



United States Department of Agriculture



Team Nutrition Cooks!



**ACTIVITY
GUIDE**



United States Department of Agriculture

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Welcome to Team Nutrition Cooks!

Team Nutrition Cooks! (TNC) is a series of cooking-based nutrition activities for out-of-school and afterschool programs, for children around ages 8 to 12 years old. These activities can spark children's interest in trying new foods and help empower them with skills for independence. Cooking can also help kids become more interested in making healthy food choices that can help build and support good eating habits throughout their lifetime.

Team Nutrition Cooks! contains five modules, and each module is centered around a kid-friendly recipe that can be prepared at your afterschool or out-of-school program site. Step-by-step instructions for each module are included in this **Activity Guide**. Modules can be done in any order you choose, and you can spread them out over the course of a week, month, or year.

Each module has an accompanying **Family Handout** that can be sent home so that children can continue to practice their cooking skills at home. **Family Handouts** include the recipe, instructions for how kids and families can cook together, and worksheets and activities to reinforce healthy habits. All materials can be viewed and downloaded at <https://www.fns.usda.gov/tn/cooks>.

Team Nutrition Cooks! Menu of Modules



Applesauce

p. 15

This is a great place to start! Using only two ingredients—apples and water—children learn to peel, core, dice, measure, simmer, and mash while making a familiar favorite. A perfect way to give kids a taste for healthy cooking!



Scrambled Eggs With Spinach

p. 43

Stir up some fun with this breakfast—or anytime—dish! Kids will have an “eggscellent” time learning how to chop, measure, crack an egg, whisk, scramble, and more.



Corn and Zucchini Pancakes

p. 71

Pancakes aren't just for breakfast! Skills such as grating, cracking an egg, whisking, chopping, and measuring are used in making this savory vegetable dish.



Grain Bowls

p. 99

These grain bowls let the goodness of whole grains shine while mixing them with vegetables, protein, fruit, and a light dressing. Measuring, chopping, simmering, and assembling the bowls are covered in this recipe.



Salad With Vinaigrette Dressing

p. 127

Leafy greens, fresh fruits and vegetables, and a hint of cheese are tossed with a homemade dressing that children can make on their own. Children can practice measuring, whisking, mixing, and peeling in this "no-cook" recipe.

Recipe for Success!

Below are some tips to help make *Team Nutrition Cooks!* a success in your program. You may want to circle the options that you would like to try or check off the box after you have tried it.

- ☐ **Start Early**—Before starting *Team Nutrition Cooks!*, you may find it helpful to look over the calendar for the year, semester, or other period of time to see what dates or days of the week would be best for these activities. You can think about other activities or occasions that are held at your site, holidays or vacation days when your program might be closed, and other events that you may want to schedule around. Many programs are very busy in the late fall or early winter with holiday celebrations and in the late spring with end-of-school-year activities.
- ☐ **Safety First**—Before starting, be sure to review all of the policies related to your program or facility regarding food preparation. Check with your local health department about food safety requirements specific to your area. For general information on food safety and food allergies, see **Food Safety/Food Allergies** on page 5 of this guide.
- ☐ **Read Ahead**—You may find it helpful to read through the entire module at least a day or 2 before doing the activities. This will help you determine what ingredients you need, how much of each ingredient to buy, the materials and supplies you might need, and how to arrange the space at your site. You may also want to pay special attention to notes marked “**Do Ahead**,” “**Safety Tip**,” “**Bright Idea**,” or “**Instructor Tip**.”
- ☐ **Attention to Allergies**—Before starting *Team Nutrition Cooks!*, be sure to find out if any participants have food allergies. Let parents and families know their child will be making and tasting food in your program.
- ☐ **Practice (If Possible)**—If you have time, you may want to try the recipe before making it with the group or find a way to use the cooking tools in the room and area where you are holding the program.
- ☐ **Shop (or Ask!) Around**—If you know of other programs in your community that have cooking activities for children, you may be able to borrow equipment or materials from them to use for *Team Nutrition Cooks!* Or, if appropriate, you can ask families to bring in cooking tools that can be used for each module.
- ☐ **Break It Up**—Children may be coming to your program after a full day of sitting and learning in school. Including physical activity or breaks before *Team Nutrition Cooks!* can help with classroom management during the cooking activities. Or—you may choose to break up the activities in a module over 2 or more days. Each module provides tips on how activities can be reordered, rearranged, or modified to fit the needs of your group.
- ☐ **Give It Time**—The first time you cook with your group, activities may take longer than what is recommended in this guide. That is OK! Allow more time than you think you will need for the first module, and over time, you and the children will likely fall into a routine for cooking that will take less time and run more smoothly.



Recipe for Success! continued

- ❑ **Size Up or Down**—Each recipe is written to yield six servings. We recommend having a group of five children and one adult. 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. If you have larger groups, you may want to try:
 - **Repeating the Activity:** Divide the children into small groups and then repeat the activity throughout the day or week.
 - **Showing the Skills:** Demonstrate cooking skills in front of the group, and then have each small group practice one skill, such as grating or mixing.
- ❑ **Take Advantage of Downtime**—If your group has extra time during the session, such as when you are waiting for something to cook, you can have them do the worksheets in the Family Handout as part of the session. Each module also includes discussion questions that could be used during this time.
- ❑ **Short on Time?**—Focus on **Handwashing**, **Ground Rules**, **Cooking and Eating**, and **Cleanup**. Each module has a Quick Start Guide to give you all the important information you need to quickly prepare and get cooking!



Team Nutrition Cooks! FUNdamentals

Here are some important instructions and tips that will help you teach each lesson safely and smoothly. Review this section before implementing *Team Nutrition Cooks!* in your program.

Food Safety

Specific food safety tips are included as part of each activity, including handwashing guides, proper temperatures for cooking and storing foods, and information about food allergies.

What do you need to know about handling fruits and vegetables safely?

- Fruits and vegetables should be kept separate from raw eggs, meat, poultry, and seafood while shopping, preparing, and storing.
- Rinse fruits and vegetables well under running tap water before eating, cutting, or cooking with them. Rinse fruits and vegetables even if you plan to peel them before using them in the recipe. Do not use soap or detergent to clean fresh produce.
- Scrub firm produce, such as apples and cucumbers, with a clean produce brush. Dry produce with a clean cloth towel or paper towel to further reduce bacteria that might be present.
- If using pre-cut fruit or vegetables labeled “ready to eat” or “washed,” you do not need to rinse them again.
- Refrigerate produce that has been cut. Never let cut fruits or vegetables sit at room temperature more than 2 hours before refrigerating. Use an appliance thermometer to be sure the temperature in your refrigerator is consistently at 40°F or below.

What do you need to know about handling raw eggs safely?

Raw eggs must be handled carefully to avoid the possibility of foodborne illness, often called “food poisoning.” Even eggs with clean, uncracked shells may sometimes have bacteria called salmonella that can cause diarrhea, fever, stomach cramps, and vomiting. Cooking eggs kills salmonella. Correctly buying, storing, handling, and cooking eggs greatly reduces this risk.

- **Buying:** When buying eggs, only buy refrigerated eggs with clean, unbroken shells. Open the carton and check to see that the eggs are clean and that the shells are not cracked. Bacteria can enter through cracks in the shell. Check the expiration date stamped on the carton as well.
- **Storing:** Store raw eggs inside of their original carton and on an inside shelf of a refrigerator. Eggs left at room temperature should be thrown away after 2 hours or 1 hour in warm weather. Use a thermometer to ensure refrigerator temperature is consistently 40°F or below.

Personal Health and Food Safety

No one who is feeling sick should handle food. If an adult or child has been sick with symptoms of vomiting or diarrhea, he or she should not participate until he or she is symptom-free for at least 24 hours.

If an adult instructor’s hands have a cut or wound, the cut should be bandaged and clean disposable gloves should be worn. If a child’s hand has a cut or wound, the child should be given tasks that do not involve direct contact with food.



Safe Food Handling

Handling and Cooking Eggs

- Do not taste raw eggs. Foods made with eggs should be fully cooked before eating.
- There is no need to rinse USDA-graded eggs, which are ready to use and prewashed at the processing site. Rinsing eggs may increase the risk of contamination, as water can enter the egg through the pores in the shell.
- Anything that touches raw eggs needs to be washed before being used again, including hands. Do not mix a raw egg with the same fork you use for eating. Clean all kitchen counters, utensils, kitchen tools, and surfaces that raw egg has touched with hot, soapy water.
- Do not leave eggs or egg-rich foods at room temperature for more than 2 hours total.
- Eggs should be eaten within 3 to 5 weeks of purchase.
- Serve egg dishes immediately after cooking.

Food Allergies

Each year, millions of Americans have allergic reactions to food. Although most food allergies cause relatively mild symptoms, some can cause severe reactions and can be life-threatening.

Before beginning *Team Nutrition Cooks!*, review your program's food allergy and food safety policies and let parents and families know that their child will be tasting and making foods in your program. Be sure to find out if any of the children have food allergies.

The eight foods that most commonly trigger an allergic reaction are:

1. Fish
2. Shellfish
3. Eggs
4. Milk
5. Wheat
6. Peanuts
7. Tree nuts (e.g., walnut, almond, hazelnut, cashew, pistachio, Brazil nuts)
8. Soybeans



Allergic reactions can include:

- Hives
- Flushed skin or rash
- Tingling or itchy sensations
- Swelling of the face, tongue, or lips
- Vomiting and/or diarrhea
- Abdominal cramps
- Coughing or wheezing
- Dizziness and/or light-headedness
- Swelling of the throat and vocal cords
- Difficulty breathing
- Loss of consciousness

Symptoms of food allergies typically appear within a few minutes to a few hours after a person has eaten the food to which he or she is allergic.

Call for emergency medical help quickly if someone is having a severe allergic reaction (anaphylaxis).

For additional food allergy management and prevention information, refer to the Centers for Disease Control and Prevention's *Food Allergies in Schools* at:

<https://www.cdc.gov/healthyschools/foodallergies/>

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.

- ☐ **Clear the decks**—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 do not, 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. *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.*



How to Read a Recipe

➔ **DO AHEAD:** Give each child a copy of the Family Handout for the module and have the children turn to the recipe. Copies of the Family Handout can be found at <https://teamnutrition.usda.gov>.

Explain how to read a recipe:

- A recipe lays out directions for cooking. It is important to read through the entire recipe.

Read the whole recipe first:

Read through the entire recipe from start to finish so that you can make sure you have everything you will need. The recipe will tell you:

- How much time it will take you to make the dish
- What ingredients (food) you need and how much
- How many servings it will make
- The size of each serving

Plan ahead:

Explain that **“Total Time”** is the total amount of time the recipe takes to make from start to finish. **“Hands-on Time”** is the amount of time spent on preparing the food, such as rinsing, dicing, peeling, etc. For example, if something is baking in the oven for 30 minutes, that is part of the total time, but not the hands-on time, since you are just waiting for the oven to do the work. This time is perfect for doing something else in the kitchen, like cleaning up!

After looking at the **“Total Time,”** decide when you want to eat or serve the dish. For example, if a recipe takes 30 minutes to prepare and you want to eat at 5:00 p.m., you need to start cooking at 4:30 p.m. If it is your first time cooking something, you may want to add a bit more time to the total time listed.

Read through the recipe together and answer any questions the children may have about the directions, ingredients, or kitchen tools.

Look and Cook Recipe:

Each Activity Guide and Family Handout also has a **Look and Cook Recipe** next to the written recipe that uses pictures to show the steps of the recipe. The children can also use these cards to help them learn how to make the recipe.

Scrambled Eggs With Spinach

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 with **INSTRUCTOR TIP** as a heading. These tips are not on the recipe in the Family Handout.*

Try this traditional breakfast dish any time of day!
Total Time: 15 minutes • Hands-on Time: 15 minutes • Yield: 6 servings • Serving Size: 2 Eggs with Spinach

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

Allergy Notes:

- This recipe contains eggs.
- If using vegetable oil, make sure that the source is specified and that there is no peanut allergy warning on the label.
- If including toast, this recipe will include wheat.

INGREDIENTS*

- 1 teaspoon olive, canola or vegetable oil
- 12 large eggs
- 3 cups rinsed chopped fresh spinach
- 6 slices whole-wheat bread, toasted (optional)
- ground pepper or other herbs and spices (optional)

*NOTE: The amounts listed here are for a batch of scrambled eggs with spinach that serves a group of six. If each child is preparing his or her own serving of scrambled eggs with spinach, then each child should use two eggs and a ½ cup of chopped spinach.

SHOPPING LIST

- ☐ 12 large eggs
- ☐ 3 cups fresh spinach
- ☐ olive, canola, or vegetable oil
- ☐ black pepper
- ☐ whole-wheat bread (optional)

INSTRUCTOR TIP
See **Ingredients and Supplies Checklists** on page 56 for amounts needed for your group.

DIRECTIONS

1. Wash your hands with soap and water, then gather all your kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Chop the spinach.
3. Measure the chopped spinach and set aside.
4. Optional: If you'd like to make toast, put your bread in the toaster now. That way, the toast will be done at the same time as the eggs and you can eat them together.
5. Crack one egg by hitting its midpoint quickly against the rim of a small bowl or cup.
6. Break the egg into the bowl or cup. Pour the egg into a larger bowl. Repeat with the remaining egg(s).
7. Whisk the eggs in the larger bowl until they are pale yellow.
8. Put the skillet on the stove or cooktop and turn the heat to medium. When the skillet is hot, add the oil. If using a nonstick skillet, you may need to add the oil before heating.
9. Carefully pour the eggs into the skillet.
10. Add the spinach to the eggs.
11. Drag the spatula across the bottom of the skillet to evenly scramble and cook the eggs and spinach.
12. Season the scrambled eggs with spinach by sprinkling with pepper or other spices. Serve and enjoy!

Amount per serving: Calories: 192; Total Fat: 14 g; Saturated Fat: 4 g; Sodium: 189 mg; Total Carbohydrate: 3 g; Dietary Fiber: 0 g; Sugars: 2 g; Protein: 13 g; Vitamin A: 2112 IU; Vitamin C: 4 mg; Calcium: 95 mg; Iron: 2 mg.

Crediting Information: Two eggs with ½ cup spinach provide 4 oz. equivalent meat alternate. One slice of bread (at least 1 oz. or 28 grams in weight) will provide 1 serving/oz. equivalent grain.

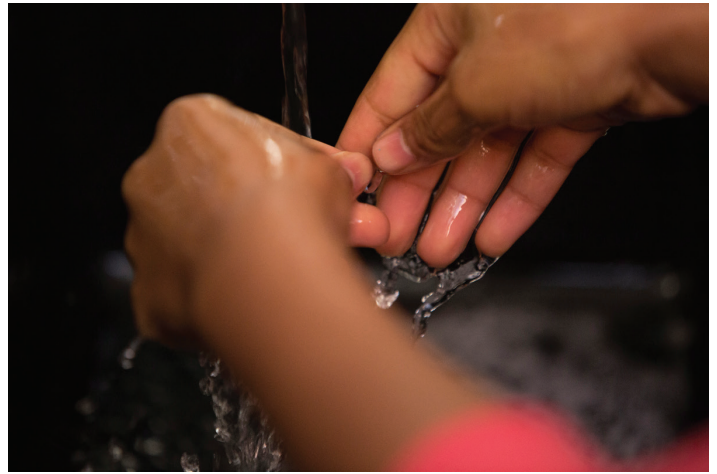
INSTRUCTOR TIP
The recipe in the Family Handout also includes Optional Add-In Ingredients that can be added to this dish. If you have time, encourage children to read these ideas out loud as a group and try them at home!

Team Nutrition Cooks! Scrambled Eggs With Spinach Activity Guide
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Handwashing

Explain that everyone must wash his or her hands before any cooking or tasting begins. Washing hands helps keep food safe and stops germs from spreading. Remind the children to keep their clean hands away from their mouth, nose, face, or other places on their bodies.



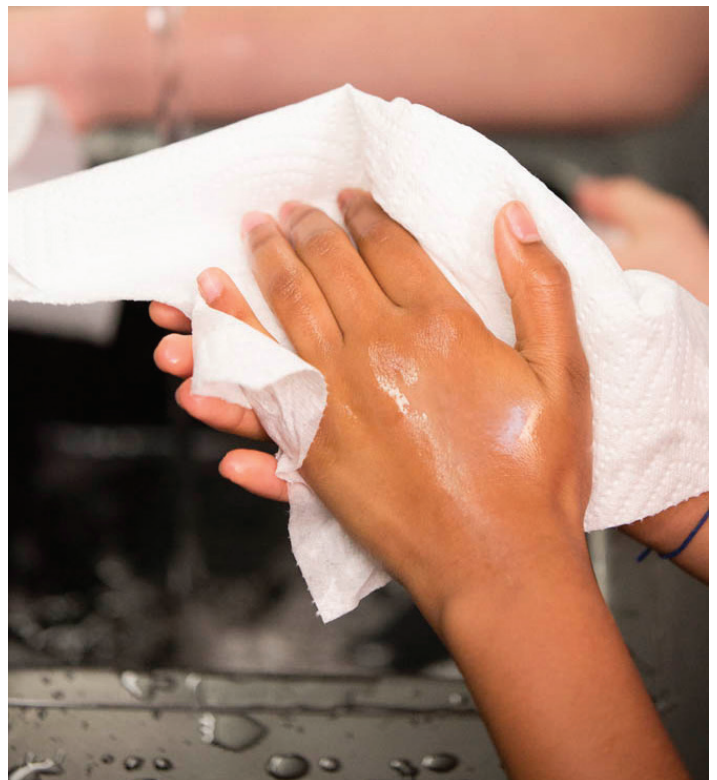
1. Discuss necessary times to wash hands, including:

- Before, during, and after preparing food
- Before eating food
- After using the bathroom
- After blowing your nose, coughing, or sneezing
- After touching garbage or other unclean surfaces such as the floor.

2. Show the handwashing video at <https://www.fns.usda.gov/tn/cooks>. Follow the steps listed below:

1. Take off all jewelry on your arms and hands.
2. Wet your hands with clean, running water and apply soap.
3. Lather your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, your palms, between your fingers, and under your fingernails.
4. Scrub your hands for at least 20 seconds. Need a timer? Hum the “Happy Birthday” song from beginning to end twice.
5. Rinse your hands well under clean, running water.
6. Dry your hands using a clean towel or air-dry them.
7. Turn off the faucet with a paper towel, not your bare hands.

If needed, remind the children to use a paper towel instead of their clean, bare hands, to get back into the cooking area.



3. Before the tasting or cooking activity, wash your hands. Have the children and other helpers wash their hands too.

How to Set a Table

When teaching students how to set a table, ask each child to prepare his or her own place setting. Have a sample place setting that the children can refer to as an example.

In a standard American place setting, the napkin and fork are on the left side of the plate, with the fork lying on top of the napkin. The knife goes next to the plate on the right side, with the blade facing the plate. The spoon is also on the right side of the plate, to the right of the knife. The cup goes above the knife and the spoon.



How to Serve Family Style

Food is not usually cooked in individual servings. Most dishes are made in a large batch and then divided into portions. When a large serving dish is passed around the table from which individuals can help themselves, this is called “family style.”

- Make sure to use clean serving utensils.
- Remind the children that they should eat only from his or her own plates, never directly from the serving dish, to avoid spreading germs. No one should touch the food with his or her fingers when serving or holding the serving dish.
- Everyone will have his or her own plate and eating utensil.
- Uneaten food should never be returned to the serving dish.
- Make sure that each child is offered one full serving of food, as written in the recipe. However, the children do not have to take their full portion all at once and can take more later if they’d like.

Cleanup

It is important to let the children know that cleaning up is an important part of cooking. 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 the 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 the children 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.



Get Families Involved!

Getting parents or other family members involved will make it more fun for kids and will help bring the cooking lesson home. Encourage the kids to use the **Look and Cook Recipe** found in the Family Handout. Copies of the Family Handouts can be downloaded or ordered from <https://www.fns.usda.gov/tn/cooks>. Encourage the kids to go online to access the videos and try cooking at home.

Consider hosting a “Family Day” when students prepare and then eat a meal with their families using recipes learned in this program. This is another good way to engage parents and other caregivers. Planning an event where families can experience their children’s enthusiasm and creativity is another way to get keep families interested and involved in their children’s cooking and eating habits.

Serving For the Seasons

In many parts of the United States, some foods may be fresher and cost less depending on time of the year. Below are suggestions for times of the year when you may want to try out a particular module. Remember that *Team Nutrition Cooks!* activities can be done in any order you choose, and you can begin the program in any month of the year.

Winter

- **Scrambled Eggs With Spinach** – Spinach and eggs are available in many places year-round. Warm up with this nourishing dish on cold winter days.

Spring

- **Salad With Vinaigrette Dressing** – Take advantage of the freshness of greens in the spring and give this recipe a spin.

Summer

- **Corn and Zucchini Pancakes** – Fresh corn and zucchini are easy to find in the summer, making this recipe a great one to try in June, July, or August.

Autumn

- **Applesauce** – Apples are everywhere in autumn; use your favorite types in this easy, two-ingredient recipe.
- **Grain Bowls** – This versatile recipe is great year-round! Try it with turkey and cranberries for a festive fall meal.

Recipes for Special Days

- National Apple Day – **October 21**
- National Apple Week – **the second week in August**
- National Apple Month – **October**
- National Egg Day – **June 3**
- National Salad Month – **May**
- National Spinach Day – **March 26**
- National Corn Fritter Day – **July 16**



Teen Talk: Opportunities for Service Learning...and Beyond!

