles.
 - **Dry dishes:** Show the children where they can leave dishes to dry, or how to dry them with a dish towel. Have them check to make sure there are no remaining grease streaks or traces of food stuck on the pots and pans.
 - **Put away kitchen tools:** Show the children where kitchen tools belong so that they can help put them away.
 - **Wash surfaces:** Wash all surfaces that were used for cooking with hot, soapy water.
 - **Clean and dry sink:** Wash out the sink with hot, soapy water and dry it with a clean dish towel.
 - **Sweep the floor:** Show how to sweep into a dustpan and throw away the waste.
- ✓ **SAFETY TIP:** When washing dishes, never swirl your hands around the bottom of the sink, especially if you cannot see the bottom. There may be sharp tools or utensils under the water.

INSTRUCTOR TIP

If eating together as a group, check out [How to Set a Table](#) and [How to Serve Family Style](#) on page 10.



Wrap-Up and Summary (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to list five facts or skills they learned from the activity.

This is a great time to have a group discussion about the activities. This can be done in a few different ways:

- Ask for volunteers to name something that they learned.
- In groups, the children can create a 30-second commercial advertising homemade salad with vinaigrette dressing.
- The children can make a 30-second “fast forward”

skit about everything they did during the activity, including five facts or skills that they learned.

- Read aloud the **My Salad Story** on page 147 and have children follow along on page 11 of their Family Handout. Ask them to write their answers as you go along. At the end, have a child share his or her story with the group. An answer key is provided for instructors on page 148 of this guide.
- Have the children complete the **Kitchen Tools** activity sheet on page 12 of the Family Handout to test their knowledge. An answer key is provided for you on page 150 of this activity guide.

Additional Wrap-Up Items

- Review the Family Handout that the children will bring home to their families.
- Review and answer any questions about the day.
- Thank the children for being such good cooks today and have them give themselves a round of applause.



Optional: Plant Parts Activity

INSTRUCTOR TIP: Have a variety of vegetables out for the children to view. (You can use the ones that will be used in the salad later, some additional ones, or just have some images printed out.) Have sticky notes and pencils for the activity. You can also do this activity verbally as a class.

1. Set out various vegetables (and fruits if desired).
2. Discuss parts of the plant using the **Plant Parts** activity sheet on page 13 of the Family Handout.
3. Have the children use sticky notes and pencils to label which plant part they think each fruit or vegetable is. (Example: for lettuce, the child will write “leaves” and stick the note onto the lettuce.)
4. Discuss each child’s guesses and give the correct answers.
5. Tell the children the Family Handout has another **Plant Parts** activity they can do at home with their families.

Some examples of vegetables to set out include:

Beet (root)	Cabbage (leaf)	Beans (seed)
Onion (root)	Spinach (leaf)	Peas (seed)
Carrot (root)	Collard greens (leaf)	Corn (seed)
Parsnip (root)	Kale (leaf)	Avocado (fruit)
Radish (root)	Chard (leaf)	Cucumber (fruit)
Potato (root)	Lettuce (leaf)	Bell pepper (fruit)
Sweet potato (root)	Endive (leaf)	Eggplant (fruit)
Brussels sprouts (leaf)	Asparagus (stem)	Tomato (fruit)
Parsley (leaf)	Celery (stem)	Broccoli (flower)



My Salad Story

Fill in the blanks and bring this home to share with your family.

WORD BANK: fruit, jar with a lid, leaves, roots, Vegetables, spoons, cups, dry, liquid, salad with vinaigrette dressing, fruits, stems, whisk, kitchen tools, salad greens, roots, ingredients, flowers, leaves, whisk, seeds

Today, we made (_____). The main ingredient is (_____), which belongs in the (_____) section of MyPlate.

We learned to measure and used two different kinds of tools. One was measuring (_____) and the other was measuring (_____). We also learned that there are two kinds of measuring cups—one to measure (_____) ingredients and one to measure (_____) ingredients.

We learned some things about different parts of plants. The six different parts of a plant are (_____), (_____), (_____), (_____), (_____), and (_____). I learned that when I eat lettuce, I am eating (_____); when I eat a tomato, I am eating (_____); and when I eat potatoes, I am eating (_____).