Does your program work with teens in an afterschool or out-of-school time setting? Working with *Team Nutrition Cooks!* can be a wonderful opportunity for teen volunteers to gain service learning experience, to serve as role models to younger children, and to sharpen leadership, communication, and organizational skills while helping activities run smoothly in your program. Depending on the age and time commitment of the teens, they might be able to help you with tasks such as:

- Preparing shopping lists and shopping for food
- Gathering materials and supplies
- Setting up before activities begin
- Cleaning up after activities end
- Demonstrating cooking skills
- Supervising small groups of children
- Testing and preparing recipes ahead of time and adapting, as needed, to the needs of the group
- Selecting books or creating and leading healthy eating activities that also relate to the theme of the recipes
- Decorating the room to support healthy eating behaviors

Finally, involving teens with *Team Nutrition Cooks!* activities may encourage them to think more about their eating and health behaviors or how they may improve their own habits. This experience may also whet their appetite for working in culinary arts, nutrition, or with children as a future career. You can make a difference!



Team Nutrition Cooks! Recipes: Crediting Information

Recipe Name	Food Component(s)	Crediting Information
Applesauce	Fruit	$\frac{3}{4}$ cup of applesauce provides $\frac{3}{4}$ cup fruit.
Scrambled Eggs With Spinach	Meat/Meat Alternate, Grain (optional)	Two scrambled eggs with spinach provide 4 ounce equivalents (oz. eq.) meat/meat alternate.
Corn and Zucchini Pancakes	Vegetable, Meat/Meat Alternate, Grain	Two corn and zucchini pancakes provide $\frac{3}{4}$ cup vegetable, 1 oz. eq. meat/meat alternate, and $1\frac{1}{4}$ serving/oz. eq. grain*.
Grain Bowls	Vegetable, Fruit, Meat/Meat Alternate, Grain	$1\frac{1}{2}$ cups of grain bowls provide $\frac{1}{2}$ cup vegetable, $\frac{1}{2}$ cup fruit, 1 oz. eq. meat/meat alternate, and 1 serving/oz. eq. grain*.
Salad With Vinaigrette Dressing	Vegetable, Fruit	Two cups of salad with vinaigrette dressing provide 1 cup vegetable and $\frac{1}{4}$ cup fruit.

* Grains in this recipe are credited based on oz. eq. of grains. Oz. eq. may be substituted for servings of grains/breads because an oz. eq. of grain contains slightly more creditable grains (16 grams) than is required for a grain/bread serving (14.75 grams).





United States Department of Agriculture

Team Nutrition Cooks! Applesauce



Applesauce Quick Start Guide

Total Time for Activity: 55 minutes

Serving Size: $\frac{3}{4}$ cup

Crediting Information: $\frac{3}{4}$ cup of applesauce provides $\frac{3}{4}$ cup fruit.

1 Ingredients List

- ☐ ___ apples for recipe
- ☐ ___ apples for taste test*

Optional

- ☐ ___ apples for premade applesauce
- ☐ ___ ground dried spices such as cinnamon, nutmeg, cloves, or ginger

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 “6 apples for recipe” or “5 apples for taste test.”

* For the taste test, try different kinds of apples. You could try Granny Smith, McIntosh, Golden Delicious, Gala, or Fuji.

Ingredient Conversion Chart

	6 people	12 people	18 people
Apples for recipe	6	12	18
Apples for taste test	4–5	8–10	12–15
Spices (optional)	$\frac{1}{2}$ tsp	1 tsp	$1\frac{1}{2}$ tsp

3 Safety Tips

- ✓ Peelers, apple slicers, and knives are sharp! Remind children to avoid touching the blade.
- ✓ Use potholders, not towels, when moving a hot skillet, pan, or lid.
- ✓ Never walk away from food cooking on a burner.
- ✓ Rinse raw fruit well under running tap water before eating or cooking it.

2 Supplies

- ☐ ___ cutting board(s)
- ☐ ___ liquid measuring cup(s)
- ☐ ___ pot holder(s)
- ☐ ___ apple slicer(s)
- ☐ ___ butter knife/knives
- ☐ ___ wooden spoon(s)
- ☐ ___ potato masher(s) or fork(s)
- ☐ ___ medium-sized pot with lid
- ☐ ___ cooktop(s)
- ☐ ___ serving bowl(s)
- ☐ ___ serving spoon(s)
- ☐ ___ bowl(s)
- ☐ ___ napkin(s)
- ☐ ___ utensil(s)

Optional: vegetable scrub brushes, chef's knife, peeler(s), serving plates, small plates, lidded containers, teaspoon measuring spoon

Amount needed of each item will depend on the size of your group and the layout of your room. See page 28 for details.

4 Instructions for Program Operators

1. Have adults and children wash his or her hands with soap and water.
2. If you want to peel the rinsed apples, then have the children peel them now.
3. Use the apple slicer or have an adult remove the core and slice each apple with a chef's knife.
4. Have the children place the sliced apples on a cutting board, and dice the apple slices with a butter knife.
5. The children can put the apples and water in the pot, cover it, and put it on the stove. Have an adult turn the heat to medium-low and cook until the apples are tender, about 25 minutes.
6. Set the apples aside to cool, about 10 minutes.
7. Have the children mash the apples. Have the children stir the applesauce to help it cool more quickly.
8. Serve right away using serving spoons. Pass around the dried spices for the group to add to their applesauce as they would like.



Applesauce Activity Guide

All About Applesauce

This simple recipe uses only two ingredients while getting kids excited about cooking and healthy eating! It can be enjoyed warm or cold and topped with a variety of spices.

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 28.** 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 Applesauce Family Handout as part of the session (see pages 12–14 in the Applesauce Family Handout). 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. 19
2. **All About Apples** (5 minutes) p. 21
3. **Nutritious and Delicious MyPlate** (5 minutes) p. 22
4. **Taste Test** (10 minutes) p. 23
5. **Cooking and Eating** (35 minutes if using precooked applesauce, 55 minutes if not) p. 24
6. **Spice Up Your Applesauce** (5 minutes) p. 33
7. **Cleanup** (15 minutes) p. 33
8. **Wrap-Up and Summary** (5 minutes) p. 34

Supervision and Room Management

The Applesauce 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.

INSTRUCTOR TIP

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



Options for Large Groups

If you have a large group, you may want to try some of the ideas below to help the activities run smoothly:

- **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 large group, and then have each small group practice one skill, such as peeling or mashing.
- **Use Volunteers**—Teenagers can help with the activities, particularly those who are in a culinary arts or service learning program. They can help you get ready for the session and help children with reading recipes, mashing, stirring, and other cooking skills that do not involve sharp knives. They can also help with cleanup. For more ideas of how to get teens involved, see **Teen Talk: Opportunities for Service Learning** on page 12.

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 *Applesauce Family Handout*, which you can order or download at: <https://www.fns.usda.gov/tn/cooks>
- ☐ Ingredients and supplies listed on page 28
- ☐ 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 apples.
- ☐ 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.

Questions

- What does your family cook at home?
- What is your favorite fruit or vegetable?
- What do you like to eat for breakfast?
- What do you like to eat for a snack?

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

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

Goals

This goal of this session is for the children to become familiar and comfortable with following a recipe and making applesauce. The activities in this session give the children a chance to learn and practice the following skills:

- How to Rinse
- How to Peel
- How to Core and Slice
- How to Dice
- How to Measure Liquids
- How to Use a Cooktop Safely
- How to Simmer
- How to Cool Food Safely
- How to Stir
- How to Mash



Ask the children if they have ever tried or heard of any of these skills before. You can ask questions such as “Have you ever used a peeler? Raise your hand if you’ve ever stirred something on the stove. 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 the chalkboard, white board, or large piece of paper so that the children can see them when you are reading them out loud. This will help visual learners and remind everyone of the rules they should follow during the session.

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 don’t 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 Apples (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe where apples come from, name three different types of apples, and list three different ways to eat them.

To start the discussion, ask the children:

- Do you eat apples at home?
- What do you like to eat with apples?
- Do you cook with apples?
- How are apples grown?

Use the discussion questions on this page to help the children learn more about apples. You can ask the group the questions written in **bold green text**, and then fill in with the answers in black text as needed. Or, you can choose a few facts about apples and share them with the group.

How are apples used? What are some ways to eat apples?

- Apples are used in many ways. They are processed to make applesauce, apple juice, apple cider, dried apples, apple butter, apple jelly, vinegar, baby food, frozen apples, and canned apples.
- Apples can be eaten as a snack, dessert, side dish, or topping. They are naturally sweet and make a great “to go” snack.
- Some popular ways to eat apples are in slices, with peanut butter, in a fruit kabob, in a salad, baked, with raisins, or just eating them whole.
- Applesauce can be eaten on top of potato pancakes, also known as latkes, mixed into low-fat plain yogurt, or paired with pork.

Where and how are apples grown?

Apples are grown in every continental State of the United States as well as in many countries around the world. States that produce the most apples are Washington, New York, Michigan, Pennsylvania, California, and Virginia. Apples grow on trees located on farms called orchards and must be hand picked because they bruise easily. Apple pickers use ladders to reach the apples at the top of the tree.

In the United States, apples are in season from the end of summer until early winter. Apples taste their best and are the least expensive when they are in season but may be found at grocery stores all year long.

INSTRUCTOR TIP:

Show the group many different kinds of apples. If you are doing the **Taste Test** on page 23, you can let them know that they will be doing a taste test with the apples.

What are some tips for buying apples?

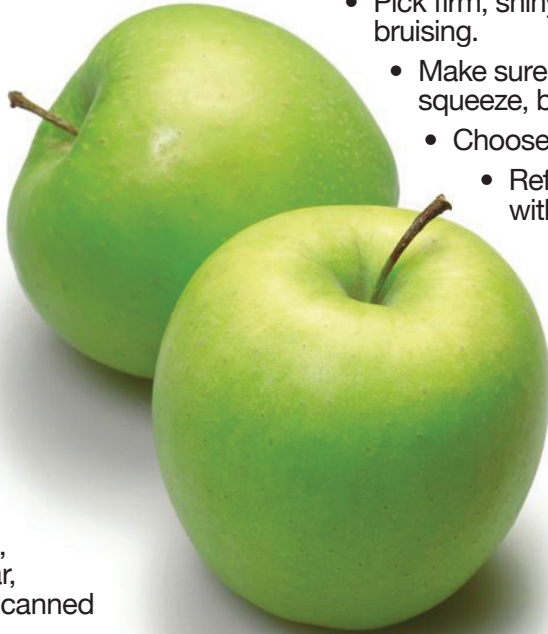
You can buy apples at farmers’ markets and grocery stores. When shopping for apples, select the best and ripest ones:

- Pick firm, shiny, smooth-skinned apples with no bruising.
- Make sure your apple isn’t mushy. Give it a little squeeze, but don’t squeeze too hard or it will bruise!
- Choose apples that are fresh.
- Refrigerate whole apples and use them within 3 weeks.

In grocery stores, you can also buy packaged applesauce, which may have added sugars. Added sugars are sweeteners and syrups that are added to foods or beverages when they are processed or prepared. This does not include the sugars that are naturally in fruit. Eating too many added sugars can contribute to tooth decay and make it hard to keep a healthy weight. Choose an applesauce that does not have added sugars.

Recommended kinds of apples for the **Taste Test** activity on page 23 include:

- **Granny Smith**—tart and firm, used for snacking and sauces. Bright green.
- **McIntosh**—juicy and tangy, great in applesauce. Usually deep red. Discovered by John McIntosh in 1811.
- **Golden Delicious**—sweet, most often used in baking and salads. Pale yellow skin, sometimes with a red blush.
- **Gala**—sweet, crispy, and juicy, used for snacking and salads. Color ranges from cream to red and yellow striped. Originated in New Zealand, but now also grown in the United States.
- **Fuji**—sweet, crisp, and firm, striped with yellow and red. Developed in Japan and named after Mount Fuji.



Nutritious and Delicious MyPlate (5 minutes)

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

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

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 apples fit into MyPlate, and the nutrients in apples that our bodies need to be healthy and strong.

Fruits 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 of 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 each day is to choose fruits and vegetables at each meal and as snacks.

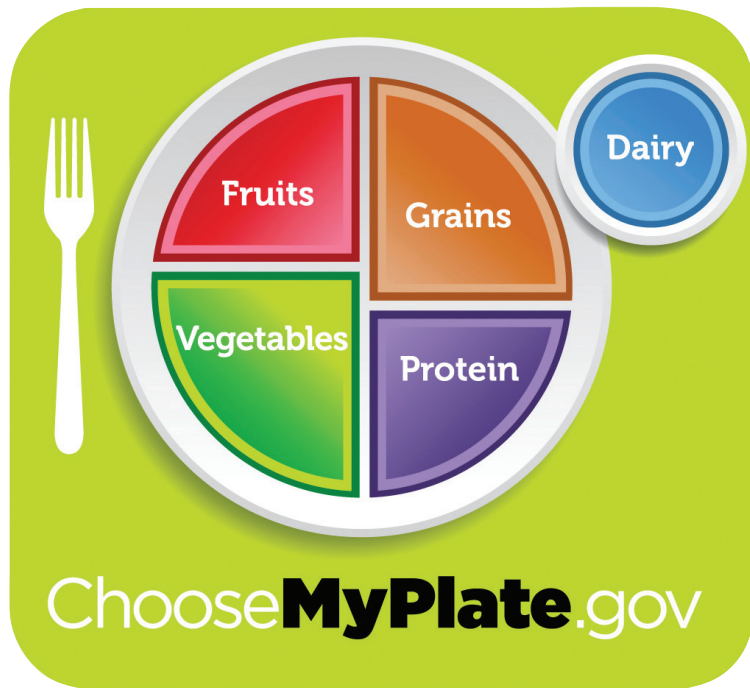
Apples are fruits

Apples are part of the **Fruits** Food Group, which is in the upper left, red section of the MyPlate icon. All fruit, including fresh, canned, frozen, dried, whole, cut-up, or pureed and 100% fruit juice, count as part of the fruit group. In general, 1 cup of fruit or 100% fruit juice, or ½ cup of dried fruit, is considered 1 cup from the **Fruits** Group.

Apples provide fiber and potassium

Fiber helps keep food moving through the digestive tract and can help you feel full. Juicing and peeling apples removes much of their fiber, so apple juice and applesauce made with peeled apples contain less fiber than a whole apple. **Potassium** helps your body keep a healthy heartbeat. It's important to eat many different types of fruits. Different fruits often include different combinations of nutrients. By eating many different fruits 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 **Making a MyPlate Meal with Applesauce** activity found on page 14 of the Applesauce 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 fruits they eat are mixed with other foods, such as low-fat yogurt or in a strawberry smoothie, or if they eat them in a bowl instead of on a plate. These fruits would still count as part of their MyPlate meal. To see how much fruit to eat every day, visit Choose MyPlate's "All About the Fruit Group" webpage at <https://www.choosemyplate.gov/fruit>.



Taste Test (10 minutes)

OBJECTIVE: At the end of this activity, the children will be able to describe the tastes of different kinds of apples.

Taste testing is a fun way to try new foods. In this taste test, the children will try different kinds of apples to find the ones they like best. This taste test can help children decide which apples to use in their applesauce.

✓ **SAFETY TIP:** Make sure the children wash their hands again after eating and before cooking.

➡ **DO AHEAD:** Prepare for the taste test (about 10 minutes of preparation).

- Pick a table or desks separate from the cooking area to hold supplies.
- Wash tables with hot soapy water.
- Wash your hands before preparing the apple slices.
- Rinse apples under clean, running tap water and rub gently with a vegetable brush to remove dirt and germs. Dry with a clean paper towel.
- Cut apples into small slices. Do not cut the apples more than a few minutes before the activity or they will brown and the children may not want to eat them.
- Put slices of each apple on its own serving plate for sampling. Label each serving plate with the name of the apple, such as “Fuji,” “McIntosh,” etc.

💡 **BRIGHT IDEA:** If apples have to be sliced in advance, lightly spray or coat the slices with lemon juice to prevent browning. Too much juice may make it hard to taste the flavor of the apple. If the apples do brown, remind the children that they are still okay to eat and that the color naturally changes when oxygen touches the inside of the apple.

INGREDIENTS

(This is for a group of six— five children and one instructor.)

- ❑ 4 to 5 apples of different types
- ❑ lemon juice (optional)

SUPPLIES

- ❑ 6 plates or bowls for eating
- ❑ 4 to 5 serving plates (1 for each variety of apple)
- ❑ 6 napkins
- ❑ 6 forks
- ❑ 1 set of tongs or 1 serving fork
- ❑ knife and cutting board for cutting apples (for instructor)
- ❑ labels for apples (1 for each plate of apples)
- ❑ pen or marker



INSTRUCTOR TIP

Do not force anyone to taste something. Encourage the children, but let them make their own decision. When a child sees other children enjoying the taste test, he or she will likely join in.

INSTRUCTIONS

1. Have everyone wash his or her hands.
2. Seat the children around desks or tables so that they can all see each other, and put the apple slices within easy reach.
3. Give each child a fork and a plate, and have the children put a slice of each apple on their plates, using a serving fork or tongs. Depending on the number and age of the children, you may want to have the children try one type of apple together before putting another kind of apple on their plates.
4. Ask the children to look at, touch, and taste the apple slices. Remind the children that these are all apples but different types. Each type has a different name and may taste different too. Have everyone in the group try the same kind of apple at the same time to make discussion and tracking of each type easier. Repeat until everyone has tried every apple.
5. Discuss and compare the different colors, tastes, textures, smells, and uses of each apple:
 - Which apple did you like the most? Why?
 - What did the apples taste like? Did some of the apples taste sour? Did some of the apples taste sweet?
 - Have you ever eaten any of these apples before?
 - What kind of apples do you want to use to make applesauce?
6. Have the children help clean up leftovers and trash.



Cooking and Eating (35 minutes)

OBJECTIVE: At the end of this section, the children will have made applesauce.

✓ **SAFETY TIP:** Be sure the children wash their hands before they start cooking. If they washed their hands before the Taste Test, they will still need to wash their hands before cooking.

The children will practice different skills as they prepare the applesauce. 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 applesauce as he or she likes. 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.

This applesauce recipe works well with many different kinds of apples. You can use familiar favorites, or try something new! Some types of apples that work well in applesauce include Fuji, Granny Smith, Golden Delicious, McIntosh, Honeycrisp, Winesap, and Pink Lady.

💡 **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)

- ☐ 6 apples
- ☐ ½ cup water
- ☐ 1 batch unmashed applesauce (optional; see below)
- ☐ 1 teaspoon of cinnamon (optional)

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

Applesauce takes a long time to cook and cool, so you may want to have a precooked (but unmashed) batch to mash. If so, you will have to prepare an unmashed batch of applesauce before this session. See **BRIGHT IDEAS** on page 32 for more details.

Skills that will be covered during this activity:

- How to Rinse
- How to Peel
- How to Core and Slice
- How to Dice
- How to Measure Liquids
- How to Use a Cooktop Safely
- How to Simmer
- How to Cool Food Safely
- How to Stir
- How to Mash



INSTRUCTOR TIPS FOR TEACHING COOKING SKILLS

Watch the skills videos with the children at <https://www.fns.usda.gov/tn/cooks>. 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 in the Family Handouts, so you can give each child a copy of the Family Handout to use during this session. This Activity Guide includes the [Look and Cook Recipe](#) and Instructor's version of the recipe on pages 26 and 27. 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 adult.
- Once divided into groups, each group will use each skill to make its own applesauce. 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 of 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 the children how to use each tool before allowing them to try it.

KEY SKILLS

- [How to Rinse](#) p. 29
- [How to Peel](#) p. 29
- [How to Core and Slice](#) p. 29
- [How to Dice](#) p. 30
- [How to Measure Liquids](#) p. 30
- [How to Use a Cooktop Safely](#) p. 31
- [How to Simmer](#) p. 31
- [How to Cool Food Safely](#) p. 32
- [How to Stir](#) p. 32
- [How to Mash](#) p. 32

Options for practicing cooking skills at stations:

- **Option One:** All the skills are practiced at each station, with each child practicing one skill. For instance, at each station, one child can do the measuring, another child may dice, and another child may stir, 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 practice a skill several times.
- **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.

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 boards
- ☐ trash or compost bin

Coring, Slicing, and Dicing

- ☐ cutting boards
- ☐ butter knives
- ☐ apple corers or a chef's knife (for adult use only)

Measuring

- ☐ liquid measuring cups

Simmering and Cooling

- ☐ cooktop
- ☐ pot with lid
- ☐ wooden spoon
- ☐ pot holders or oven mitts

Stirring and Mashing

- ☐ potato mashers or forks
- ☐ precooked applesauce in large bowls (optional)



Look and Cook Recipe: Applesauce

Ingredients

Water



Apples



Cinnamon
(Optional)



Directions

1



Wash your hands.

2



Optional:
Peel the apples.

3



Core and slice the apples.

4



Dice the apples.

5



Measure the water
and pour into the pot.

6



Cook the apples.

7



Cool and stir the
apples.

8



Mash the apples.
Add spices (optional).

9



Enjoy the
applesauce!

Applesauce

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 with **INSTRUCTOR TIP** as a heading. These tips are not on the recipe in the Family Handout.

Eat this by itself as a snack, spoon it into yogurt for breakfast, or eat it with potato pancakes, French toast, chicken, or pork.

Total Time: 55 minutes • Hands-on Time: 20 minutes • Yield: 6 servings • Serving Size: $\frac{3}{4}$ cup

INSTRUCTOR TIP

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

INGREDIENTS

- 6 apples, any variety, rinsed
- $\frac{1}{2}$ cup water
- $\frac{1}{2}$ teaspoon of cinnamon (optional)

INSTRUCTIONS

1. Wash your hands with soap and water, then gather all your kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Optional: Peel the apples.
***Note:** Applesauce with the peel left on is faster to make and healthier. The apple peel has fiber, which helps you feel full and has many other benefits for our health.*
3. Use the apple corer or slicer to remove the core and cut the apple into slices. If you do not have a slicer, have a helper use a chef's knife to take out the core and cut the apple into slices.
4. Dice the apple slices.
5. Measure the water and pour the water in the pot.
6. Add the diced apples to the pot with water, cover, and put the pot on the stove. Turn the heat to medium-low and cook until the apples are tender, about 25 minutes.
7. Take pot off the stove and set aside to cool a bit, about 10 minutes. Once it has cooled a bit, stir it to help the applesauce cool faster.
8. Mash the apples using a potato masher or fork. If you'd like to add cinnamon or other spices, stir them in now.
9. Serve and enjoy the applesauce right away or store in the refrigerator in a lidded container. The applesauce will keep, covered and refrigerated, for up to 4 days.



SHOPPING LIST

See **Ingredients and Supplies Checklists** on page 28 for amounts needed for your program.

- ☐ 6 apples (any variety, such as Fuji, Granny Smith, Golden Delicious, Honeycrisp, McIntosh, Red Delicious, Winesap, and Pink Lady)
- ☐ Cinnamon
- ☐ Dried spices, such as nutmeg, ginger, or cloves (optional)

Amount per serving: Calories: 94; Total Fat: 0.5 g; Saturated Fat: 0 g; Sodium: 2 mg; Total Carbohydrate: 24 g; Dietary Fiber: 4 g; Sugars: 19 g; Protein: 0 g; Vitamin A: 78 IU; Vitamin C: 0 mg; Calcium: 12 mg; Iron: 0 mg.

Crediting Information: $\frac{3}{4}$ cup of applesauce provides $\frac{3}{4}$ 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 Taste Test and Cooking and Eating Activities

(for a group of six)

- ☐ 16 apples:
 - ☐ 4 to 5 apples for Taste Test activity: 1 of each different variety of apple. Some suggestions include Granny Smith, McIntosh, Golden Delicious, Gala, and Fuji.
 - ☐ 6 apples for Cooking and Eating Activity
 - ☐ 6 apples for premade applesauce (optional; see **DO AHEAD** on page 24 for more details)
- ☐ ½ cup water
- ☐ 1 teaspoon of cinnamon or other spices (optional; see **Spice Up Your Applesauce** on page 33)



BRIGHT IDEA: Buying apples when they are in season in the fall or buying them in bulk can help you save money!

SUPPLIES

For Taste Test Activity

- ☐ 2 vegetable scrub brushes (optional)
- ☐ chef's knife or apple slicer (for instructor preparation)
- ☐ 1 cutting board (for instructor preparation)
- ☐ 4 to 5 serving plates
- ☐ 4 to 5 sets of tongs or serving forks (1 for each type of apple)
- ☐ 6 small plates
- ☐ napkins
- ☐ labels
- ☐ pen or marker

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 25 for more information.

- ☐ 6 cutting boards
- ☐ 1 chef's knife (for instructor preparation, if not using an apple slicer)

- ☐ 1 liquid measuring cup
- ☐ 1 set of pot holders
- ☐ 6 apple slicers
- ☐ 6 butter knives
- ☐ 1 wooden spoon
- ☐ 1 potato masher or fork
- ☐ 1 medium-sized pot with lid
- ☐ 1 cooktop
- ☐ 6 lidded “to-go” containers (optional)
- ☐ 2 vegetable scrub brushes (optional)
- ☐ 6 peelers (optional)

For Eating

- ☐ 1 to 2 serving bowls
- ☐ 1 to 2 serving spoons
- ☐ 6 small bowls
- ☐ 6 spoons
- ☐ napkins
- ☐ ¼-teaspoon measuring spoon for spices (optional; one for each spice)

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 videos
- ☐ MyPlate poster (free from <https://teamnutrition.usda.gov>)
- ☐ copies of *Team Nutrition Cooks! Applesauce Family Handout* (free from <http://teamnutrition.usda.gov>)



How to Rinse

1. Rinse apples under cold running tap water. Optional: scrub the peel with a clean vegetable brush while rinsing the fruit. Rub the apples gently so they don't get bruised.
2. Make sure to rinse and scrub the whole apple.
3. Dry with a paper towel.



How to Peel

Peeling removes most of the apple's fiber, which is a very nutritious part of the apple. Demonstrate and practice peeling to help the children learn the skill, but encourage them to leave the peels on the apple when making the applesauce.

1. Rinse the apples before peeling them.
2. Peel the apples over a clean cutting board, bowl, or sink. Don't peel over the garbage can in case the apple is dropped!
3. Keep your hand on the handle at the bottom of the peeler and avoid the blade.
4. Peel from top to bottom, in strips, working around the apple until the entire peel is gone.
5. Throw away or compost the peel.

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

💡 **BRIGHT IDEA:** If you would like to use unpeeled apples in this recipe, have the children take turns peeling one apple. That way children can still practice their peeling skills, but most of the apples will still have their peels on.



How to Core and Slice

Remind children that they should always use a nonslip cutting board for safety and to avoid damaging the counter or table.

1. Stand an apple with the stem facing up on a cutting board. Put the apple slicer on top of the apple, with the center of the apple in the circular part of the slicer.
2. Keep your fingers wrapped around the handle and away from the blades on the bottom of the slicer. Push straight down, hard, with both hands.
3. If the apple or any apple slices get stuck in the slicer, do not flip the slicer upside down or bang it on a table. Ask an adult to use a knife to push or cut the apple out of the slicer.

✓ **SAFETY TIP:** The slicer is sharp—avoid touching the blades.

💡 **BRIGHT IDEA:** If you're using an apple slicer, have small children stand on a stool so that they can get plenty of leverage. You can explain that being higher up will help them push down harder on the apple. Ask them to push hard and straight down.

INSTRUCTOR TIP

If you do not have an apple slicer, an adult instructor can use a knife to core and slice the apple into 8 to 12 slices. The children can then use the apple slices to practice dicing the apple. If needed, you can also save time by cutting apples into slices before the session. Dip or coat apples lightly with lemon juice to prevent browning.

How to Dice

“Dicing” means cutting foods into small, dice-shaped cubes. In this activity, the children will use butter knives. Butter knives are safe for the children to use because they are not too sharp but will still cut through an apple. Remind them that they should always cut on a cutting board for safety and to avoid damaging the counter or table.

1. Hold the knife in the hand you use to write with, and grip it firmly around the handle.
2. Dice one apple slice at a time by placing the flat side on the counter. This way the apple will not roll when you cut it.
3. Use your other hand to steady the apple 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 should move backward. The distance between the knife and the hand holding the apple should always stay the same.
4. Cut the apples into pieces the size of dice.



How to Measure Liquids

It is important to measure correctly when following a recipe. The measuring tools the children will be learning about today are liquid measuring cups, as shown in the picture above. 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 (such as $\frac{1}{4}$ cup or $\frac{1}{2}$ cup) on the cup's side. The spout on the liquid measuring cup helps prevent spills.

1. Put the liquid measuring cup on a flat surface.
2. Fill the measuring cup until the liquid reaches the $\frac{1}{2}$ -cup line on the side of the cup.
3. Lean down to get eye level with the measurement lines. The line of the water will have a slight curve. The bottom of the curve should touch the measurement line.



How to Use a Cooktop Safely

This skill should be demonstrated by an adult, with the children watching. The adult should explain each step to the children, emphasizing the steps needed to stay safe when using a stove or cooktop.

1. Have the cooktop ready and plugged in.
2. Different cooktops have different ways to turn on the heat. If the cooktop uses gas, you have to turn the knob to light the burner before choosing the temperature. On a gas cooktop, you will see a flame on the burner. For electric and induction cooktops, turn the knob directly to the temperature you want. You will not see a flame.
3. When cooking, make sure the pot handle is turned inward, toward the center of the stove. Otherwise, you could accidentally knock the pot off the stove, causing serious burns.



- ✓ **SAFETY TIP:** Never walk away from food cooking on a burner.
- ✓ **SAFETY TIP:** When moving a hot skillet, pan, or lid, use a pot holder, not towels, which can catch fire.
- ✓ **SAFETY TIP:** Keep your cooking area neat. Do not keep flammable items, like dish towels, papers, or cardboard packages, near the stove.

INSTRUCTOR TIP

Unlike gas or electric burners, induction burners only work if the pot or pan you are using contains steel or iron, and the burner itself will not become hot, even when it's on. However, an induction burner that has recently been used for cooking might get and stay hot from the cooking pot or pan that has been on top of it—so be careful! Copper, aluminum, or glass cookware that does not contain steel or iron will not work on an induction burner.

How to Simmer

“Simmering” means cooking foods in liquid that is hot but just below the boiling point. This is how the applesauce is cooked.

1. Put the water and apples into the pot. It is important to use a large enough pot to hold the food and water without any overflowing and with enough space that the food can move and be stirred.
2. Turn the cooktop to medium-high and watch for bubbles breaking all over the water's surface, which means that the water is boiling.
3. Turn down the temperature to medium-low so that the bubbles almost stop. Cover and cook until the apples are tender, about 25 minutes.
4. Set aside to cool, about 10 minutes.



BRIGHT IDEA: While the applesauce is simmering, encourage children to clean up or fill out the activity sheets in the Family Handout. Be sure an adult stays by the cooktop to keep an eye on the applesauce.



How to Cool Food Safely

It is important to let the food you have just cooked cool before eating it to avoid the risk of burns.

1. Sometimes food cools enough to be eaten, but the dish, pot, or pan that the food was cooked in stays hot. Use potholders or oven mitts when handling the pan so you do not burn yourself.
2. An adult should remove hot food and kitchen tools from the cooktop.

How to Stir

Stirring helps the heat from the bottom and sides of the pot spread out evenly. This helps the apples cool quickly.

1. Put the wooden spoon in the pot. Move the spoon in a circle, slowly, so nothing in the pot spills.
2. Make sure the spoon goes all the way to the bottom, so everything in the pot is stirred and nothing sticks to the side of the pot.



How to Mash

Mashing applesauce helps control its texture. To leave applesauce chunky, mash it for a short amount of time with a fork or potato masher. For smoother applesauce, keep mashing until desired texture is reached.

1. Make sure to mash all the apples equally, so they all end up being the same texture.
2. Work in a circle, mashing around the edges, and then mash into the middle.
3. Stop mashing when the applesauce is the texture you want.

 **BRIGHT IDEA:** Applesauce may take some time to cook and cool, so if you are short on time, you may want to prepare a precooked but unmashed batch of applesauce. That way, children can still practice their mashing skills while making sure your session fits into the allotted time. The applesauce that the children make can be enjoyed the next day, or sent home with their families*.

*If you are counting this applesauce towards a reimbursable meal or snack, make sure to follow all rules and guidelines for taking food components off-site. Contact your State agency or sponsoring organization for more information.

 **BRIGHT IDEA:** Experiment with differences in texture and temperature. Leave some of the applesauce chunky and some of it smooth and serve the two in separate bowls. Or, you can serve warm and cold applesauce in separate bowls. Encourage the children to try the different options and discuss what they thought of each.



Spice Up Your Applesauce (Optional)

Spices such as cinnamon, cloves, ginger, and nutmeg can be a fun way for kids to try other new flavors with their applesauce. Have the children try different spices in their applesauce by following the steps below:

1. Put the ground spices in small bowls with 1/8-teaspoon measuring spoons.
2. Give each child his or her own spoon and plate or bowl. Have the children serve themselves as much or as little applesauce as they'd like.
3. Ask the children to taste the applesauce before adding spices to their bowl.
4. After everyone has tasted his or her applesauce, pass around the spices and encourage students to add a little bit to their bowl. Ask them to try the applesauce again, this time with the spices added.
5. Have the children talk about the different colors, tastes, textures, and smells of each spice, using the Discussion Questions below.

If possible, have an adult or older child supervise this area so children do not add too much spice.

Discussion Questions:

- Which spice(s) did you try?
- What did they taste like?
- Which did you like best?

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.

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 the 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 the children 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

Wash dish cloths in the hot cycle of the washing machine after each cooking activity. Kitchen sponges can sometimes hold on to bacteria and be hard to clean. If you use sponges, replace them with new ones frequently.





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.
 - 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?
- In groups, the children can create a 30-second commercial advertising homemade applesauce.
- 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 **My Applesauce Story** on page 35 aloud and have the children follow along on page 12 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 36 of this guide.
- Have the children complete the **Kitchen Tools** activity sheet on page 13 of the Family Handout to test their knowledge. An answer key is provided for you on page 38 of this 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.



My Applesauce Story

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

WORD BANK: Fruits, slicer, ingredients, tools, applesauce, four, peeler, masher, simmering, potato pancakes, oatmeal, fork, water, apples, yogurt, liquid

Today, we made (_____). The main ingredient is (_____), which belongs in MyPlate's (_____) Group. Instead of adding sugar to flavor my applesauce, I used (_____). Cutting back on added sugars helps us eat smart to play hard! We tasted different types of apples today, too. My favorite was (_____). In my applesauce, I used (_____) apples.

The applesauce we made needs to be kept in the refrigerator and eaten within (_____) days. We made the applesauce on (_____), so we will need to eat it by (_____). Some ways to enjoy applesauce include eating it with (_____).

While making the applesauce, we also learned how to measure. We used a (_____) measuring cup to measure the (_____) for the applesauce.

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

When we made the applesauce, we learned to use new tools. Some of these tools were a (_____), which is used for peeling. We used a (_____), which is used to remove the apple's core and seeds and cut the apple into slices.

We cooked the apples by (_____) them. After the apples were cooked, we used a (_____) or (_____) to make the applesauce smooth.

At the end, we had a chance to taste our applesauce. It was delicious!



My Applesauce 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: Fruits, slicer, ingredients, tools, applesauce, four, peeler, masher, simmering, potato pancakes, oatmeal, fork, water, apples, yogurt, liquid

Today, we made (**applesauce**). The main ingredient is (**apples**), which belong in MyPlate's (**Fruits**) Group. Instead of adding sugar to flavor my applesauce, I used (*dependent on child's experience, some include: cinnamon / nutmeg / cloves / ginger*). Cutting back on added sugars helps us eat smart to play hard! We tasted different types of apples today, too. My favorite was (*dependent on child's opinion*). In my applesauce, I used (*dependent on child's experience*) apples.

The applesauce we made needs to be kept in the refrigerator and eaten within (**four**) days. We made the applesauce on (**date of activity**) so we will need to eat it by (**4 days after date of activity**). Some ways to enjoy applesauce include eating it with (*many options, some include: yogurt, oatmeal, potato pancakes*).

While making the applesauce, we also learned how to measure. We used a (**liquid**) measuring cup to measure the (**water**) for the applesauce.

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

When we made the applesauce, we learned to use new tools. Some of these tools were a (**peeler**), which is used for peeling. We used a (**slicer**), which is used to remove the apple's core and seeds and cut the apple into slices.

We cooked the apples by (**simmering**) them. After the apples were cooked, we used a (**masher**) or (**fork**) to make the applesauce smooth.

At the end, we had a chance to taste our applesauce. It was delicious!



Kitchen Tools

These are the tools we need to make applesauce.
Can you name them all?



()



()



()



()



()

optional



()



()

optional



()

()



WORD BANK: medium-sized pot, lidded container, apple slicer, liquid measuring cup, potato masher, peeler, wooden spoon, cutting board, measuring spoons

Kitchen Tools

These are the tools we need to make applesauce.
Can you name them all?



(**liquid measuring cup**)



(**apple slicer**)



(**peeler**)



(**cutting board**)



(**lidded container**)

optional



(**medium-sized pot**)



(**measuring spoons**)

optional



(**wooden spoon**)



(**potato masher**)

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United States Department of Agriculture

Team Nutrition Cooks!
**Scrambled Eggs
With Spinach**



Scrambled Eggs with Spinach

Quick Start Guide

Total Time for Activity: 10 minutes

Serving Size: 2 eggs with spinach

Crediting Information: 2 eggs with spinach provide 4 oz. eq. meat/meat alternate.

❶ Ingredients List

- ☐ ___ large eggs
- ☐ ___ cup(s) chopped spinach
- ☐ ___ teaspoon(s) oil, any kind

Optional

- ☐ ___ slice(s) whole-wheat bread
- ☐ ___ ground pepper or other spices

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 “2 large eggs” or “3 cups chopped spinach.”

Ingredient Conversion Chart

	6 people	12 people	18 people
Eggs	12	24	36
Chopped spinach	3 cups	6 cups	9 cups
Oil	6 tsp	12 tsp	18 tsp
Whole-wheat bread (Optional)	6 slices	12 slices	18 slices

❸ Safety Tips

- ✓ Wash everything raw eggs touch with hot soapy water.
- ✓ Use pot holders, not hot towels, when moving a hot skillet, pan, or lid. Towels can catch on fire.
- ✓ When cooking, stand a safe distance from the pan and pour oil slowly.

❷ Supplies

- ☐ ___ cutting board(s)
- ☐ ___ whisk(s) or fork(s)
- ☐ ___ small bowl(s)
- ☐ ___ small skillet(s)
- ☐ ___ measuring spoon(s)
- ☐ ___ measuring cup(s)
- ☐ ___ heatproof spatula(s)
- ☐ ___ cooktop(s)
- ☐ ___ pot holder(s)
- ☐ ___ butter knife/knives
- ☐ ___ plate(s)
- ☐ ___ napkin(s)
- ☐ ___ utensil(s)

Amount needed of each item will depend on the size of your group and the layout of your room. See page 56 for details.

❹ Instructions for Program Operators

1. Have adults and children wash his or her hands with soap and water.
2. Crack one egg into a small bowl.
3. Pour the egg into a larger bowl. Repeat with the second egg by first cracking it into the small bowl, and then pouring it into the larger bowl.
4. When both of the eggs are in the larger bowl, beat or whisk the eggs until the mixture is pale yellow.
5. Put the skillet on the stove and turn the heat to medium. When the skillet is hot, add the oil.
6. Carefully pour the eggs into the skillet. Add the spinach.
7. The eggs that are on the bottom, closest to the heat, will cook first. Drag the spatula across the bottom of the skillet to move the cooked eggs aside so that the uncooked eggs can move closer to the heat. Keep pulling the cooked egg aside until the whole mixture is firm and fully cooked. If you want to add herbs to your eggs, you can add them when the eggs are almost finished cooking.
8. Serve right away, with whole-wheat toast if you would like.



Scrambled Eggs With Spinach Activity Guide

All About Scrambled Eggs With Spinach

Eggs aren't just for breakfast anymore! This quick-cooking recipe lets kids practice their chopping, measuring, and whisking skills as they prepare a simple and delicious dish that can be enjoyed any time of day!

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 Ingredient and Supplies Checklist on page 56.** 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 Scrambled Eggs Family Handout as part of the session (see pages 12–14 of the Family Handout). 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. 47
2. **All About Eggs and Spinach** (10 minutes) p. 49
3. **Nutritious and Delicious MyPlate** (5 minutes) p. 50
4. **Cooking and Eating** (35 minutes) p. 51
5. **Cleanup** (15 minutes) p. 61
6. **Wrap-Up and Summary** (5 minutes) p. 62

INSTRUCTOR TIP

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

Supervision and Room Management

This Scrambled Eggs With Spinach recipe makes one serving, with ingredient and kitchen tools lists provided for a group of five children and one adult. This 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 the cooking stations. Each child will help prepare the recipe and be able to eat a full serving.

Options for Large Groups

If you have a large group, you may want to try some of the ideas below to help the activities run smoothly:

- **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 large group, and then have each small group practice one skill, such as cracking eggs or whisking.
- **Use Volunteers**—Teenagers can help with the activities, particularly those who are in a culinary arts or service learning program. They can help you get ready for the session and help children with reading recipes, mashing, stirring, and other cooking skills that do not involve sharp knives. They can also help with cleanup. For more ideas of how to get teens involved, see **Teen Talk: Opportunities for Service Learning** on page 12.

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 *Scrambled Eggs With Spinach Family Handout*, which you can order or download at: <https://www.fns.usda.gov/tn/cooks>
- ☐ Ingredients and supplies listed on page 56
- ☐ 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 the spinach.
- ☐ MyPlate poster (free from <https://teamnutrition.usda.gov>)



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.

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

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.

Questions

- What does your family cook at home?
- What is your favorite fruit or vegetable?
- What do you like to eat for breakfast?
- What do you like to eat for a snack?

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

Goals

The goal of this session is to get the children familiar and comfortable with following a recipe and making scrambled eggs with spinach. The activities in this session give the children a chance to learn and practice the following skills:

- How to Chop
- How to Measure Wet and Dry Ingredients
- How to Crack Eggs
- How to Whisk
- How to Use a Cooktop Safely
- How to Scramble
- How to Toast (Optional)
- How to Season (Optional)
- How to Set a Table (Optional)

Ask the children if they have ever tried or heard of any of these skills before. You can ask questions such as “Have you ever used a whisk? Raise your hand if you've ever scrambled eggs before. How about if you've helped a grown-up cook breakfast or lunch or dinner, or if you've cooked a meal by 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 the chalkboard, white board, or large piece of paper so that the children can see them when you are reading them out loud. This will help visual learners and remind everyone of the rules he or she should follow during the session.

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 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 don’t 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 Eggs and Spinach (10 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe where eggs and vegetables come from, list ways they are eaten together, and name three facts about eggs and spinach.

To start the discussion, ask:

- Where do eggs come from?
- Does your family make eggs at home? How do you prepare them?
- What do you eat with your eggs?
- What are some things we need to do to cook safely with eggs?
- Where do vegetables come from?
- What vegetables go well with eggs?
- What vegetable are we using in our scrambled eggs today?

Use the discussion questions on this page to help the children learn more about eggs and spinach. You can ask the group the questions written in **bold green text**, and then fill in with the answers in black text as needed. Or, you can choose a few facts about eggs and spinach and share them with the group.

Where do eggs come from?

Eggs come from birds, and in United States, most of the eggs we eat are laid by hens, which are female chickens. Eggs are gathered, rinsed, sorted by size and quality, and then packed into cartons and refrigerated. Other kinds of eggs that we can eat include those from quails, ducks, geese, ostriches, and emus.

What are some of the ways that people eat eggs?

Eggs can be prepared many different ways. In a scrambled egg dish, eggs are cracked into a bowl and can be mixed together with seasonings. They are then cooked by pushing the whisked egg mixture around a hot skillet with a spatula until the mixture becomes firm. Eggs can also be hard cooked by boiling the whole egg in water until the white and the yolk become very firm inside the egg. The eggshell is then cracked and peeled off the cooked egg before eating.