We also learned how to read a recipe. It's important to read it all of the way through so you know what (_____) and (_____) you will need, what all of the steps are, and how much time it will take.

When we made the salad, we learned to use new tools. Some of these tools were a (_____), which is used for mixing the vinaigrette. We can also use a fork if we don't have a (_____) at home. We can also use a (_____) and shake up the dressing inside.

I also practiced dicing, mixing, setting the table, and serving. After the salad was done, we ate it. It was delicious!



My Salad Story

Read this story out loud, and ask the children to fill in the blanks on the sheet in their Family Handout. You can then share the answers from the answer key below with them.

WORD BANK: fruit, jar with a lid, leaves, roots, Vegetables, spoons, cups, dry, liquid, salad with vinaigrette dressing, fruits, stems, whisk, kitchen tools, salad greens, roots, ingredients, flowers, leaves, whisk, seeds

Today, we made (**salad with vinaigrette dressing**). The main ingredient is (**salad greens**), which belongs in the (**Vegetables**) section of MyPlate.

We learned to measure and used two different kinds of tools. One was measuring (**spoons**) and the other was measuring (**cups**). We also learned that there are two kinds of measuring cups—one to measure (**dry**) ingredients and one to measure (**liquid**) ingredients.

We learned some things about different parts of plants. The six different parts of a plant are (**seeds**), (**fruits**), (**stems**), (**flowers**), (**leaves**), and (**roots**). I learned that when I eat lettuce, I am eating (**leaves**); when I eat a tomato, I am eating (**fruit**); and when I eat potatoes, I am eating (**roots**).

We also learned how to read a recipe. It's important to read it all of the way through so you know what (**ingredients**) and (**kitchen tools**) you will need, what all of the steps are, and how much time it will take.

When we made the salad, we learned to use new tools. Some of these tools were a (**whisk**), which is used for mixing the vinaigrette. We can also use a fork if we don't have a (**whisk**) at home. We can also use a (**jar with a lid**) and shake up the dressing inside.

I also practiced dicing, mixing, setting the table, and serving. After the salad was done, we ate it. It was delicious!

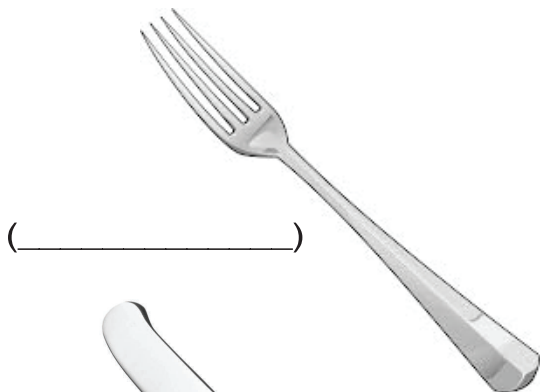


Kitchen Tools

These are the tools we need to make a salad with vinaigrette dressing. Can you name them all?



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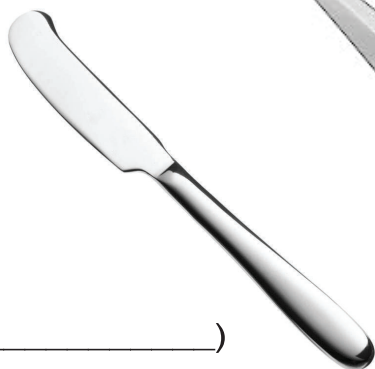
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WORD BANK: jar with lid, whisk, salad bowl, fork, cutting board, peeler, dry measuring cups, butter knife, liquid measuring cup, measuring spoons

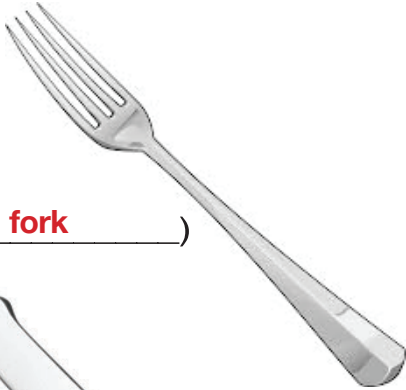


Kitchen Tools

These are the tools we need to make a salad with vinaigrette dressing. Can you name them all?



(**whisk**)



(**fork**)



(**dry
measuring cups**)



(**peeler**)



(**butter knife**)



(**liquid
measuring cup**)



(**measuring spoons**)



(**salad bowl**)



(**cutting board**)



(**jar with lid**)



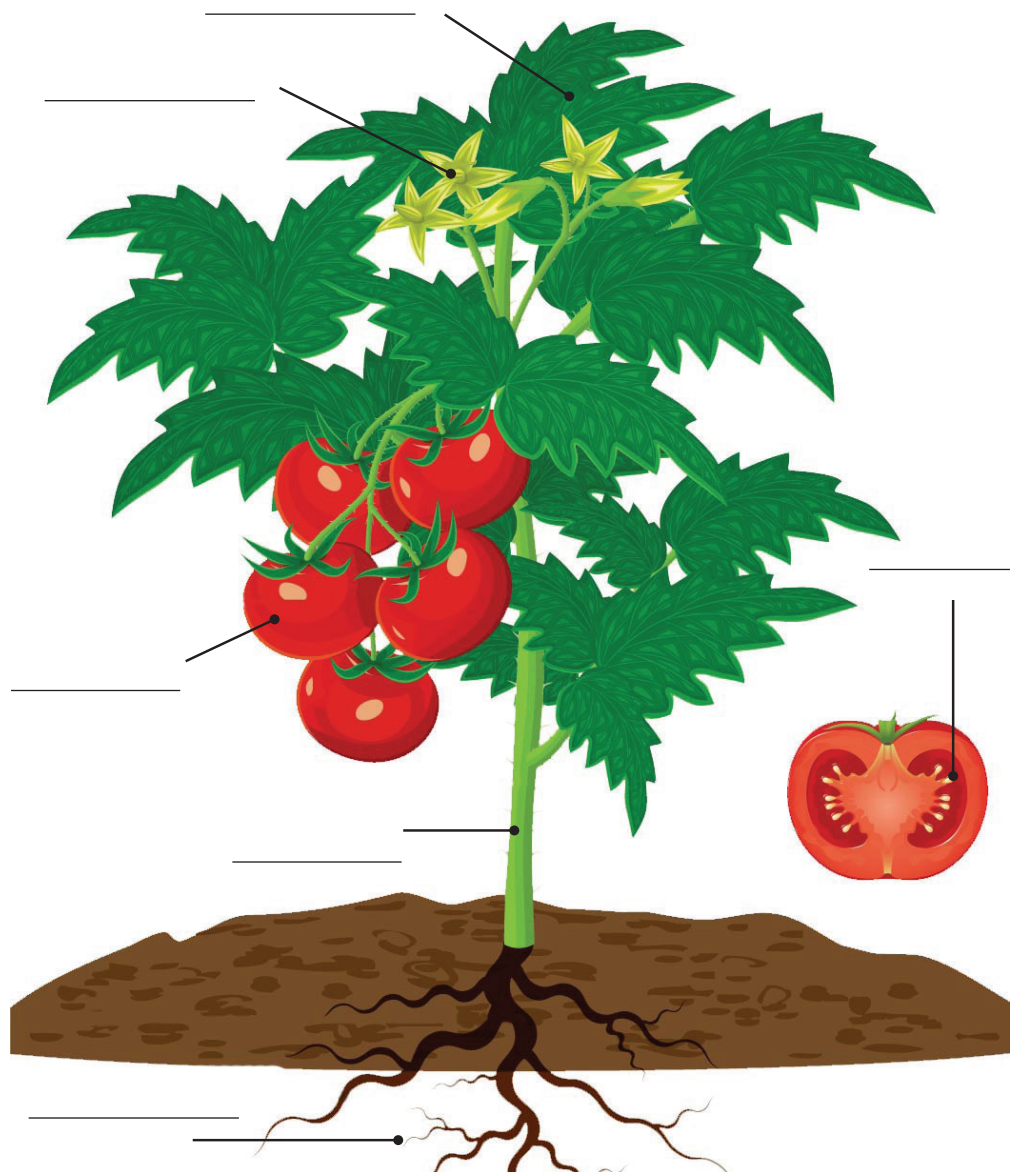
Plant Parts

Have you ever eaten a flower?
How about a seed? What about a root? These are three different examples of plant parts that you have probably eaten, even if you did not know it.