Eggs are eaten many different ways around the world. Because they are so tasty together, vegetables and eggs are often combined in dishes. In France, omelets, quiche, and crêpes are filled with a variety of different vegetables, such as spinach, broccoli, asparagus, potatoes, or cauliflower. In Mexico, *huevos rancheros* is a popular egg dish that contains beans and other vegetables and is served on top of tortillas. These dishes taste different, and they all use eggs as their base and are a great way to include vegetables in a meal.



What vegetables go well with eggs?

Vegetables that go well with eggs include spinach, kale, asparagus, tomatoes, onions, bell peppers, broccoli, mushrooms, scallions, zucchini, and chopped fresh herbs, especially basil, chives, and parsley.

What vegetable is being used with eggs in this recipe?

This recipe includes spinach, which is a dark green, leafy vegetable. Spinach can be eaten raw or cooked by steaming, boiling, microwaving, sautéing, or stir-frying.

Spinach can be bought fresh, canned, or frozen. When buying fresh spinach, look for green leaves without spots or damage. When using a fresh vegetable like spinach, we must first rinse it under cool, running tap water, unless it comes in a bag that says it is “washed” and “ready to eat.” When buying canned spinach, look for “low sodium” or “no salt added” on the can.

Nutritious and Delicious MyPlate (5 minutes)

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

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 eggs and spinach fit into MyPlate, and the nutrients in eggs and spinach that our bodies need to be healthy and strong.

Protein foods 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 each day is to choose fruits and vegetables at each meal and as snacks.

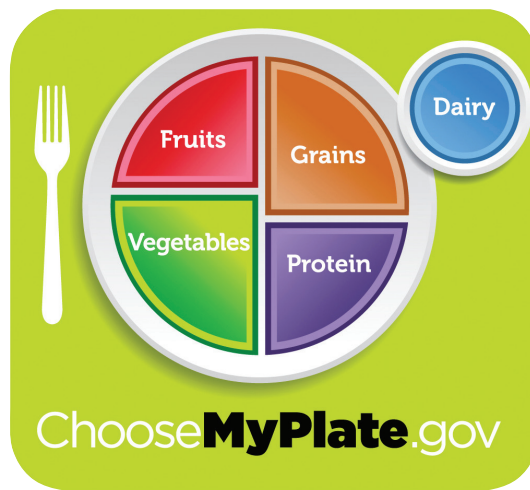
Protein foods help your body build muscle

Eggs are part of the **Protein Foods** Group, which is in the lower right, purple section of the MyPlate icon. Eggs can be eaten as part of a meal or as a snack.

Foods with protein help your body build healthy muscle, skin, and tissue. Other foods in the **Protein Foods** Group include meat, poultry, fish, beans and peas, nuts, and seeds. Eating a variety of different types of protein-rich foods during the week helps you get the nutrients you need for good health. It is important to choose leaner (lower-fat) options more often, such as beans, peas, and lean cuts of meat.

Protein foods have vitamins

Many protein foods give your body vitamins B (niacin, thiamin, riboflavin, and B6) and E as well as the minerals iron, zinc, and magnesium. These nutrients help you to grow and be healthy. For example, the iron in eggs helps your body carry oxygen from your lungs to the rest of the body. Eggs also have vitamin D and calcium, which help build strong bones and teeth, and vitamin A, which helps protect your eyes and skin.



Protein and your health

You may have heard that eggs are high in cholesterol and that too much cholesterol in your blood increases your risk of heart disease. It's true that the egg yolk is a source of dietary cholesterol, but today, scientists believe that saturated fat and *trans* fat affect blood cholesterol levels more than the cholesterol in your diet. This means that eggs can be a part of a healthy diet, especially when you eat many different kinds of protein-rich foods in a week.

Vegetables and your health

Spinach fits in the lower left, green section of the MyPlate icon. This section is the **Vegetables** group. Spinach is an excellent source of vitamin A and also has potassium and other nutrients. In addition to protecting eyes and skin, vitamin A also helps the body fight infections. Potassium helps muscles work properly and also helps the body keep a normal heartbeat and blood pressure.

It's 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.

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

OPTIONAL ACTIVITY: Decide if you want to do the **Making Half Your Plate Fruits and Vegetables** activity found on page 14 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 protein foods or vegetables they eat are mixed with other foods, such as an omelette or chicken vegetable soup. These foods 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 scrambled eggs with spinach.

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

Each child will make an individual serving of scrambled eggs with spinach. Adult instructors will make their own serving after the children are done. The children who finish cooking can eat their eggs and then help with cleanup or work on optional activities.

💡 **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's 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.

➡ **DO AHEAD:** Rinse the spinach before the children arrive to save time or buy pre-washed spinach. If you are using bagged spinach and the package indicates that the contents are washed and ready to eat, you do not need to rinse the spinach again before using.

Ingredient list per person

- ☐ 2 large eggs
- ☐ ½ cup fresh spinach
- ☐ 1 slice whole-wheat bread (for toast; optional)
- ☐ 1 teaspoon vegetable oil
- ☐ pinch of ground pepper or other spices (optional; see [How to Season](#) on page 61)

Ingredient list per group (5 children, 1 adult)

- ☐ 1 dozen eggs
- ☐ 3 cups fresh spinach
- ☐ 6 slices whole-wheat bread (for toast; optional)
- ☐ vegetable oil
- ☐ ground black pepper or other spices (optional; see [How to Season](#) on page 61)

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

Skills that will be covered during this activity:

- [How to Chop Spinach](#)
- [How to Measure Wet and Dry Ingredients](#)
- [How to Crack Eggs](#)
- [How to Whisk](#)
- [How to Use a Cooktop Safely](#)
- [How to Scramble](#)
- [How to Toast \(Optional\)](#)
- [How to Season \(Optional\)](#)
- [How to Set a Table \(Optional\)](#)

INSTRUCTOR TIP

If you are short on time, space, or kitchen tools, have the children tear the rinsed spinach into small pieces instead of chopping.



INSTRUCTOR TIPS FOR TEACHING COOKING SKILLS

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

If your group is new to cooking, you may want to talk to the group about how to read a recipe. See **How to Read A Recipe** on page 8. The recipe and **Look and Cook Recipe** are included in the Family Handouts, so you can give each child a copy of the Family Handout to use during this session. This Activity Guide includes the **Look and Cook Recipe** and Instructor's version of the recipe on pages 54 and 55. 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 scrambled eggs with spinach. In **Option Two**, 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 of 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 remind children how to use each tool before allowing them to try.

Options for practicing skills at stations:

- **Option One:** Each child will prepare the scrambled eggs recipe and get to crack and whisk his or her own eggs; chop, measure, and add his or her own spinach, and scramble the eggs and spinach on the cooktop. In this option, eggs are made in individual servings. (Recommended)
- **Option Two:** 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 may do the measuring, another may whisk, and another may scramble, etc. In this option, eggs are made together instead of in individual servings.
- **Option Three:** Each station focuses on a single skill, but children may rotate through all the stations, trying all the skills. Groups rotate through

cooking stations, cracking their eggs and whisking at the first table, and then continuing on to the measuring table, and then to a scrambling station. If you have a large group, this may lead to a bottleneck at the scrambling station. Use this with small groups only. In this option, eggs are made together instead of in individual servings.

NOTE: If using **Option One**, each child can use two eggs and ½ cup of chopped spinach to make individual servings.

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:

Chopping and Measuring Spinach

- ☐ cutting board
- ☐ butter knives
- ☐ ½-cup dry measuring cup

Cracking and Whisking

- ☐ small bowl or mug
- ☐ large bowl
- ☐ forks or whisk
- ☐ trash can

Scrambling

- ☐ cooktop
- ☐ spatula
- ☐ skillet
- ☐ plates
- ☐ 1 teaspoon measuring spoon
- ☐ potholders

Toasting (optional)

- ☐ toaster
- ☐ plates
- ☐ tongs for removing toast (optional)

KEY SKILLS

- **How to Chop Spinach** p. 57
- **How to Measure Wet and Dry Ingredients** p. 57
- **How to Crack Eggs** p. 58
- **How to Whisk** p. 58
- **How to Use A Cooktop Safely** p. 59
- **How to Scramble** p. 60
- **How to Toast (Optional)** p. 60
- **How to Season (Optional)** p. 61
- **How to Set a Table** p. 10



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Look and Cook Recipe: Scrambled Eggs With Spinach

Ingredients

Ground pepper



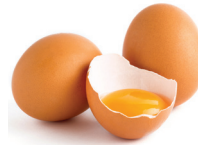
Spinach



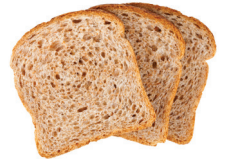
Oil



Eggs



Whole-wheat bread
(Optional)



Directions

1



Wash your hands.

2



Chop the spinach.

3



Measure the spinach.

4



Optional: Toast the bread.

5



Crack the egg.

6



Break the egg.

7



Whisk the eggs.

8



Add the oil to the pan.

9



Pour the eggs in the pan.

10



Add the spinach to the eggs.

11



Scramble the spinach and eggs.

12



Enjoy the scrambled eggs with spinach!



Scrambled Eggs With Spinach

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 with **INSTRUCTOR TIP** as a heading. These tips are not on the recipe in the Family Handout.

Try this traditional breakfast dish any time of day!

Total Time: 15 minutes • Hands-on Time: 15 minutes • Yield: 6 servings • Serving Size: 2 Eggs with Spinach

INSTRUCTOR TIP

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

Allergy Notes:

- This recipe contains eggs.
- If using vegetable oil, make sure that the source is specified and that there is no peanut allergy warning on the label.
- If including toast, this recipe will include wheat.

INGREDIENTS*

- 1 teaspoon olive, canola, or vegetable oil
- 12 large eggs
- 3 cups rinsed chopped fresh spinach
- 6 slices whole-wheat bread, toasted (optional)
- ground pepper or other herbs and spices (optional)

*NOTE: The amounts listed here are for a batch of scrambled eggs with spinach that serves a group of six. If each child is preparing his or her own serving of scrambled eggs with spinach, then each child should use two eggs and a ½ cup of chopped spinach.

SHOPPING LIST

- ☐ 12 large eggs
- ☐ 3 cups fresh spinach
- ☐ olive, canola, or vegetable oil
- ☐ black pepper
- ☐ whole-wheat bread (optional)

INSTRUCTOR TIP

See **Ingredients and Supplies Checklists** on page 56 for amounts needed for your group.

INSTRUCTIONS

1. Wash your hands with soap and water, then gather all your kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Chop the spinach.
3. Measure the chopped spinach and set aside.
4. Optional: If you'd like to make toast, put your bread in the toaster now. That way, the toast will be done at the same time as the eggs and you can eat them together.
5. Crack one egg by hitting its midpoint quickly against the rim of a small bowl or cup.
6. Break the egg into the bowl or cup. Pour the egg into a larger bowl. Repeat with the remaining egg(s).
7. Whisk the eggs in the larger bowl until they are pale yellow.
8. Put the skillet on the stove or cooktop and turn the heat to medium. When the skillet is hot, add the oil. If using a nonstick skillet, you may need to add the oil before heating.
9. Carefully pour the eggs into the skillet.
10. Add the spinach to the eggs.
11. Drag the spatula across the bottom of the skillet to evenly scramble and cook the eggs and spinach.
12. Season the scrambled eggs with spinach by sprinkling with pepper or other spices. Serve and enjoy!

Amount per serving: Calories: 192; Total Fat: 14 g; Saturated Fat: 4 g; Sodium: 189 mg; Total Carbohydrate: 3 g; Dietary Fiber: 0 g; Sugars: 2 g; Protein: 13 g; Vitamin A: 2112 IU; Vitamin C: 4 mg; Calcium: 95 mg; Iron: 2 mg.

Crediting Information: Two eggs with ½ cup spinach provide 4 oz. equivalent meat alternate. One slice of bread (at least 1 oz. or 28 grams in weight) will provide 1 serving/oz. equivalent grain.

INSTRUCTOR TIP

The recipe in the Family Handout also includes Optional Add-In Ingredients that can be added to this dish. If you have time, encourage children to read these ideas out loud as a group and try them at home!



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 Taste Test and Cooking and Eating Activities (for a group of six)

Produce Section

- ☐ 3 cups chopped fresh spinach

Refrigerated Section

- ☐ 1 dozen eggs

Grocery Section

- ☐ 6 slices whole-wheat bread (optional)
- ☐ vegetable oil
- ☐ seasonings such as black pepper, red pepper flakes, dill, basil, parsley, tarragon, chives, or cilantro (optional: see [How to Season](#) on page 61)

SUPPLIES

For How to Season Activity

- ☐ 4 to 5 small bowls (optional; one for each spice)
- ☐ 1/8 teaspoons (optional; one for each spice)

For Cooking

The number of kitchen tools listed in this section is based on a group of six. This includes five children plus 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 52 for more information.

- ☐ 6 small bowls
- ☐ 6 fork or whisks
- ☐ 2 small skillets
- ☐ 2 heatproof spatulas
- ☐ 6 measuring spoons
- ☐ 6 1/2-cup measuring cups
- ☐ 1 cooktop
- ☐ 2 pot holders
- ☐ 6 butter knives
- ☐ 6 cutting boards

For Eating

- ☐ 6 plates
- ☐ 6 forks
- ☐ napkins

For Cleanup

- ☐ trash bags
- ☐ dish cloths and dish soap
- ☐ paper towels
- ☐ sponges
- ☐ hand soap
- ☐ broom and dustpan
- ☐ gloves for dishwashing (optional)

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 videos
- ☐ MyPlate poster (free from <https://teamnutrition.usda.gov>)
- ☐ copies of *Team Nutrition Cooks! Scrambled Eggs With Spinach Family Handout* (free from <https://teamnutrition.usda.gov>)



How to Chop

If using fresh spinach, the spinach needs to be chopped before measuring. Butter knives can be used to chop the spinach in this activity. They are safe for children to use because they are not too sharp but will still cut through spinach leaves. Remind the children that they should always cut on a cutting board for safety and to avoid damaging the counter or table. If time, space, or kitchen tools are limited, the spinach can also be ripped.



1. Stack the spinach leaves on top of each other, so you can cut several leaves at once. You can also roll the stack of leaves into a log and cut the log into shorter pieces. This method is called chiffonade.
2. Hold the knife in the hand you use to write with, and grip it firmly around the handle.
3. Use your other hand to steady the spinach, keeping your fingers curled under, away from the knife. Pay attention to where the knife is; as it moves forward, your hand holding the spinach should move backward. The distance between the knife and hand holding the spinach should always stay the same.
4. Chop the spinach into small pieces.

How to Measure

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

Dry measuring cups 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 made even with the top of the measuring cup so that the measurement is accurate.

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 Spinach (dry measurement)

1. Fill the ½-cup dry measuring cup with chopped spinach. Push the spinach down to make sure there are no air pockets.
2. Level off the spinach to make sure the measurement is correct.



How to Measure Oil (liquid measurement)

1. Fill the teaspoon until the liquid reaches the edges. Pour the oil into the teaspoon while holding it over a bowl or other container that can catch any extra liquid.
2. Pour the oil into the skillet.



How to Crack Eggs

1. Make sure the eggs are not broken or cracked.
2. Crack the eggs, one at a time, into a small bowl or mug. It is important to crack eggs into their own bowl, separate from other ingredients, and not directly into the pan. This is so that any shell that falls into the bowl can be easily removed.
3. Crack the egg at the midpoint by hitting it quickly against the rim of the bowl.
4. Try to crack the egg in one hit so that there are fewer eggshell pieces that may fall into the bowl. There should be one big crack. If it doesn't work the first time, that's okay!
5. Hold the egg over the bowl with the cracked part facing up.
6. Put your thumbs on either side of the crack and gently pull the shell apart to allow the egg to slide into the bowl.
7. Pour the egg from its small bowl into the larger bowl where the other eggs will go. You should do this after each egg.
8. Make sure to thoroughly wash everything that the raw egg touches with hot, soapy water. Wash your hands after touching raw eggs too.

INSTRUCTOR TIP

Cracking eggs can be challenging for kids! Plan to have enough eggs in case eggs are cracked or dropped. Have kids place the small bowl or mug closer to the edge of the table or counter, which will give them better control of the eggs.

How to Whisk

Whisking means beating or stirring quickly to mix ingredients. You can whisk using a fork or a tool called a whisk. The girl in the picture on the right is using a whisk to whisk her eggs.

1. When all the eggs are in the bowl, use your wrist to move the fork or whisk quickly in a circular motion.
2. Stop whisking when the eggs are blended together and the mixture is pale yellow.



How to Use a Cooktop Safely

This skill should be demonstrated by an adult, with the children watching. The adult should explain each step to the children, emphasizing the steps needed to stay safe when using a stove or cooktop.

1. Have the cooktop ready and plugged in.
 2. Different cooktops have different ways to turn on the heat. If the cooktop uses gas, you have to turn the knob to light the burner before choosing the temperature. On a gas cooktop, you will see a flame on the burner. For electric and induction cooktops, turn the knob directly to the temperature you want. You will not see a flame.
 3. Make sure the handle of the skillet is turned inward, toward the center of the stove. Otherwise, you could accidentally knock the skillet off the stove, causing serious burns.
- ✓ **SAFETY TIP:** Never walk away from food cooking on a burner.
 - ✓ **SAFETY TIP:** When moving a hot skillet, pan, or lid, use a pot holder, not towels, which can catch fire.
 - ✓ **SAFETY TIP:** Keep your cooking area neat. Do not keep flammable items, like dish towels, papers, or cardboard packages, near the stove.

INSTRUCTOR TIP

Some kids may be nervous or afraid to use the stovetop. You can have the older or more confident children model safety. If needed, have a step stool on hand for children to stand on if they need help seeing over the top of the cooktop or stove.



INSTRUCTOR TIP

Unlike gas or electric burners, induction burners only work if the pot or pan you are using contains steel or iron, and the burner itself will not become hot, even when it's on. However, an induction burner that has recently been used for cooking might get and stay hot from the pot or pan that has been on top of it—so be careful! Copper, aluminum, or glass cookware that does not contain steel or iron will not work on an induction burner.

How to Scramble

1. Put the skillet on the stove and turn the heat to medium. When the skillet is hot, add the oil. (If using a nonstick skillet, follow the manufacturer's instructions on preheating. For nonstick skillets, the oil should be added before the skillet is heated.) The oil will help the eggs to cook and keep them from sticking to the skillet.
2. Pour the eggs into the skillet. Add the chopped spinach.
3. The eggs on the bottom, closest to the heat, will cook first.
4. Drag the spatula across the bottom of the skillet to move the cooked eggs aside so that the uncooked eggs can move closer to the heat.
5. Keep pulling the cooked eggs aside until the whole mixture is firm and fully cooked.
6. Put eggs on a plate or serving bowl to cool slightly, and then serve while still warm. See **BRIGHT IDEA** below for more serving tips. Overcooked eggs will be rubbery in texture.

 **BRIGHT IDEA:** The skillet will not need to be washed or prepped in between each use, but it may be helpful to have a few skillets on hand in case buildup occurs on one. This will save time instead of washing the skillet between each use.



 **BRIGHT IDEA:** Because the cooked eggs may cool quickly, you may want to let the children eat their food when it is done, instead of waiting to eat together as a group. Or, cover the cooked eggs with foil to keep them warm until everyone has finished cooking. The children can help set the table while they wait.

How to Toast (optional)

1. Plug in the toaster.
2. Put the bread into the slot on the top of the toaster.
3. Select how much you would like the bread to be toasted, using the knob. Most toasters have either numbers or markings labeled light to dark. "Light" means the bread will be toasted slightly, and "dark" means the bread will be very well toasted.
4. Push the lever down to start toasting.
5. Keep an eye (and nose) out to make sure the toast is not burning.
6. When the toast is done, it will pop up. If needed, use nonmetal tongs to remove the toast safely.





How to Season

“Seasoning” means adding herbs or spices to bring out the flavors in a food, or to give foods more flavor. There are many herbs like basil, chives, and parsley that go well with eggs. Seasonings are usually added while the eggs are cooking, but in this activity, they will be added just before eating.

1. Set up a station or an area with spices such as black pepper, cumin, and paprika, and/or chopped fresh and dried herbs like parsley, dill, chives, basil, or cilantro.
2. Leave each seasoning in its container for the children to identify and sprinkle onto their eggs. Or you can put the seasonings into small bowls with $\frac{1}{8}$ -teaspoon measuring spoons.
3. Ask the children to taste their eggs before adding any seasonings. If possible, have another adult or older child help you supervise this area so that children do not add too much seasoning.
4. After everyone has tasted their eggs, encourage children to add some seasoning(s) to their eggs and taste again. It only takes a little! Ask them to try their seasoned eggs.
5. Have the children talk about the different colors, tastes, textures, and smells of each herb or spice, using the Discussion Questions below.
6. Have the children help clean up leftovers and trash.

DISCUSSION QUESTIONS

- Which seasoning(s) did you taste today?
- Which herbs or spices have you tasted before?
- Which seasoning(s) did you like the best?
- Were there any tastes that you didn’t like as much?
- Are there any other seasonings, fillings, or toppings that taste good on eggs?

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 if you like.

- **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 the 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 the children 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](#) 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. Some ideas are listed below:

- Ask the children:
 - 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?
- Ask for volunteers to name something that they learned.
- In groups, the children can create a 30-second commercial “advertising” scrambled eggs with spinach.
- The children can make a 30-second “fast forward” skit about everything they did today during the activity, including five facts or skills that they learned from it.
- Read aloud the **My Scrambled Egg Story** on page 63 and have the children follow along on page 12 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 64 of this guide.
- Have the children complete the **Kitchen Tools** activity sheet on page 13 of the Family Handout to test their knowledge. An answer key is provided for you on page 66 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.