All fruits and vegetables come from plants. Can you label the six parts on this plant: **seed**, **stem**, **root**, **fruit**, **leaf**, and **flower**?

Which part of the plant do we eat? Check all the correct answers.

- | | |
|----------|-----------|
| a. stem | d. seed |
| b. leaf | e. flower |
| c. fruit | f. root |



Eating the Different Parts of the Plant

What part of the plant are we eating when we eat:

Onions _____	Spinach _____	Potato _____
Brussels sprouts _____	Asparagus _____	Kale _____
Celery _____	Carrot _____	Beans _____
Lettuce _____	Tomato _____	Peas _____
Bell pepper _____	Cucumber _____	Corn _____
Eggplant _____	Broccoli _____	Avocado _____

Plant Parts

Have you ever eaten a flower? How about a seed? What about a root? These are three different examples of plant parts that you have probably eaten, even if you did not know it.

All fruits and vegetables come from plants. Can you label the six parts on this plant: **seed**, **stem**, **root**, **fruit**, **leaf**, and **flower**?

Which part of the plant do we eat? Circle all the correct answers.

a. stem

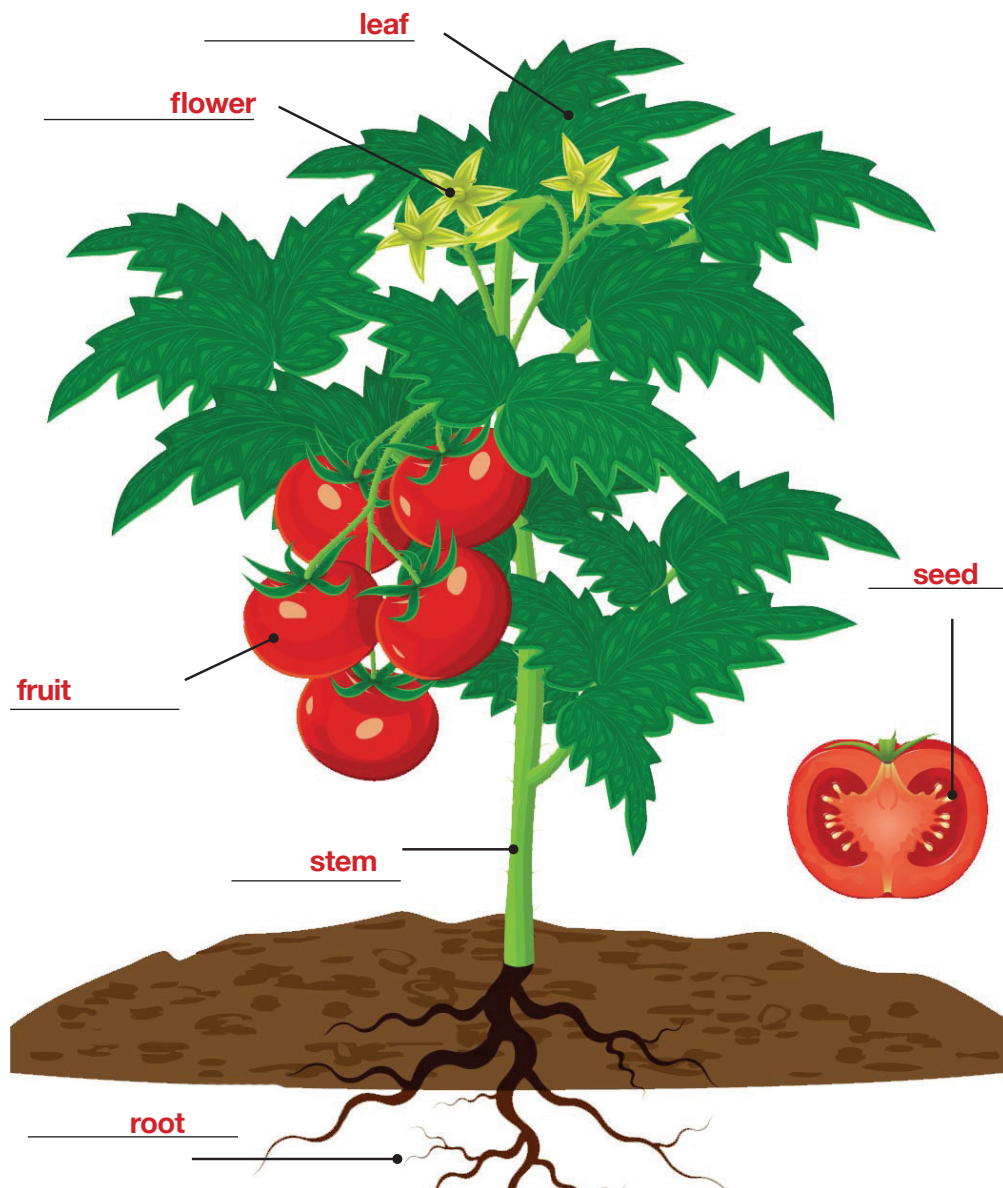
d. seed

b. leaf

e. flower

c. fruit

f. root



Eating the Different Parts of the Plant

What part of the plant are we eating when we eat:

Onions root

Spinach leaf

Potato root

Brussels sprouts leaf

Asparagus stem

Kale leaf

Celery stem

Carrot root

Beans seed

Lettuce leaf

Tomato fruit

Peas seed

Bell pepper fruit

Cucumber fruit

Corn seed

Eggplant fruit

Broccoli flower

Avocado fruit



MyPlate Scavenger Hunt

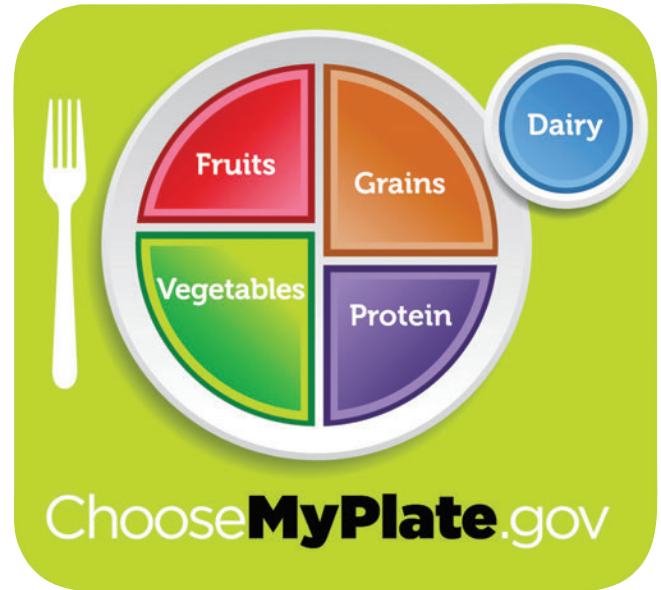
Your child learned about MyPlate today. To remind us of how to eat healthfully, the United States Department of Agriculture created MyPlate. Keep MyPlate in mind when you are feeding your family so you end up with a balanced meal.

It is important to fill half your plate with fruits and vegetables, and salad is a great way to do that. Salad greens fit into the **Vegetables** section of MyPlate. Vary your vegetable choices to get a variety of vitamins and minerals.

Here is an activity you can do to talk about MyPlate at home:

With your child, look through a supermarket circular (the weekly advertisements for grocery stores) and identify salad greens (vegetables) for your salad. Then search for foods that fit into the **Protein**, **Grains**, **Dairy**, and **Fruits** sections of MyPlate. Think about what you could add to your salad greens to create a tasty and balanced meal or snack and fill in the chart below. You can also do this activity at the grocery store or by looking in your refrigerator or pantry.

A few examples have been filled in below to get you started.



Vegetables We Found For Our Salad

What We Can Add to Create a Balanced Meal or Snack

kale	Grain	quinoa
	Protein	sliced chicken
	Fruit	sliced strawberries
	Dairy	low-fat feta cheese
spinach	Grain	bulgur
	Protein	chopped walnuts
	Fruit	diced apple
	Dairy	low-fat mozzarella cheese
	Grain	
	Protein	
	Fruit	
	Dairy	

Vegetables We Found For Our Salad

What We Can Add to Create a Balanced Meal or Snack

	Grain	
	Protein	
	Fruit	
	Dairy	
	Grain	
	Protein	
	Fruit	
	Dairy	
	Grain	
	Protein	
	Fruit	
	Dairy	



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