My Scrambled Eggs Story

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

WORD BANK: bones/muscles/skin/tissues, teaspoon, kitchen tools, quail/ostriches/ducks/geese, protein, scrambled eggs with spinach, cooktop, spoons, cup, potassium, Protein Foods, chickens/hens, whisk, spinach, eggs, half, A, cups, whisk, ingredients, Vegetables

Today, we made (_____). The main ingredient is (_____), which are part of the (_____) Food Group of MyPlate. Foods in this group are high in (_____), which is used by our bodies to build (_____). We also added (_____) to our eggs. Spinach is in the (_____) Food Group of MyPlate. Dark-green vegetables like spinach include a lot of nutrients needed for good health, like vitamin (_____) and (_____). We learned that making (_____) of our plates fruits and vegetables helps us get the nutrition we need.

We also learned some things about where eggs come from. Most of the eggs that Americans eat come from (_____), but people around the world eat eggs that come from other animals too, such as (_____).

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

When we made the scrambled eggs, we learned to use some new tools. One of these tools was a (_____), which we used for mixing the eggs. We can also use a fork if we don't have a (_____) at home. We used a (_____) to cook our eggs.

We also learned how to measure and learned about two different kinds of measuring tools. One was measuring (_____) and the other was measuring (_____). For our scrambled egg dish, we measured spinach in a measuring (_____). To measure the oil, we used a (_____).

After the scrambled eggs were cooked, we got to eat them. We added some seasonings, including (_____). We didn't need too much though, because eggs are tasty on their own and the spinach gave it a lot of flavor too. It was delicious!



My Scrambled Eggs Story

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

WORD BANK: bones/muscles/skin/tissues, teaspoon, kitchen tools, quail/ostriches/ducks/geese, protein, scrambled eggs with spinach, cooktop, spoons, cup, potassium, Protein Foods, chickens/hens, whisk, spinach, eggs, half, A, cups, whisk, ingredients, Vegetables

Today, we made (**scrambled eggs with spinach**). The main ingredient is (**eggs**), which are part of the (**Protein Foods**) Food Group of MyPlate. Foods in this group are high in (**protein**), which is used by our bodies to build (**bones, muscles, skin, and tissues**). We also added (**spinach**) to our eggs. Spinach is in the (**Vegetables**) Food Group of MyPlate. Dark-green vegetables like spinach include a lot of nutrients needed for good health, like vitamin (**A**) and (**potassium**). We learned that making (**half**) of our plates fruits and vegetables helps us get the nutrition we need.

We also learned some things about where eggs come from. Most of the eggs that Americans eat come from (**chickens/hens**), but people around the world eat eggs that come from other animals too, such as (**quail/ostriches/ducks/geese/etc.**).

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

When we made the scrambled eggs, we learned to use some new tools. One of these tools was a (**whisk**), which we used for mixing the eggs. We can also use a fork if we don't have a (**whisk**) at home. We used a (**cooktop**) to cook our eggs.

We also learned how to measure and learned about two different kinds of measuring tools. One was measuring (**spoons**) and the other was measuring (**cups**). For our scrambled egg dish, we measured spinach in a measuring (**cup**). To measure the oil, we used a (**teaspoon**).

After the scrambled eggs were cooked, we got to eat them. We added some seasonings, including (**dependent on child's experience**). We didn't need too much though, because eggs are tasty on their own and the spinach gave it a lot of flavor too. It was delicious!



Kitchen Tools

These are the tools we need to make scrambled eggs with spinach.
Can you name them all?



(_____)



(_____)



(_____)



(_____)



(_____)



(_____)



WORD BANK: spatula, whisk, dry measuring cups, cutting board, bowl, fork, measuring spoons, skillet, butter knife

Kitchen Tools

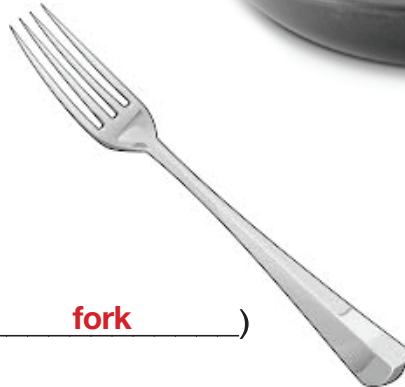
These are the tools we need to make scrambled eggs with spinach.
Can you name them all?



(**skillet**)



(**spatula**)



(**fork**)



(**butter knife**)



(**bowl**)



(**measuring spoons**)



(**dry measuring cups**)



(**whisk**)



(**cutting board**)

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This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



United States Department of Agriculture

Team Nutrition Cooks!

Corn and Zucchini Pancakes



Corn and Zucchini Pancakes

Quick Start Guide

Total Time for Activity: 35 minutes

Serving Size: 2 pancakes

Crediting Information: 2 pancakes provide $\frac{3}{4}$ cup vegetable, 1 oz. eq. meat/meat alternate, and $1\frac{1}{4}$ servings/oz. eq. grain.

1 Ingredients List

- ☐ ___ medium-sized zucchini, grated
- ☐ ___ cup(s) corn
- ☐ ___ large egg(s)
- ☐ ___ cup(s) whole-wheat flour
- ☐ ___ teaspoon(s) salt
- ☐ ___ teaspoon(s) baking powder
- ☐ ___ scallions, chopped
- ☐ ___ tablespoon(s) oil, any kind

Optional, for topping

- ☐ plain low-fat yogurt
- ☐ salsa
- ☐ herbs

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 “3 large eggs” or “3 scallions.”

Ingredient Conversion Chart

	6 people	12 people	18 people
Zucchini	3	6	9
Corn	$1\frac{1}{2}$ cups	3 cups	$4\frac{1}{2}$ cups
Eggs	3	6	9
Whole-wheat flour	1 cup	2 cups	3 cups
Salt	$\frac{1}{4}$ tsp	$\frac{1}{2}$ tsp	$\frac{3}{4}$ tsp
Baking powder	$\frac{1}{2}$ tsp	1 tsp	$1\frac{1}{2}$ tsp
Scallions	3	6	9
Oil	$1\frac{1}{2}$ tbsp	3 tbsp	$4\frac{1}{2}$ tbsp

3 Safety Tips

- ✓ Wash everything that raw eggs touch with hot soapy water.
- ✓ Use pot holders, not towels, when moving a hot skillet, pan, or lid. Towels can catch on fire.
- ✓ When cooking, stand a safe distance from the pan and pour oil slowly.

2 Supplies

- ☐ ___ cutting board(s)
- ☐ ___ butter knife/knives
- ☐ ___ whisk(s) or fork(s)
- ☐ ___ small bowl(s)
- ☐ ___ medium bowl(s)
- ☐ ___ measuring spoon(s)
- ☐ ___ measuring cup(s)
- ☐ ___ heatproof spatula(s)
- ☐ ___ can opener(s)
- ☐ ___ box grater(s)
- ☐ ___ large bowl(s)
- ☐ ___ mixing spoon(s)
- ☐ ___ colander(s)/strainer(s)
- ☐ ___ chef's knife
- ☐ ___ large non-stick skillet(s)
- ☐ ___ kitchen timer
- ☐ ___ pot holder(s)
- ☐ ___ serving plate(s)
- ☐ ___ serving utensil(s)
- ☐ ___ plate(s)
- ☐ ___ napkin(s)
- ☐ ___ utensil(s)

Amount needed of each item will depend on the size of your group and the layout of your room. See page 84 for details.

4 Instructions for Program Operators

1. Have adults and children wash his or her hands with soap and water.
2. Place the grated zucchini, corn, and whisked eggs in the large bowl and mix well.
3. Add the flour, salt, baking powder, and scallions and mix well.
4. Put the skillet on the stove and turn the heat to medium. When the skillet is hot, add the oil.
5. Use a $\frac{1}{4}$ -cup measuring cup to scoop the mixture from the bowl and spread it into a flat circle on the skillet. Repeat to fill the skillet, leaving some space between pancakes.
6. Cook the pancakes until bottoms are golden, about 5 minutes. Turn the pancakes over and cook for 5 more minutes.
7. Repeat with the remaining mixture. Serve the pancakes.



Corn and Zucchini Pancakes

Activity Guide

All About Corn and Zucchini Pancakes

These savory, veggie-filled pancakes add a fresh twist to traditional breakfast pancakes while getting kids excited about learning, cooking, and trying new flavors and foods!

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 84.** Make sure that you have all of 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 that you have.** If your group has extra time, do the worksheets in the Corn and Zucchini Pancakes Family Handout as part of the session (see *My Pancake Story* on page 13, *Kitchen Tools* on page 14, and *My Pancakes, MyPlate* on page 16). 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.

For more tips, see *Recipe for Success!* on page 3.

Activities

1. *Introductions, Goals, and Ground Rules* (5 minutes) p. 75
2. *All About Corn and Zucchini* (5 minutes) p. 77
3. *Nutritious and Delicious MyPlate* (5 minutes) p. 79
4. *Cooking and Eating* (45 minutes) p. 80
5. *Cleanup* (15 minutes) p. 91
6. *Wrap-Up and Summary* (5 minutes) p. 91

INSTRUCTOR TIP

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



Supervision and Room Management

The Corn and Zucchini Pancakes 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 the cooking stations.

Options for Large Group

- **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 grating or mixing.
- **Use Volunteers**—Teenagers, particularly those who are in a culinary arts or service learning programs, can help with the activities. They can help you get ready for the session and help children with reading recipes, grating, stirring, and other cooking skills that do not involve sharp knives. They can also help with cleanup. For more ideas of how to get teens involved, see **Teen Talk: Opportunities for Service Learning** on page 12.

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 *Corn and Zucchini Pancakes Family Handout*, which you can order or download at: <https://www.fns.usda.gov/tn/cooks>
- ☐ Ingredients and supplies listed on page 84
- ☐ 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 vegetables.
- ☐ MyPlate poster (free at <https://teamnutrition.usda.gov>)



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.

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

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. Next, 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.

Questions

- What does your family cook at home?
- What is your favorite fruit or vegetable?
- What do you like to eat for breakfast?
- What do you like to eat for a snack?

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

Goals

The goal of this session is for the children to become familiar and comfortable with following a recipe and making corn and zucchini pancakes. The activities in this session give the children a chance to learn and practice the following skills:

- How to Crack Eggs
- How to Whisk
- How to Rinse
- How to Chop
- How to Grate
- How to Use a Can Opener
- How to Use a Colander

- How to Measure Wet and Dry Ingredients
- How to Use a Cooktop Safely
- How to Stir
- How to Cook Pancakes
- How to Cool Food Safely
- 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 before. You can ask questions such as “Have you ever used a whisk? Raise your hand if you've ever grated 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?”



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 the chalkboard, white board, or large piece of paper so that the children can see them when you are reading them out loud. This will help visual learners and remind everyone of the rules they should follow during the session.

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 of 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 close-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 be 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 don’t 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 Corn and Zucchini (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe where vegetables come from, name three facts about corn and zucchini, and list different ways to eat them.

To start the discussion, ask the children:

- How are corn and zucchini grown?
- Have you ever had zucchini before? What about squash?
- Do you like to eat corn and zucchini?
- How do you eat corn and zucchini at home? At school?

Most children will think of “breakfast” when they hear the word “pancake.” Today, the children will be making a pancake that does not have to be served for breakfast. Zucchini and corn are the main ingredients in these pancakes. They add color, crunch, flavor, and nutrition. It may sound unusual to think of corn and zucchini in a pancake, but they really are tasty. Try these pancakes with plain low-fat yogurt. They can be served as a side dish at a meal, eaten as a snack, or even served for breakfast.

Use the questions written in **bold green text** to help the children learn more about zucchini and corn:

What are some ways to cook and use vegetables?

Different vegetables grow during different seasons, so vegetables can be bought fresh in the grocery store or farmers’ market all year long. Many can be found frozen, canned, or dried. Vegetables are versatile—there are lots of different kinds, they come in every color, and there are many different ways to prepare them.

- Some of the most popular ways to serve 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, in soups and sauces, and even in pancakes. When you think of all the great ways you can eat



vegetables, it’s pretty easy to find ways to include them at meals and snacks.

Where do zucchini and corn come from and how are they used?

Zucchini is a summer squash that grows on a vine. It usually looks a lot like a cucumber as it is also long and green. The color varies between dark and light green, and sometimes includes streaks of yellow. There is also golden zucchini, but most of the zucchini in the store will be green.

The skin and seeds of zucchini and other types of summer squash are edible. Other types of summer squash include yellow crookneck, yellow straight neck, patty pans, and white scallop. These types of squash cannot be substituted for zucchini in the pancake recipe, since they taste

different from zucchini. Zucchini and other types of summer squash can be eaten raw, but are usually cooked before eating.

In many countries, corn is known as maize. Ears of corn are grown on corn stalks. The little round pieces that we eat are called corn kernels. Corn comes in a variety of colors, but the one most common to us is yellow corn. The United States produces more corn than any other country and has an area called the “Corn Belt” made up of States where the most corn is grown.

Corn can be eaten right off the cob or the kernels can be cut off of the cob. It is most often cooked, but the kernels can be eaten raw. Popular ways to cook corn include grilling, boiling, roasting, and steaming. Corn

is used in soups, breads, salads, salsas, as pizza toppings, and more.

What kinds of foods are zucchini and corn?

Zucchini and corn are vegetables.

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)? 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.
- **Fruit**—forms after a flower is pollinated. Inside of the fruit are seeds that you can use to grow more plants. If you eat a plant part that has seeds in it, it's a fruit. This is why the tomato is technically considered by many scientists to be a fruit, although nutritionists consider the tomato to be a vegetable because of how we eat it and the nutrients that 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.

Note: It is important to explain that not all plants or plant parts are edible. Some plants are poisonous, whereas others have parts that are edible, as well as parts that are not. For example, rhubarb stems are edible, whereas the leaves are poisonous.



What part of the plant is corn? What part of the plant is zucchini?

We eat corn kernels, which are the seeds of the corn plant. Zucchini is the fruit of a plant. Nutritionists call both corn and zucchini vegetables because of the nutrients they contain and how we eat them.

What are some tips for buying corn and zucchini?

- In many parts of the United States, corn and zucchini are both grown and picked, or are “in season,” during the summer, when flavor is at its peak.
- When picking out zucchini at the store or at the farmers’ market, look for ones that are firm, not mushy, and without any marks or decaying areas. The skin should be shiny. Zucchini can be frozen and used later or stored in a refrigerator for up to 5 days.
- When buying fresh corn, look for bright green husks. Pull back the

husks slightly in the grocery store to make sure the yellow kernels are fresh and tight at the top. Before eating fresh corn, it needs to be shucked, which means the green leaves (husks) are removed and the stem is snapped off. The silk (the thin hair-like pieces under the husk) also need to be removed.

- Corn can also be bought frozen (look for corn with no sauce or seasoning added) or canned. When buying canned corn or other vegetables, try to choose cans 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 water to reduce the amount of sodium in the food.
- Freshly shucked corn may be stored in the refrigerator for up to 2 days, and cooked corn may be frozen for up to 6 months.

Nutritious and Delicious MyPlate (5 minutes)

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

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 corn and zucchini fit into MyPlate, and the nutrients in corn and zucchini that our bodies need to be healthy and strong.

Vegetables are part of a healthy diet

MyPlate's five food groups are: **Fruits**, **Vegetables**, **Grain**, **Protein Foods**, and **Dairy**.

The MyPlate icon reminds you to eat foods from all five of these food groups every day. MyPlate also reminds you 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 as snacks.

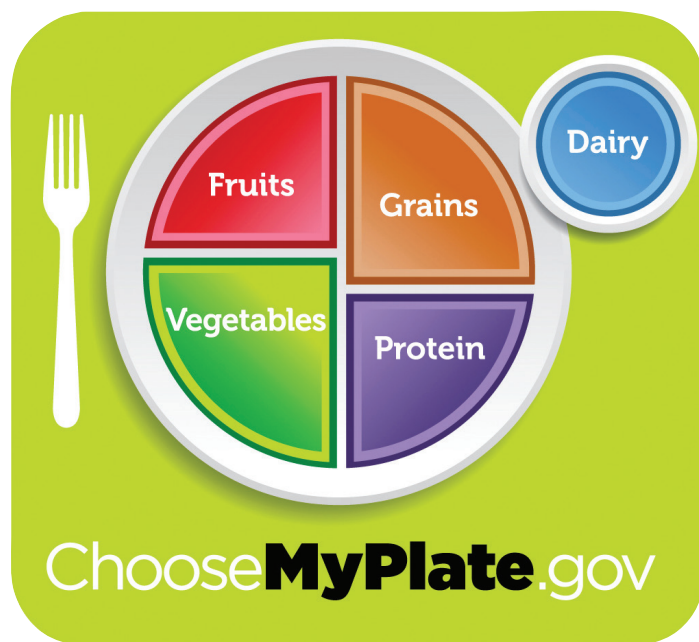
Corn and zucchini are vegetables

Corn and zucchini fit in the **Vegetables** Food Group, which is the lower left, green section of MyPlate. 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 may be whole, cut-up, or mashed. Scallions, also called green onions, are also used in a small amount in this recipe and are part of the Vegetables Group.

One serving of the Corn and Zucchini Pancakes recipe provides $\frac{3}{4}$ cup of vegetables.

Corn and zucchini provide potassium and fiber

Most vegetables are low in fat, calories, and sodium (salt). Zucchini also has potassium, which helps muscles work properly and helps the body keep a normal heartbeat and blood pressure. Some other



vegetables that have potassium include spinach, sweet potatoes, and broccoli. Vegetables also help add fiber to our diet, which makes us feel full and helps keep our digestive tract working well. Some vegetables, like scallions, and herbs, like basil, add flavor to recipes. These flavorful herbs and vegetables can help us prepare foods that taste good without adding salt.

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

OPTIONAL ACTIVITY: Decide if you want to do the **MyPancakes, MyPlate** activity found on page 16 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 the corn and zucchini pancakes they are making today, or if they eat them in a bowl instead of on a plate. These vegetables would still count as part of their MyPlate meal. They do not have to be in separate portions on their plate, the way they appear in the MyPlate icon.

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 (40 minutes)

OBJECTIVE: At the end of this section, the children will have made corn and zucchini pancakes.

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

The children will practice different skills as they prepare the pancakes. 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 many or few corn and zucchini pancakes as he or she likes. 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)

- ☐ 3 medium-sized zucchini
(about 21 ounces, to yield 2¼ cups shredded zucchini)
- ☐ 1½ cups canned or frozen corn, thawed
- ☐ 3 scallions
- ☐ 3 large eggs
- ☐ 1 cup whole-wheat flour
- ☐ ¼ teaspoon salt
- ☐ ½ teaspoon baking powder
- ☐ 1½ tablespoons olive, vegetable, or canola oil
- ☐ Optional: yogurt, salsa, or herbs for topping

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

Skills that will be covered during this activity:

- [How to Crack Eggs](#)
- [How to Whisk](#)
- [How to Rinse](#)
- [How to Chop](#)
- [How to Grate](#)
- [How to Use a Can Opener](#)
- [How to Use a Colander](#)
- [How to Measure Wet and Dry Ingredients](#)
- [How to Stir](#)
- [How to Use a Cooktop Safely](#)
- [How to Cook Pancakes](#)
- [How to Cool Food Safely](#)
- [How to Set a Table \(Optional\)](#)
- [How to Serve Family Style \(Optional\)](#)



INSTRUCTOR TIPS FOR TEACHING COOKING SKILLS

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

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 82 and 83. 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 pancakes. 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 listed to the right. At each station, have an adult show the children how to use each tool before allowing them to try.

KEY SKILLS

- [How to Crack Eggs](#) p. 85
- [How to Whisk](#) p. 85
- [How to Rinse](#) p. 85
- [How to Chop](#) p. 86
- [How to Grate](#) p. 86
- [How to Use a Can Opener](#) p. 87
- [How to Use a Colander](#) p. 87
- [How to Stir](#) p. 89
- [How to Measure Wet and Dry Ingredients](#) p. 88
- [How to Use a Cooktop Safely](#) p. 89
- [How to Cook Pancakes](#) p. 90
- [How to Cool Food Safely](#) p. 90
- [How to Set a Table \(Optional\)](#) p. 10
- [How to Serve Family Style \(Optional\)](#) p. 10

Options for practicing cooking skills at stations:

- **Option One:** All of 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 stir, 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 grating, 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.

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:

Chopping and Grating

- ☐ cutting boards
- ☐ butter knives
- ☐ box grater
- ☐ bowls or containers for holding the chopped and grated pieces

Cracking and Whisking

- ☐ bowls
- ☐ forks
- ☐ whisks
- ☐ trash bag

Mixing and Measuring

- ☐ 1 cup dry measuring cup
- ☐ ½ cup dry measuring cup
- ☐ 1 set of measuring spoons
- ☐ mixing bowl
- ☐ wooden spoon

Rinsing and Pressing

- ☐ colanders (separate ones for corn and for zucchini)
- ☐ can opener
- ☐ large bowl
- ☐ sink (optional)
- ☐ water source

Cooking

- ☐ cooktop
- ☐ skillet
- ☐ ¼ cup measuring cup
- ☐ spatula
- ☐ pot holders or oven mitts
- ☐ 1 set of measuring spoons



Look and Cook Recipe: Corn and Zucchini Pancakes

Ingredients

Zucchini



Corn



Salt



Scallions



Whole-wheat
flour



Eggs



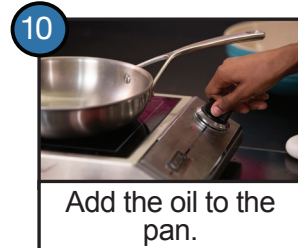
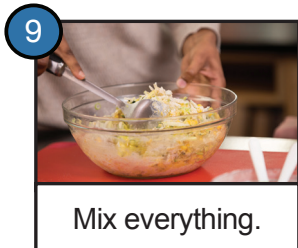
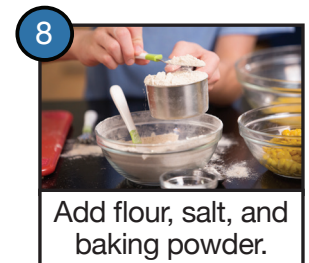
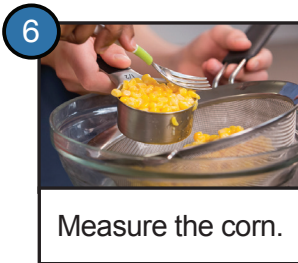
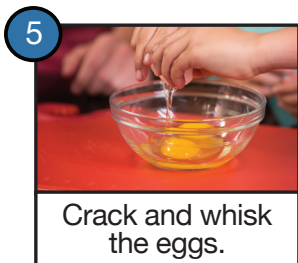
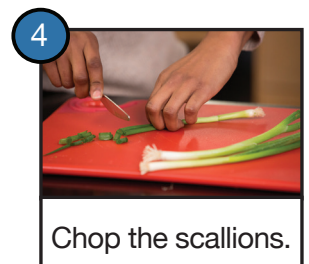
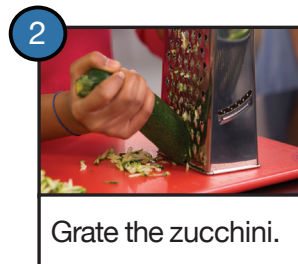
Oil



Baking powder



Directions



Corn and Zucchini Pancakes

Try this savory, veggie-filled pancake as a snack or side!

Total Time: 35 minutes • Hands-on Time: 35 minutes Yield: 12 pancakes • Serving Size: 2 pancakes

INGREDIENTS

3 medium-sized zucchini, trimmed and shredded
1½ cups canned, fresh, or frozen corn
3 large eggs, whisked
1 cup whole-wheat flour
¼ teaspoon salt
½ teaspoon baking powder
3 scallions, trimmed and chopped
1½ tablespoons oil

Optional, for topping:
plain, low-fat yogurt, salsa, herbs

TOP THIS:

Try serving these pancakes topped with plain low-fat yogurt, low-sodium salsa, or chopped herbs, such as dill or basil.

INSTRUCTIONS

1. Wash your hands with soap and water, then gather all your kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Grate the zucchini.
3. Drain the grated zucchini by putting it in a colander set over a bowl, and pressing down. Let the zucchini sit in the colander for ten minutes, and press down again before removing it from the colander.
4. Chop the scallions into small pieces.
5. Crack one egg by hitting its midpoint quickly against the rim of a small bowl or cup. Break the egg into the bowl or cup. Pour the egg into a larger bowl. Repeat with the remaining two eggs. Whisk the eggs in the large bowl until they are pale yellow.
6. If using canned corn, drain, rinse, and measure the corn.
7. Add zucchini, corn, and scallions to the eggs.
8. Measure and add the flour, baking powder, and salt to the eggs, corn, and zucchini in the large bowl.
9. Mix everything in the large bowl until well combined.
10. Put the skillet on the stove or cooktop and turn the heat to medium. When the skillet is hot, add the oil. If using a nonstick skillet, you may need to add the oil before heating.
11. Use the ¼-cup measuring cup to scoop the corn and zucchini mixture from the bowl into the skillet. Repeat to fill the skillet, leaving room between the pancakes. Cook pancakes until the bottoms are golden, about 5 minutes. Turn the pancakes over and cook for 5 more minutes. Repeat with the remaining mixture.
12. Serve and enjoy the pancakes!

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 with **INSTRUCTOR TIP** as a heading. These tips are not on the recipe in the Family Handout.

SHOPPING LIST:

See **Ingredients and Supplies Checklists** on page 84 for amounts needed for your group.

Refrigerated Section

☐ 3 large eggs

Baking Section

☐ 1 (2 lb) bag of whole-wheat flour

Produce Section

☐ 3 medium-sized zucchini

☐ 1 bunch scallions

Canned Vegetables

☐ 1 can of corn. You will need at least 6.5 ounces of corn for this recipe. Buy canned vegetables labeled “reduced sodium,” “low sodium,” or “no salt added.”

Frozen Vegetables

☐ frozen corn (if not using canned corn)

Staples From Your Pantry

☐ salt

☐ baking powder

☐ oil

Amount per serving: Calories: 152; Total Fat: 5 g; Saturated Fat: 0.5 g; Sodium: 253 mg; Total Carbohydrate: 24 g; Dietary Fiber: 4 g; Sugars: 4 g; Protein: 7 g; Vitamin A: 1190 IU; Vitamin C: 15 mg; Calcium: 55 mg; Iron: 1 mg.

Crediting Information: Two pancakes provide ¾ cup vegetable, 1 oz. eq. meat/meat alternate and 1¼ serving/oz. eq. grains.



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)

Produce Section

- ☐ 3 medium-sized zucchini
- ☐ 3 scallions
- ☐ Optional: mixed herbs for topping

Frozen or Canned Section

- ☐ 1 (15.25 ounce) can of corn or 1 bag of frozen corn (at least 6.5 ounces).
- ☐ Optional: 1 medium jar of salsa for topping

Refrigerated Section

- ☐ 3 large eggs
- ☐ Optional: 1 container of yogurt for topping

Baking Section

- ☐ 1 (2 lb) bag of whole-wheat flour. This will give you a bit more than 6 cups of flour, which is enough to make this recipe for 6 groups. If you have more than 6 groups, you will need to buy more flour.
- ☐ salt
- ☐ olive, canola, or vegetable oil
- ☐ baking powder

SUPPLIES

For Cooking

The number of kitchen tools listed in the **Cooking** section is based on a group of six. This includes five children plus 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 81 for more information.

- ☐ 6 cutting boards
- ☐ 6 butter knives
- ☐ 1 whisk or fork
- ☐ 1 small bowl (for whisking)
- ☐ 1 set of measuring spoons (including ½ teaspoon, 1 tablespoon, ½ tablespoon)

For Cooking, continued

- ☐ 1 set of measuring cups (including ¼ cup, ½ cup, 1 cup)
- ☐ 1 spatula
- ☐ 1 can opener
- ☐ 1 box grater
- ☐ 2 large bowls – one for mixing everything, one for draining the grated zucchini
- ☐ 1 mixing spoon
- ☐ 1 colander
- ☐ 1 chef's knife (adult use only)
- ☐ 1 large nonstick skillet
- ☐ 1 kitchen timer

For Eating:

- ☐ 1 to 2 serving plates
- ☐ 1 to 2 serving utensils
- ☐ 6 plates
- ☐ 6 sets of eating 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! Corn and Zucchini Pancakes Family Handout* (free from <https://teamnutrition.usda.gov>)





How to Whisk

Whisking means beating or stirring quickly to mix ingredients.

1. When all the eggs are in the bowl, use your wrist to move the fork or whisk quickly in a circular motion.
2. Stop whisking when the eggs are blended together and the mixture is pale yellow.

How to Crack Eggs

There will not be enough eggs for everyone to crack, but all children can take turns helping. For instance, one child can crack the egg and another can whisk.

1. Make sure that the eggs are not broken or cracked.
2. Crack the eggs, one at a time, into a small bowl or mug. It is important to crack eggs into their own bowl, separate from other ingredients, and not directly into the pan. This is so that any shell that falls into the bowl can be easily removed.
3. Crack the egg at the midpoint by hitting it quickly against the rim of the bowl.
4. Try to crack the egg in one hit so that there are fewer eggshell pieces that may fall into the bowl. There should be one big crack.
5. Hold the egg over the bowl with the cracked part facing up.
6. Put your thumbs on either side of the crack and gently pull the shell apart to allow the egg to slide into the bowl.
7. If the shell falls in, use a fork to remove the eggshell.
8. Pour the egg from the bowl or mug into the larger bowl that will hold the other ingredients. You should do this after each egg.

✓ **SAFETY TIP:** Thoroughly wash everything that the raw eggs touch with hot, soapy water. This includes hands, counters, and surfaces, in case the raw eggs drip over the side of the bowl.



How to Rinse

1. Rinse zucchini under cold running tap water. Optional: scrub the peel with a clean vegetable brush. Scrub the zucchini gently so it does not bruise.
2. Dry with a paper towel.



How to Chop

In this activity, the children will use butter knives to chop scallions. Butter knives are safe for the children to use because they are not too sharp but will still cut through scallions.

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

How to Grate

1. Cut off one end of the zucchini before grating.
2. Place the box grater on a cutting board to catch the grated zucchini.
3. Hold the grater firmly with one hand.
4. Hold the zucchini at the end away from the grater and keep fingers away from the grater.
5. Use the side of the grater with the largest holes to grate the zucchini.
6. Slowly rub the zucchini up and down the grater. Stop 2 inches from the end of the zucchini so that your fingers will not get too close to the grater. Ask an adult to grate or cut the remaining zucchini.



How to Use a Can Opener*

1. Set the can on a flat, hard surface. Clean off the top of the can so that any dirt and dust on the lid will not fall into the food.
2. Pull apart the two handles of the can opener.
3. Flip the can opener over and look at the two wheels on the bottom of the opener. One is jagged (bumpy on the edges) and one is smooth on the edges.
4. With the help of an adult, place the smooth (cutting) wheel against the inside of the rim at the top of the can and close the two handles.
5. Hold both handles in one hand and place your other hand on the wing of the can opener.
6. Slowly twist the wing with one hand while squeezing the handles closed with your other hand. This should cut into the can's lid and roll around its edge.
7. Continue turning the wing until the can opener has gone all the way around the top of the can.
8. Pull apart the handles of the opener.
9. Very carefully lift the lid out of the can. You may need to pry it out with a fork. Carefully rinse the lid, since it will be sharp, and place it in your recycling bin.

*If using frozen corn, this step is not needed, as frozen corn will come in a bag.

INSTRUCTOR TIP

This does not need to be a station, as there are not enough cans. Have an adult demonstrate this skill.



How to Use a Colander

A colander is a metal or plastic bowl with holes in it to let liquid drain out. We are using the colander to drain our canned corn. Thawed frozen corn could also be drained this way.

1. Pour the corn from the can or bag into the colander and rinse the corn with cold running water.
2. Gently shake the colander to help the water drain.
3. Stop rinsing when the water runs clear. Note: If a food prep sink is not available, drain corn into a colander over a bowl or drain the corn in advance.

The colander is also used to get the water out of the zucchini. Zucchini has a lot of water and too much water could keep the pancakes from becoming crispy.

1. Let the grated zucchini sit for 10 minutes in a colander set over a bowl. Press the zucchini toward the bottom of the colander to squeeze out any extra water.
2. Pour the extra water into the sink.



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 Flour

1. Place the 1-cup dry measuring cup on a flat surface.
2. Use a spoon to scoop the flour from the bag or container and fill the measuring cup.
3. Push down gently to make sure there are no air pockets, but do not pack the cup too tightly.
4. Level off using a straight edge.

How to Measure Corn

1. Place the $\frac{1}{2}$ -cup dry measuring cup on a flat surface.
2. Use a spoon to scoop the corn from the colander and fill the measuring cup.
3. Push down to make sure there are no air pockets.
4. Level off using a straight edge.
5. Repeat two times.

How to Measure Oil

1. Pour the oil into the $\frac{1}{2}$ -tablespoon measuring spoon.
2. Repeat two times.

How to Measure Salt

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

How to Measure Baking Powder

1. Use the $\frac{1}{2}$ -teaspoon to scoop baking powder from the can.
2. Level off using a straight edge.



How to Use a Cooktop Safely

This skill should be demonstrated by an adult, with the children watching. The adult should explain each step to the children, emphasizing the steps needed to stay safe when using a stove or cooktop.

1. Have the cooktop ready and plugged in.
2. Different cooktops have different ways to turn on the heat. If the cooktop uses gas, you have to turn the knob to light the burner before choosing the temperature. On a gas cooktop you will see a flame on the burner. For electric and induction cooktops, turn the knob directly to the temperature you want. You will not see a flame.
3. Make sure the handle of the skillet is turned inward, toward the center of the stove. Otherwise, you could accidentally knock the pot off the stove, causing serious burns.

✓ **SAFETY TIP:** Never walk away from food cooking on a burner.

✓ **SAFETY TIP:** When moving a hot skillet, pan, or lid, use a pot holder, not towels, which can catch fire.

✓ **SAFETY TIP:** Keep your cooking area neat. Do not keep flammable items, like dishtowels, papers, or cardboard packages, near the stove.



INSTRUCTOR TIP

Unlike gas or electric burners, induction burners only work if the pot or pan you are using contains steel or iron, and the burner itself will not become hot, even when it's on. However, an induction burner that has recently been used for cooking might get and stay hot from the cooking pot or pan that has been on top of it—so be careful! Copper, aluminum, or glass cookware that does not contain steel or iron will not work on an induction burner.

How to Stir

1. Put the mixing spoon into the bowl, making sure it reaches to the bottom of the bowl.
2. Slowly move the spoon in a circle. Make sure the spoon touches the food at the sides and bottom of the bowl so that all the ingredients are mixed together.



How to Cook Pancakes

1. Put the skillet on the cooktop and turn the heat to medium. When the skillet is hot, add the oil. If using nonstick pans, follow manufacturer's instruction on preheating. For nonstick pans, the oil should be added before the pan is heated.
 2. Using the ¼-cup dry measuring cup, scoop the mixture from the bowl and spread it into a flat circle on the skillet, about two inches wide and ¼-inch thick. It will look more like a small silver dollar pancake than a full-size pancake. Repeat to fill the skillet, leaving space between pancakes.
 3. Cook until the bottoms are golden, about five minutes, then turn the pancakes over using the spatula and cook for five more minutes.
 4. When both sides are golden, remove the pancakes with the spatula and put them on a plate. Repeat with the remaining mixture until all pancakes are done.
- ✓ **SAFETY TIP:** Hot oil can splatter and cause burns. Be sure to stand a safe distance from the pan and pour the oil slowly.



How to Cool Food Safely

It is important to let the food you have just cooked cool before eating it to avoid the risk of burns.

1. Sometimes food cools enough to be eaten, but the dish, pot, or pan that the food was cooked in stays hot. Use pot holders or oven mitts when handling the pan so you do not burn yourself.
2. An adult should remove hot food and kitchen tools from the cooktop.

INSTRUCTOR TIP

If needed, see [How to Set a Table](#) and [How to Serve Family Style](#) on page 10.



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.

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 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.

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 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 corn and zucchini pancakes.
- 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 *My Pancake Story* on page 92 and have children follow along on page 13 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 93 of this guide.
- Have the children complete the *Kitchen Tools* activity sheet on page 14 of the Family Handout to test their knowledge. An answer key is provided for you on page 94 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.

INSTRUCTOR TIP

Wash dish cloths in the hot cycle of the washing machine after each cooking activity. Kitchen sponges are potential sources of bacteria and are difficult to clean. If you use sponges, replace them with new ones frequently.

- **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 the 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 the children 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.



DISCUSSION QUESTIONS:

- What was your favorite part of the recipe?
- What did you learn to do today that you couldn't do before?
- Are there any other seasonings, fillings, or toppings that would taste good on or with the pancakes?

My Pancake Story

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

WORD BANK: vines, washed our hands, colander, Vegetables, fat, box grater, stalks, spatula, grocery stores, corn and zucchini pancakes, summer, sodium/salt, clean, washed our hands, half, whisk, farmers' markets, corn and zucchini

Today, we made (_____). The main ingredients are (_____), which belong to the (_____) Food Group. I learned that I should try to make (_____) of my plate fruits and vegetables. Vegetables are usually low in calories, (_____), and (_____). They also have other nutrients that help me grow, learn, play hard, and be healthy.

We learned that corn grows on (_____) and zucchini grows on (_____).

Farmers grow the corn and zucchini, which are then sold at (_____) or (_____).

Fresh corn and zucchini are most plentiful in the United States during the (_____). However, corn can be found canned or frozen year-round. Zucchini can also be frozen.

Before we cooked, we (_____) and made sure our cooking area was (_____).

Before we ate, we also (_____).

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

When we made the pancakes, we learned to use new tools. Some of these tools were a (_____), which is used for grating the zucchini; a (_____), which is used to beat the eggs; and a (_____), which is used to drain liquids away from solids. With the help of the adults in the class, we cooked the pancakes and even flipped them, once each side was golden brown. We used a tool called a (_____) to flip the pancakes.

After the pancakes were cooked and cooled, we got to eat them. They were delicious!



My Pancake Story

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

WORD BANK: vines, washed our hands, colander, Vegetables, fat, box grater, stalks, spatula, grocery stores, corn and zucchini pancakes, summer, sodium/salt, clean, washed our hands, half, whisk, farmers' markets, corn and zucchini

Today, we made (corn and zucchini pancakes). The main ingredients are (corn and zucchini), which belong in the (Vegetables) Food Group. I learned that I should try to make (half) of my plate fruits and vegetables. Vegetables are usually low in calories, (fat), and (sodium/salt). They also have other nutrients that help me grow, learn, play hard, and be healthy. We learned that corn grows on (stalks) and zucchini grows on (vines). Farmers grow the corn and zucchini, which are then sold at (grocery stores) or (farmers' markets). Fresh corn and zucchini are most plentiful in the United States during the (summer). However, corn can be found canned or frozen year-round. Zucchini can also be frozen. Before we cooked, we (washed our hands) and made sure our cooking area was (clean). Before we ate, we also (washed our hands). We also learned how to read a recipe. It's important to read it all of the way through so we know what ingredients and kitchen tools we need, what the steps are, and how much time it will take. When we made the pancakes, we learned to use new tools. Some of these tools were a (box grater), which is used for grating the zucchini; a (whisk), which is used to beat the eggs; and a (colander), which is used to drain liquids away from solids. With the help of the adults in the class, we cooked the pancakes and even flipped them, once each side was golden brown. We used a tool called a (spatula) to flip the pancakes. After the pancakes were cooked and cooled, we got to eat them. They were delicious!



Kitchen Tools

These are the tools we need to make corn and zucchini pancakes. Can you name them all?



(_____)



(_____)



(_____)



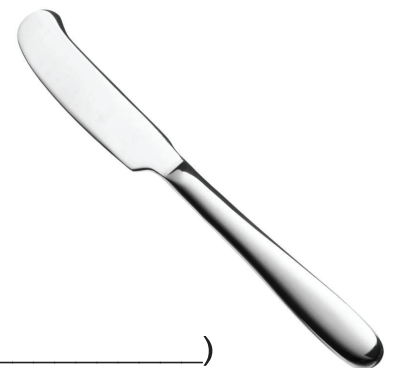
(_____)



(_____)



(_____)



(_____)

WORD BANK: spatula, whisk, skillet, cutting board, measuring spoons, butter knife, bowl, measuring cups



Kitchen Tools

These are the tools we need to make corn and zucchini pancakes. Can you name them all?



(**whisk**)



(**measuring spoons**)



(**skillet**)



(**measuring cups**)



(**cutting board**)



(**spatula**)



(**bowl**)



(**butter knife**)

My Pancakes, MyPlate

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're feeding your family, so you end up with a balanced meal.

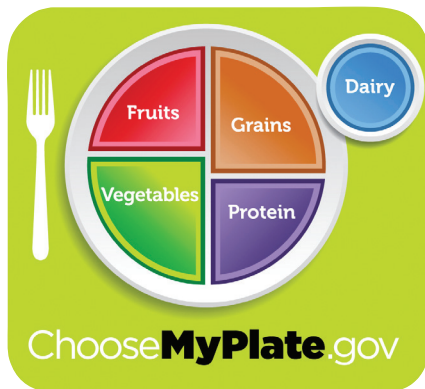
The MyPlate picture reminds us to eat foods from all five food groups for good health: **Vegetables**, **Fruits**, **Grains**, **Protein Foods**, and **Dairy**. Foods from each of these groups provide the nutrients the body needs to stay healthy.

Most people do not eat enough fruits and vegetables. Children and adults need to eat many types of vegetables during the week. Eating many different fruits and vegetables helps the body get the nutrition it needs for good health.

The amount of fruits and vegetables a person needs to eat each day depends on age, physical activity level, and gender. You can learn about how much of each food group you or your family members need at <https://www.choosemyplate.gov>. Remember to "make half your plate fruits and vegetables at meals" and you'll be off to a good start!

Make half your plate fruits and vegetables, even on a budget:

- Fresh, frozen, and canned fruits and vegetables are all smart choices. Look for sales and buy some of each to last until your next shopping trip.
- Choose frozen vegetables that do not have added fat, salt, or sugars from creamy sauces.
- Buy canned fruits packed in "100% juice" or water.
- Look for canned vegetables that say "no added salt."

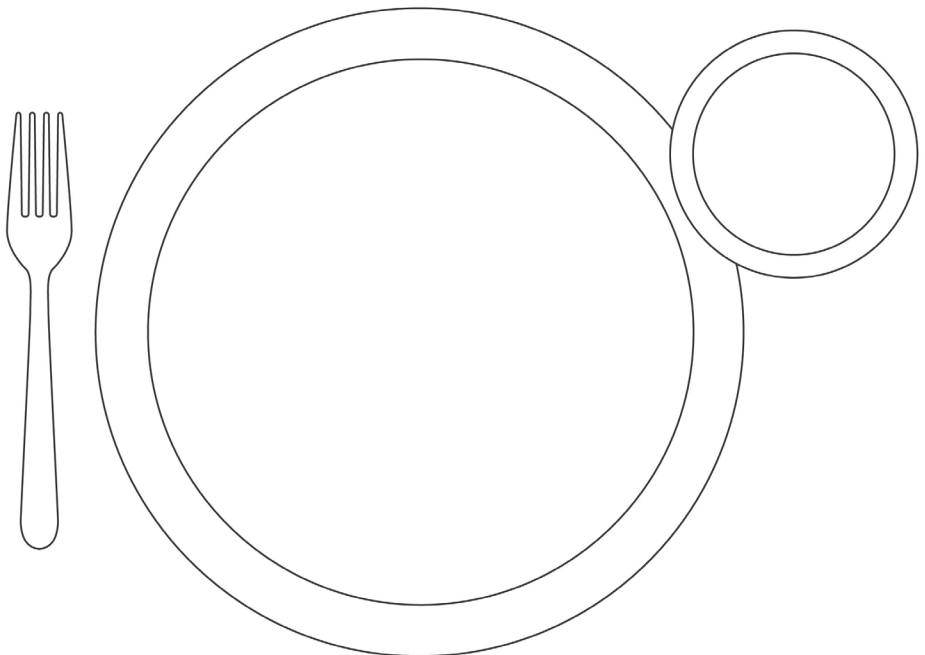


Corn and Zucchini Pancakes contain corn, zucchini, and scallions, which are all vegetables. They also contain whole-wheat flour, which is a grain, and eggs, which are protein foods. What food groups are missing from your plate?

Use the lines below to write down what foods you can eat with your corn and zucchini pancakes to make a MyPlate meal. Then draw your meal.

Fruits

Dairy



My Pancakes, MyPlate

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're feeding your family, so you end up with a balanced meal.

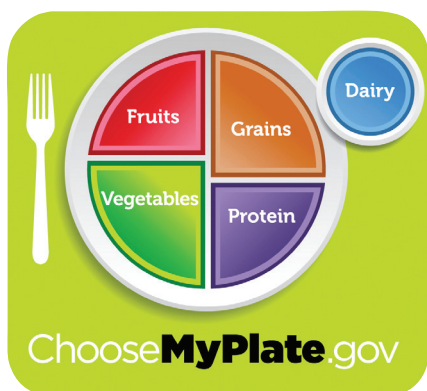
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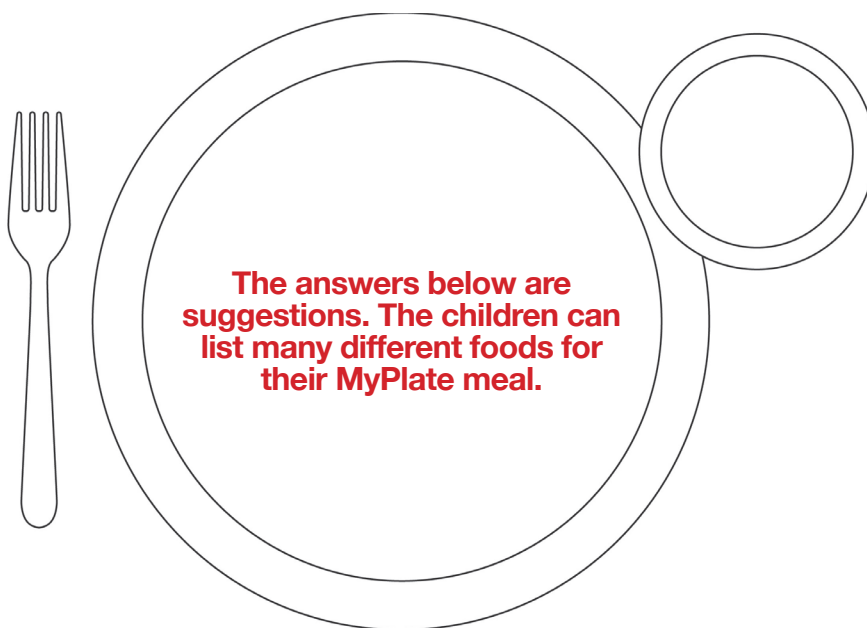
The amount of fruits and vegetables a person needs to eat each day depends on age, physical activity level, and gender. You can learn about how much of each food group you or your family members need at <https://www.choosemyplate.gov>. Remember to make half your plate fruits and vegetables at meals and you'll be off to a good start!

Make half your plate fruits and vegetables, even on a budget:

- Fresh, frozen, and canned fruits and vegetables are all smart choices. Look for sales and buy some of each to last until your next shopping trip.
- Choose frozen vegetables that do not have added fat, salt, or sugars from creamy sauces.
- Buy canned fruits packed in "100% juice" or water.
- Look for canned vegetables that say "no added salt."



Corn and Zucchini Pancakes contain corn, zucchini, and scallions, which are all vegetables. They also contain whole-wheat flour, which is a grain, and eggs, which are protein foods. What food groups are missing from your plate?



Use the lines below to write down what foods you can eat with your corn and zucchini pancakes to make a MyPlate meal. Then draw your meal.

Fruits

fruit salad, melon

pear halves, unsweetened

applesauce, orange slices

Dairy

low-fat milk

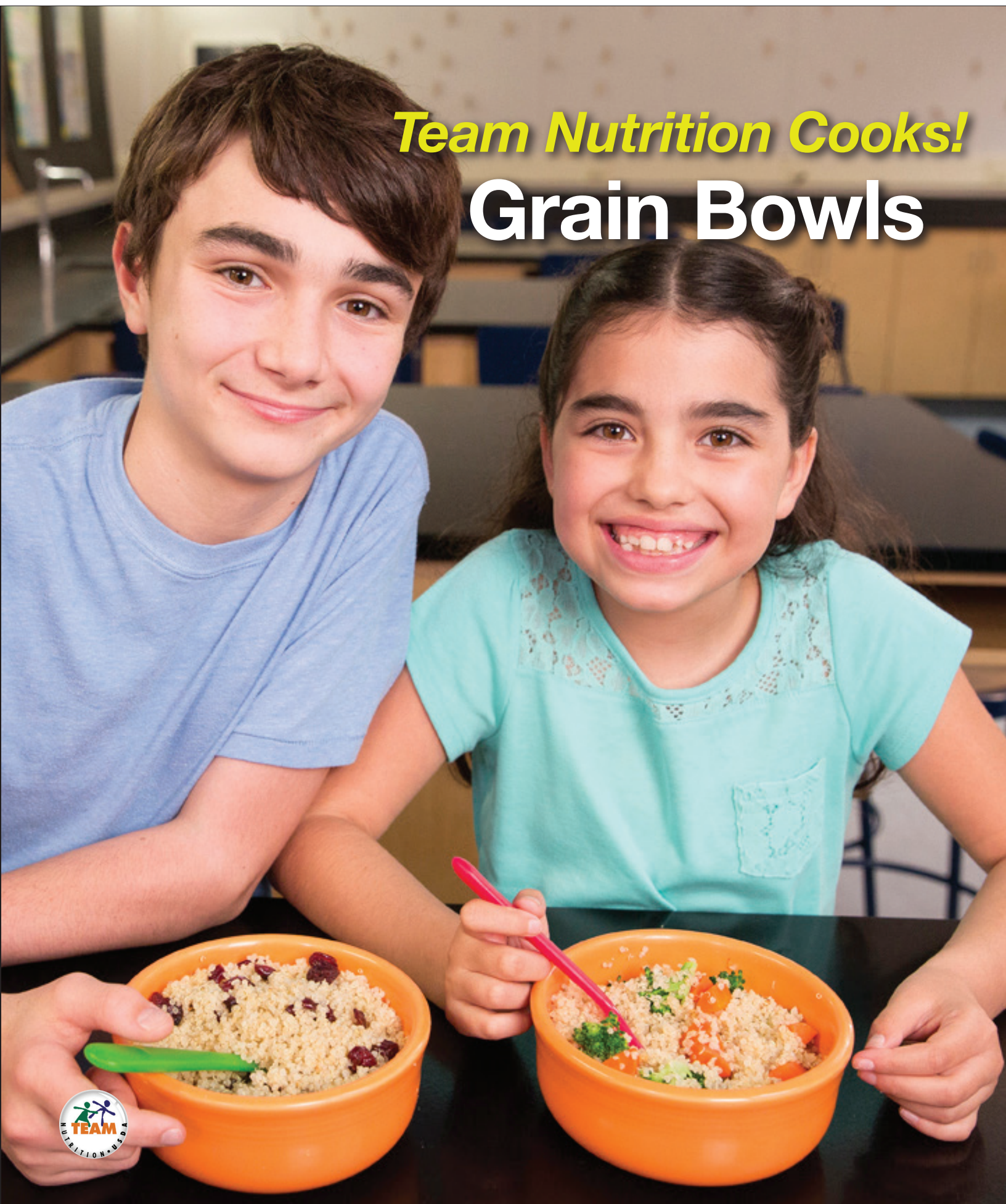
low-fat plain yogurt

low-fat cheese stick



United States Department of Agriculture

Team Nutrition Cooks! **Grain Bowls**



Grain Bowls

Quick Start Guide

Total Time for Activity: 35 minutes

Serving Size: 1½ cups

Crediting Information: 1½ cups of grain bowls provide ½ cup vegetable, ½ cup fruit, 1 oz. eq. meat/meat alternate, and 1 serving/oz. eq. grain.

① Ingredients List

For Grain Bowl

- ☐ ___ cup(s) uncooked quinoa
- ☐ ___ cup(s) water
- ☐ ___ cup(s) cooked broccoli
- ☐ ___ cup(s) raw carrots
- ☐ ___ cup(s) cooked chicken, diced
- ☐ ___ cup(s) raisins

For Vinaigrette Dressing

- ☐ ___ tablespoon(s) diced onion
- ☐ ___ cup(s) oil
- ☐ ___ tablespoon(s) vinegar
- ☐ ___ teaspoon(s) mustard
- ☐ ___ teaspoon(s) honey
- ☐ ___ teaspoon(s) salt
- ☐ ___ pinch black pepper
- ☐ ___ tablespoon(s) chopped 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 cup(s) uncooked quinoa” or “2 cup(s) cooked broccoli.”

Ingredient Conversion Chart

	6 people	12 people	18 people
Uncooked quinoa	1 cups	2 cups	3 cups
Water	2 cups	4 cups	6 cups
Cooked broccoli	1½ cups	3 cups	4½ cups
Raw chopped carrots	1½ cups	3 cups	4½ cups
Cooked chicken, diced	1½ cups	3 cups	4½ cups
Raisins	1½ cups	3 cup	4½ cups
Vinaigrette	½ cup	1 cups	1½ cups

If using precooked grains, you will need 3 cups for 6 people, 6 cups for 12 people and 9 cups for 18 people.

③ Safety Tips

- ✓ Never walk away from food cooking on a burner.
- ✓ Use potholders, not towels, when moving a hot skillet, pan, or lid.

② Supplies

- ☐ ___ dry measuring cup(s)
- ☐ ___ liquid measuring cup(s)
- ☐ ___ measuring spoons
- ☐ ___ tablespoon(s)
- ☐ ___ large pot(s) with lid
- ☐ ___ mesh strainer(s)
- ☐ ___ cutting board(s)
- ☐ ___ butter knives
- ☐ ___ large bowl(s)
- ☐ ___ mixing spoon(s)
- ☐ ___ fork(s) for fluffing grains
- ☐ ___ jar(s) with lid(s) or bowl(s) with whisk(s) and fork(s)
- ☐ ___ serving bowl(s)
- ☐ ___ serving spoon(s)
- ☐ ___ small bowl(s)
- ☐ ___ napkin(s)
- ☐ ___ utensil(s)

Amount needed of each item will depend on the size of your group and the layout of your room. See page 114 for details.

④ Instructions for Program Operators

1. Have adults and children wash his or her hands with soap and water.
2. Fill the pot with ___ cups of water and cover. Put the pot on the cooktop, turn the heat to high, and bring the water to a boil.
3. Add the quinoa to the boiling water and then cover the pot again. Turn the heat to medium-low and let it simmer for 15 minutes.
4. Let the quinoa cool for about 10 minutes.
5. Put the quinoa in the bowl and fluff with a fork.
6. Add the dressing, chicken, vegetables, and raisins into the bowl of quinoa and mix well. Or, set out each ingredient in their own serving bowl and ask the children to build their own grain bowls.
7. Serve right away, or cover and refrigerate up to 2 days.



Grain Bowls Activity Guide

All About Grain Bowls

This recipe lets kids mix and match their favorite whole grains, veggies, and protein foods for an easy and delicious dish that everyone will love!

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 114.** 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 Grain Bowls Family Handout as part of the session (see **My Grain Bowl Story** on page 11, **Kitchen Tools** on page 12, and **MyPlate, My Grains** on page 13). 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. 103
2. **All About Grains** (5 minutes) p. 105
3. **Nutritious and Delicious MyPlate** (5 minutes) p. 107
4. **Taste Test** (10 minutes) p. 108
5. **Cooking and Eating** (40 minutes) p. 109
6. **Cleanup** (15 minutes) p. 119
7. **Wrap-Up and Summary** (5 minutes) p. 119

INSTRUCTOR TIP

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

Supervision and Room Management

The Grain Bowls 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 simmering 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, stirring, measuring, and other cooking skills that do not involve sharp knives. They can also assist 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 *Grain Bowls Family Handout*, which you can order or download at:
<https://www.fns.usda.gov/tn/cooks>
- ☐ Ingredients and supplies listed on page 114
- ☐ 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 vegetables.
- ☐ MyPlate poster (free from <https://TeamNutrition.usda.gov>)





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 in the next column). Then, have the children introduce themselves, adding a fun food fact or an answer to one of the questions in the next column.

➡ **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?
- What do you like to eat for breakfast?
- What do you like to eat for a snack?

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

Goals

This goal of this session is to get the children familiar and comfortable with following a recipe and making grain bowls. The activities in this session give the children a chance to learn and practice the following skills:

- **How to Chop**
- **How to Measure**
- **How to Use a Cooktop Safely**
- **How to Simmer**
- **How to Cool Food Safely**
- **How to Build Grain Bowls**
- **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 before. You can ask questions such as “Have you ever used a measuring cup? 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.

➡ **DO AHEAD:** Write the Ground Rules on the chalkboard, white board, or large piece of paper so that the children can see them when you are reading them out loud. This will help visual learners and remind everyone of the rules he or she should follow during the session.

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 Grains (5 minutes)

OBJECTIVE: At the end of this section, the children will be able to describe where grains come from, list at least three types of grain, discuss the difference between whole grains and refined grains, and describe different ways to eat them.

To start the discussion, ask the children:

- Have you ever eaten grains?
- How do you eat grains at home?
- Do you cook with grains?
- Where do grains come from?
- What is a whole grain?
- What is a refined grain?

Use the discussion questions on this page to help the children learn more about grains. You can ask the group the questions in written in **bold green text**, and then fill in the answers in black text as needed. Or, you can choose a few facts about grains and share them with the group.

What is a grain product?

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

What is a whole grain?

There are two kinds of grain: whole grains and refined grains. Whole grains are full of vitamins, minerals, and fiber. Whole grains get their name from the fact that they contain the entire grain kernel—the bran, germ, and endosperm.

What is a refined grain?

In refined grains, the bran and the germ are removed. This process is called “milling.” Refined grains have a finer texture and a longer shelf life, which means that you can keep them in your pantry longer. The milling process removes fiber, iron, and many B vitamins that are found in whole grains.

Most refined grains are **enriched**. This means certain vitamins and iron are added back after milling. Fiber is not added back to enriched grains, so refined grains usually do not contain fiber.



What are some commonly eaten whole-grain products?

- brown rice
- buckwheat
- bulgur (cracked wheat)
- muesli
- oatmeal
- popcorn
- rolled oats
- quinoa (pronounced “kin-wa”)
- whole-grain barley
- whole-grain cornmeal
- whole-wheat bread, sandwich buns, and rolls
- whole-wheat crackers
- whole-wheat pasta
- whole-wheat or whole-grain tortillas
- wild rice
- whole-wheat cereal flakes

Are all brown grains whole grains?

Even though a lot of whole-grain foods are brown, such as whole-grain bread or brown rice, color does not always indicate that something is whole-grain. Bread can be brown because molasses or other ingredients have been added. It is important to check the ingredient list to make sure something is a whole grain. This is important to get across, because it is easy for children (and adults) to think that if a grain product is brown instead of white, that it is healthier.



How are grains cooked?

Grain products that must be cooked before eating them are boiled or steamed in water or broth. Sometimes we boil grains in water and drain them—the way you would cook pasta. Other times, just a little water is used, and the grains simmer and absorb the liquid, like rice. The amount of water used to cook grains is different for each kind of grain. For quinoa, we use 2 cups of water to cook 1 cup of dry quinoa.

Different grains vary in cooking time. The best way to know if they are done is to taste test. When grains are tender, they are done. If all of the water is absorbed and the grains still are not tender, just add some more water and continue cooking. If the grains are done before the liquid is gone, use a colander to drain the extra water.

Below are estimated cooking times for common grains and grain products, once the water is boiling. Check the packaging for specific instructions.

- Barley: 40–60 minutes
- Buckwheat: 20 minutes
- Bulgur: 10–12 minutes
- Cornmeal: 25–30 minutes
- Oats, steel cut: 30 minutes
- Pasta, whole-wheat: 8–12 minutes
- Quinoa: 12–15 minutes
- Brown rice: 25–45 minutes
- Wild rice: 45–55 minutes

What are ways to eat more whole grains every day?

It is easy to substitute a whole-grain product for a refined grain product. Eat 100% whole-wheat bread or bagels instead of white bread or bagels, or brown rice instead of white rice. Grains can be used in soups, stews, chilies, and salads or eaten for a meal (oatmeal) or snack (crackers).



Nutritious and Delicious MyPlate (5 minutes)

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

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.

Grains are part of a healthy diet

The MyPlate icon reminds you to eat foods from all five food groups and to fill half your plate with fruits and vegetables.

MyPlate's five food groups are:

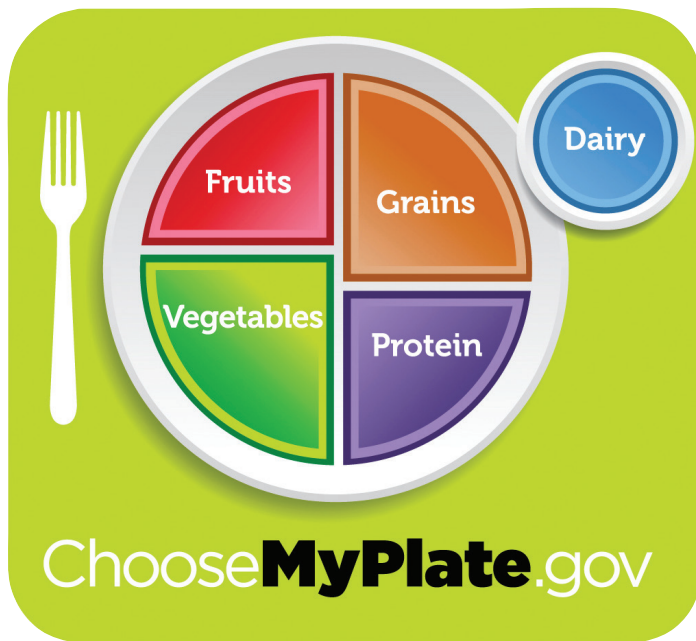
- **Fruits**
- **Vegetables**
- **Grains**
- **Protein Foods**, and
- **Dairy**.

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 each day is to choose fruits and vegetables at each meal and as snacks.

Grains are part of the **Grains** Food Group, which is in the upper right, orange section of the MyPlate icon. Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples of grain products.

In general, 1 slice of bread, 1 cup of ready-to-eat cereal, or ½ cup of cooked rice, pasta, or other cooked grains (such as barley, bulgur, etc.) are considered a 1-ounce equivalent from the grains group.

It is important to eat whole grains whenever possible and make at least half your grains whole grains. One way to help you eat enough whole grains each day is to make simple substitutions such as swapping brown rice for white rice and eating whole-wheat bread and whole-wheat pasta.



Grains provide fiber, B vitamins, and minerals

Whole grains have many nutrients, like dietary fiber, several B vitamins, and minerals such as iron. Fiber helps keep food moving through the digestive tract and can help you feel full. B vitamins help your body use the energy you get from the food you eat, and iron helps carry oxygen from the lungs to the rest of the body.

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

OPTIONAL ACTIVITY: Decide if you want to do the **MyPlate, My Grains** activity found on page 13 of the Family Handout. You can also do another activity during this time. If so, have copies of the Family Handout and pencils for each child.

INSTRUCTOR TIP

Remind the children that it's okay if the grains they eat are mixed with other foods, such as in a grain bowl with vegetables and protein foods, or if they eat them in a bowl instead of on a plate. These grains 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>.

Taste Test (10 minutes)

OBJECTIVE: At the end of this section, the children should understand the importance of participating in a taste test, have tried something new, and understand how to include grain foods as part of a healthy snack.

Taste testing is a fun way to try new foods. In this taste test, the children will sample different kinds of grain snacks to find the ones they like best.

➔ **DO AHEAD:** Prepare for the taste test (about 10 minutes of preparation).

- Pick a table or desks separate from the cooking area to hold taste-test supplies.
- Wash tables with hot soapy water.
- Wash your hands before preparing the snacks.
- Put each kind of snack on a serving plate for sampling and label each serving plate with the type of snack. Three to four types of grain snacks is enough.

In this taste test, the different kinds of whole-grain snacks that the children will try will be ready to eat, as opposed to the whole grains the children will be cooking later. Some options are below. This is not a complete list. There are many other whole-grain snacks that you could use in this taste test. These snacks can be served plain or with toppings (some recommended below):

- whole-grain crackers (with low-fat cheese, if desired)
- 100% whole-grain cereal
- oatmeal (with fruit topping, if desired)
- brown rice cake (with low-fat cottage cheese or peanut butter, if desired)
- whole-grain tortillas (with peanut butter or low-fat cheese, if desired)

INGREDIENTS

- ☐ if using whole-grain crackers: 1 cracker per child
- ☐ if using 100% whole-grain cereal: ¼ cup per child
- ☐ if using oatmeal: ¼ cup per child
- ☐ if using graham crackers: 1 cracker per child
- ☐ if using brown rice cake: 1 rice cake per child
- ☐ if using whole-grain tortillas: ¼ tortilla per child

SUPPLIES

- ☐ 6 plates or bowls for eating
- ☐ 3 to 4 serving plates (1 for each variety of grain snack)
- ☐ 6 napkins
- ☐ 1 set of tongs or 1 serving fork (1 for each variety of grain snack)
- ☐ labels for snacks (1 for each plate of grains)
- ☐ pen or marker

INSTRUCTIONS

1. Have everyone wash his or her hands.
2. Seat the children around desks or tables so that they can all see each other, and put the grain samples within easy reach.
3. Give each child a plate, and have the children put one type of each snack on their plates, using a serving fork or tongs. Depending on the number and age of the children, you may want to have the children try one type of grain snack together before putting another type of grain snack on their plates.
4. Ask the children to look at, touch, and taste each grain sample. Remind the children that these are all foods from the grains group. Each food has a different name and may taste different too. Have everyone in the group try the same kind of grain at the same time to make discussion and tracking of each type easier. Repeat until everyone has had a chance to try every kind.
5. Discuss and compare the different colors, tastes, textures, smells, and uses of each grain snack. Discussion questions are included below. Survey the children to find out which snack they liked the best and record the results on a whiteboard or poster paper.

Taste test discussion questions

- What grain did you like the most? Why?
 - Are these snacks you would eat after school?
 - Have you ever eaten any of these grains before?
 - Did you know these were whole-grain snacks?
 - How do you eat grains at home?
6. Have the children help clean up leftovers and trash.
- ✓ **SAFETY TIP:** Make sure the children wash their hands again after eating and before cooking.

INSTRUCTOR TIP

Do not force anyone to taste something. Encourage them, but let them make their own decision. When a child sees other children enjoying the taste test, he or she will likely join in.



Cooking and Eating (40 minutes)

OBJECTIVE: At the end of this section, the children will have made grain bowls.

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

INSTRUCTOR TIP

Don't forget to review the **How To Read a Recipe**, **Food Safety**, and **Handwashing** sections before you start cooking!

The children will practice different skills as they prepare the grain bowls. 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 serve himself or herself as much or as little of the grain bowl as he or she likes. 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)

- ☐ 3 cups cooked quinoa:
 - ☐ 1 cup uncooked quinoa
 - ☐ 2 cups water
- ☐ ½ cup vinaigrette dressing:
 - ☐ 1½ tablespoon of finely chopped onion or shallot
 - ☐ ¼ cup oil
 - ☐ 1½ tablespoon of vinegar
 - ☐ 1 tablespoon water
 - ☐ ¾ teaspoon of mustard
 - ☐ ½ teaspoon salt
 - ☐ ¾ teaspoon of honey
 - ☐ pinch black pepper
 - ☐ 1½ tablespoons chopped chives (optional)
- ☐ 3 cups vegetables (combination of 1½ cups cooked broccoli and 1½ cups cut carrots)
- ☐ 1½ cups cooked chicken (diced or small pieces)
- ☐ 1½ cups raisins

➡ **DO AHEAD:** Make sure all the 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>.

➡ **DO AHEAD:** Because some grains take so long to cook, you may want to have some precooked for children to eat, and then each child can bring home the grains he or she cooks for his or her family. You can also start cooking grains at the beginning of the session, and then go through the discussion activities and taste test while the grains are cooking.

💡 **BRIGHT IDEA:** Groups should prepare the grains first and then, while the grains are cooking, prepare the rest of the ingredients for the grain bowls.

Skills that will be covered during this activity:

- **How to Chop**
- **How to Measure**
- **How to Use a Cooktop Safely**
- **How to Simmer**
- **How to Cool Food Safely**
- **How to Build Grain Bowls**
- **How to Set a Table (Optional)**
- **How to Serve Family Style (Optional)**

How to Chop is not shown in the Grain Bowls video, but **How to Dice** is shown in the Salad With Vinaigrette Dressing video.

INSTRUCTOR TIP

You can use a variety of grains for this recipe. Some recommended grains are quinoa, barley, oats, and brown rice. Most grains cook like rice, since the dry grain absorbs the liquid. For grains such as whole-wheat pasta, the extra liquid will have to be drained. In this case, have an adult do the draining so the children do not burn themselves on the hot water or steam.

Cooking times for grains

Grain cooking time varies depending on the variety of grain. If you are short on time, you may want to use grains that do not take long to cook. Two grains that cook quickly are bulgur, which cooks in 10 to 12 minutes once the water is boiling, and quinoa, which cooks in 12 to 15 minutes, once the water is boiling.

✓ **SAFETY TIP:** Rinse vegetables under clean, running tap water before preparing or eating them. Rub vegetables briskly with your hands to remove dirt and surface microorganisms. Dry with a clean cloth towel or paper towel after rinsing. Keep vegetables separate from raw meat, poultry, and seafood while shopping, preparing, or storing.



INSTRUCTOR TIPS FOR TEACHING COOKING SKILLS

Watch the skills videos with the children at <https://www.fns.usda.gov/tn/cooks>. 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 in the Family Handouts, so you can give each child a copy of the Family Handout and have him or her use the materials during this session. This Activity Guide includes the **Look and Cook Recipe** and Instructor's version of the recipe on pages 112 and 113. 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.

- 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 grain bowls. In **Options One** and **Two**, children will practice some, but not all, of the skills used in the recipe.

Options One and **Two** should be used if groups are large or if you're 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 the children how to use each tool before allowing them to try.

Options for practicing cooking 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 may do the measuring, another may chop, and another may simmer, 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 simmering, 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.



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:

Chopping

- ☐ cutting boards
- ☐ butter knives
- ☐ bowls
- ☐ trash or compost bin

Measuring

- ☐ dry measuring cups (¼ cup, ½ cup, 1 cup)
- ☐ liquid measuring cups
- ☐ measuring spoons (tablespoon)

Simmering and Cooling

- ☐ cooktop
- ☐ pot with lid
- ☐ mixing spoons
- ☐ potholders or oven mitts

KEY SKILLS:

- **How to Chop** p. 115
- **How to Measure** p. 115-116
- **How to Use a Cooktop Safely** p. 117
- **How to Simmer** p. 117
- **How to Cool Food Safely** p. 117

Serving Skills:

- **How to Build Grain Bowls** p. 118
- **How to Set a Table (Optional)** p. 10
- **How to Serve Family Style (Optional)** p. 10



[illegible]

Look and Cook Recipe:

Grain Bowls

Ingredients

Quinoa



Broccoli



Carrots



Vinaigrette dressing



Chicken



Raisins



Water



Directions

1



Wash your hands.

2



Measure water.

3



Measure quinoa.

4



Cook quinoa.

5



Optional: chop veggies and chicken.

6



Optional: make dressing.

7



Add veggies, raisins, and chicken to quinoa.

8



Add dressing.

9



Enjoy your grain bowl!

Grain Bowls

Use your favorite fruits, veggies, and protein foods to build your own grain bowl!

Total Time: 35 minutes • Hands-on Time: 35 minutes • Yield: 6 servings

INGREDIENTS

See **Shopping List** for suggestions for foods in each category.

- 3 cups cooked grains or 1 cup uncooked grains, such as quinoa
- 2 cups water*
- 3 cups chopped vegetables
- 1½ cups protein food
- 1½ cups dried fruit
- ½ cup vinaigrette dressing (1½ tablespoons finely chopped onion or shallot, ¼ cup oil, 1½ tablespoons vinegar, 1 tablespoon water, ¾ teaspoon mustard, ¾ teaspoon honey, ⅓ teaspoon salt, pinch of black pepper, 1½ tablespoons chopped chives (optional))

INSTRUCTIONS

1. Wash your hands with soap and water, then gather all your kitchen tools and ingredients and put them on a clean counter or other cooking surface.
2. Measure 2 cups of water and add it to a pot. Cover the pot and set it on the stove or cooktop. Turn the heat to high and bring the water to a boil.
3. Measure 1 cup of uncooked quinoa and pour into a strainer or fine-mesh colander. Rinse under cool running water until the water runs clear.
4. Once the water is boiling, add the quinoa to the boiling water and cover the pot again. Turn the heat to medium-low, and simmer the quinoa for 15 minutes.
5. While the quinoa is cooking, measure and chop the veggies, fruit, and protein into small, bite-sized pieces.
6. Make the vinaigrette dressing by whisking ingredients together in a bowl. Or, you can put all the ingredients in a jar, cover, and shake until it is well mixed.
7. Once quinoa is done and cooled, add the chopped veggies, protein, and fruit to the quinoa.
8. Add dressing to the quinoa mixture and mix until everything is well combined. You can also set out the quinoa, vegetables, protein, fruit, and dressing in separate bowls, and let everyone decide how much he or she would like to add to his or her grain bowl.
9. Serve and enjoy your grain bowl!

*If using another grain instead of quinoa, amount of water and cooking time may vary.

Amount per serving: Calories: 343; Total Fat: 12 g; Saturated Fat: 1.5 g; Sodium: 188 mg; Total Carbohydrate: 55 g; Dietary Fiber: 6 g; Sugars: 25 g; Protein: 9 g; Vitamin A: 5203 IU; Vitamin C: 28 mg; Calcium: 60 mg; Iron: 3 mg.

Nutrient information is based on using quinoa, raw carrots, cooked broccoli, chicken, and raisins in this recipe. Nutrient information will be different depending on which grains, vegetables, protein foods, and fruits you use.

Crediting Information: 1½ cups of grain bowls provide ½ cup vegetable, ½ cup fruit, 1 oz. eq. meat/meat alternate, and 1 serving/oz. eq. grain.

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 with **INSTRUCTOR TIP** as a heading. These tips are not on the recipe in the Family Handout.

SHOPPING LIST:

See **Ingredients and Supplies Checklists** on page 114 for amounts needed for your group.

Produce Section:

- ☐ 3 cups vegetables (any combination of tomatoes, cucumbers, zucchini, broccoli, carrots, green beans, corn, peas, etc.)
- ☐ 1½ tablespoons fresh chives (optional, for dressing)
- ☐ 1 onion (for dressing)

Refrigerated or Frozen Aisles:

- ☐ 1½ cups cooked protein food (chicken, meat, fish, beans, or tofu). You can also use dried or canned beans or canned meat or fish (see below in “Dry Goods” section)
- ☐ 10 oz. raw chicken or a 16 oz. container tofu

Dry Goods:

- ☐ 1 cup uncooked grains (quinoa, brown rice, farro, quinoa, bulgur wheat, or whole-wheat orzo)
- ☐ 1½ cups dried fruit (raisins, cranberries, or cherries or chopped dried apricots, prunes, dates, or figs)

Options for protein foods:

- ☐ 1 (15 oz.) can low-sodium beans
- ☐ 2 (5 oz.) cans chicken or fish

Staples From Your Pantry:

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

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 Taste Test and Cooking and Eating Activities (for a group of six)

Ingredients for Taste Test

Choose 3 to 4 types of grains

- ☐ 100% whole-grain crackers: 1 cracker per child
- ☐ 100% whole-grain cereal: ¼ cup per child
- ☐ oatmeal: ¼ cup per child
- ☐ graham crackers: 1 cracker per child
- ☐ brown rice cake: 1 rice cake per child
- ☐ whole-grain tortillas: ¼ tortilla per child

Ingredients for Grain Bowls

- ☐ 3 cups cooked quinoa:
 - ☐ 1 cup uncooked quinoa
 - ☐ 2 cups water
- ☐ ½ cup vinaigrette dressing:
 - ☐ 1½ tablespoons finely chopped onion or shallot
 - ☐ ¼ cup oil
 - ☐ 1½ tablespoon vinegar
 - ☐ 1 tablespoon water
 - ☐ ¾ teaspoon honey
 - ☐ ¾ teaspoon mustard
 - ☐ ⅓ teaspoon salt
 - ☐ 1½ tablespoons chopped chives (optional)

Mix-in Ingredients

- ☐ 3 cups vegetables (combination of 1½ cups cooked broccoli and 1½ cups cut raw carrots)
- ☐ 1½ cups cooked chicken (diced or small pieces)
- ☐ 1½ cups raisins

SUPPLIES

For Taste Test Activity

- ☐ 6 plates or bowls for eating
- ☐ 3 to 4 serving plates (1 for each variety of grain snack)
- ☐ napkins
- ☐ 1 set of tongs or 1 serving fork
- ☐ labels for snacks (1 for each plate of grains)
- ☐ pen or marker

For Cooking, Eating, and Cleanup

The number of kitchen tools in this section is based on a group of six. This includes five children plus 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 110 for more information.

For Cooking

- ☐ 1 set of dry measuring cups (¼ cup, ½ cup, 1 cup)
- ☐ 1 liquid measuring cup
- ☐ 2 sets of measuring spoons
- ☐ 1 large pot with lid
- ☐ 6 cutting boards
- ☐ 6 butter knives
- ☐ fork for fluffing grains
- ☐ kitchen timer

For Eating

- ☐ 1 large bowl
- ☐ 1 mixing spoon
- ☐ 6 bowls for eating
- ☐ 6 sets of eating utensils
- ☐ napkins
- ☐ 1 serving bowl for quinoa (optional)
- ☐ 1 serving spoon for quinoa (optional)

If serving quinoa and mix-ins separately, add:

- ☐ 3 to 4 serving spoons for mix-in ingredients (optional)
- ☐ 3 to 4 serving bowls for mix-in ingredients (optional)

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! Grain Bowls Family Handout* (free from <https://teamnutrition.usda.gov>)



How to Chop

In this recipe, children will chop fruits, vegetables, and protein foods with butter knives. Butter knives are safe for the children to use because they are not too sharp but will still cut through many foods. Remind the children that they should always cut on a cutting board for safety and to avoid damaging the countertop or table.

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 steady the food, keeping your fingers curled under, away from the knife, so that only your knuckles show. Pay attention to where the knife is; as it moves forward, your hand holding the food should move backward. The distance between the knife and the hand holding the food should always stay the same.
3. Slice round shapes in half first so they can rest on their flat side instead of rolling around.
4. If adding chives, hold the chives in a small bunch and cut into small pieces using a pair of clean scissors.



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, and $\frac{1}{4}$ 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 Water

1. Put the liquid measuring cup on a flat surface.
2. Fill the measuring cup until the liquid reaches the 2-cup line on the side of the cup.
3. Lean down to get eye level with the measurement lines. The line of the water will have a slight curve. The bottom of the curve should touch the measurement line.

How to Measure Grains

1. Place the 1-cup dry measuring cup on a flat surface.
2. Fill the cup until the grains reach the top. Level off the grains with the back of a butter knife.

How to Measure Vegetables

1. Place the 1-cup dry measuring cup on a flat surface.
2. Fill the cup until the vegetables reach the top. Push down gently to make sure there are no air pockets.
3. Repeat two times.

How to Measure Dried Fruit

1. Place the ½-cup dry measuring cup on a flat surface.
2. Fill the cup until the fruit reaches the top. Push down gently to make sure there are no air pockets.
3. Repeat two times.

How to Measure Chicken

1. Place the ½-cup dry measuring cup on a flat surface.
2. Fill the cup until the chicken reaches the top. Push down gently to make sure there are no air pockets.
3. Repeat two times.

How to Make and Measure Dressing

1. To make the dressing, measure and mix all ingredients for the dressing in a bowl. Whisk with a whisk or fork until evenly blended. Or, put ingredients in a jar, and shake until evenly blended.
2. To measure the dressing, place liquid measuring cup on a flat surface.
3. Fill the cup until the dressing reaches the ½-cup line on the measuring cup.
4. Lean down to get eye level with the measurement lines. The line will look like a curve. The bottom of the arc should touch the line.

For more information on how to make the vinaigrette dressing, see pages 143-144 of the *Salad With Vinaigrette Dressing* module.

How to Use a Colander/Strainer

1. Measure the uncooked grain and pour into the colander. Rinse the grain in the colander under cold running water.
2. Gently shake the colander to help the water drain.
3. Stop rinsing when the water runs clear.



How to Use a Cooktop Safely

This skill should be demonstrated by an adult, with the children watching. The adult should explain each step to the children, emphasizing the steps needed to stay safe when using a stove or cooktop.

1. Have cooktop ready and plugged in.
 2. Different cooktops have different ways to turn on the heat. If the cooktop uses gas, you have to turn the knob to light the burner before choosing the temperature. On a gas cooktop you will see a flame on the burner. For electric and induction cooktops, turn the knob directly to the temperature you want. You will not see a flame.
 3. When cooking, make sure the pot handle is turned inward, toward the center of the stove. Otherwise, you could accidentally knock the pot off the stove, causing serious burns.
- ✓ **SAFETY TIP:** Never walk away from food cooking on a burner.
- ✓ **SAFETY TIP:** When moving a hot skillet, pan, or lid, use a pot holder, not towels, which can catch fire.
- ✓ **SAFETY TIP:** Keep your cooking area neat. Do not keep flammable items, like dish towels, papers, or cardboard packages, near the stove.



INSTRUCTOR TIP

Unlike gas or electric burners, induction burners only work if the pot or pan you are using contains steel or iron, and the burner itself will not become hot, even when it is on. However, an induction burner that has recently been used for cooking might get and stay hot from the cooking pot or pan that has been on top of it—so be careful! Copper, aluminum, or glass cookware that does not contain steel or iron will not work on an induction burner.



How to Simmer

“Simmering” means cooking foods in liquid that is hot but just below the boiling point. This is how the grains are cooked.

1. Put the water into the pot and put the pot on the cooktop. When simmering or boiling, it is important to use a pot large enough to hold the food and water without any overflowing and with enough space that the food can move and be stirred.
2. Turn the temperature to high and watch for bubbles breaking all over the water’s surface, which means that the water is boiling. Once the water is boiling, add the grains and stir.
3. Turn down the temperature to medium-low so that the bubbles almost stop. Cook with the lid on until the grains have absorbed the liquid and are tender. If you are cooking quinoa, this will take about 15 minutes or so. When you remove the lid, it is important to lift it away from your face, because the steam that will come out is really hot! Make sure not to take the lid off too often during cooking, since the steam, which is what is cooking the food, will escape and the temperature of the water will drop.
4. Set the grains aside to cool, about 10 minutes.

How to Cool Food Safely

It is important to let the food you have just cooked cool before eating it to avoid the risk of burns.

1. Sometimes food cools enough to be eaten, but the dish, pot, or pan that the food was cooked in stays hot. Use pot holders or oven mitts when handling the pan so you do not burn yourself.
2. An adult should remove hot food and kitchen tools from the cooktop.



How to Build Grain Bowls

There are two options:

1. Add all the mix-in ingredients to the grains and serve each child from that mixture.
2. Let the children design their own grain bowls.

Put each ingredient in a separate serving bowl with its own serving utensil. Set the ingredients in a line and ask the children to fill their bowls with the ingredients they'd like to try. Encourage the children to add some of each ingredient to their bowl.

 **BRIGHT IDEA:** Have measuring cups and spoons as the serving spoons, so the children can measure the different ingredients as they are added to their bowls. See the list below for the measuring cup or spoon amounts for each:

- ½-cup measuring cup for cooked grains
- ½-cup measuring cup for vegetables
- ¼-cup measuring cup for chicken
- 1-tablespoon measuring spoon for dressing
- ¼-cup measuring cup for raisins

 **BRIGHT IDEA:** If multiple grains were cooked in class, encourage the children to try different kinds of cooked grains in their bowls.

Use the discussion questions below to lead a discussion about the grain bowls.

DISCUSSION QUESTIONS:

- What did you add to your grain bowl?
- What did you like?
- What did you taste?
- Were there any tastes you didn't like? Why?
- What else could we serve with this dish?
- 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?

INSTRUCTOR TIP

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



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 if you like.

- **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.

INSTRUCTOR TIP

Wash dish cloths in the hot cycle of the washing machine after each cooking activity. Kitchen sponges are potential sources of bacteria and are difficult to clean. If you use sponges, replace them with fresh ones frequently.

- **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 the 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.

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 grain bowls.
- 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 Grain Bowl Story** on page 120 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 121 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 123 of this 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.

My Grain Bowl Story

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

WORD BANK: germ, refined, whole-wheat, brown, bran, measuring cups, spoons, cutting board, B, cups, refined, grain bowls, liquid, fiber, whole, chicken, bran, dry, germ, Grains, whole, grains, endosperm

Today, we made (_____). The main ingredient is (_____), which belongs in the (_____) section of MyPlate. Whole grains have lots of (_____), which helps with digestion. Grains also contain (_____) vitamins.

The type of grain we cooked today was (_____). Some other grains I learned about were (_____). There are two kinds of grains: (_____) grains and (_____) grains. The ones that are better to eat are (_____) grains, because they have all three parts of the grain—the (_____), the (_____), and the (_____). (_____) grains are milled, which means that the (_____) and (_____) are removed. This gives the grain a longer shelf life, but it removes dietary fiber, iron, and many B vitamins. Some simple switches I can make to eat more whole grains include choosing (_____) rice instead of white rice or (_____) bread instead of white bread.

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

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

When we made the grains, we learned to use new tools. Some of these tools were a (_____), which we put the food on when we chop or slice and (_____), which are used to measure ingredients.

After the grains were cooked and cooled, we were ready to eat. We combined the grains and other ingredients into grain bowls. We added some vegetables, fruits, nuts, and protein foods including (_____). It was delicious!



My Grain Bowl Story

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

WORD BANK: germ, refined, whole-wheat, brown, bran, measuring cups, spoons, cutting board, B, cups, refined, grain bowls, liquid, fiber, whole, chicken, bran, dry, germ, Grains, whole, grains, endosperm

Today, we made (**grain bowls**). The main ingredient is (**grains**), which belongs in the (**Grains**) section of MyPlate. Whole grains have lots of (**fiber**), which helps with digestion. Grains also contain (**B**) vitamins.

The type of grain we cooked today was (**dependent on child's experience**). Some other grains I learned about were (**dependent on child's experience**). There are two kinds of grains: (**whole**) grains and (**refined**) grains. The ones that are better to eat are (**whole**) grains, because they have all three parts of the grain—the (**germ**), the (**endosperm**), and the (**bran**). (**Refined**) grains are milled, which means that the (**germ**) and (**bran**) are removed. This gives the grain a longer shelf life, but it removes dietary fiber, iron, and many B vitamins. Some simple switches I can make to eat more whole grains include choosing (**brown**) rice instead of white rice or (**whole-wheat**) bread instead of white bread.

In class, 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 with measuring cups there are two kinds—one to measure (**dry**) ingredients and one to measure (**liquid**) ingredients.

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

When we made the grains, we learned to use new tools. Some of these tools were a (**cutting board**), which we put the food on when we chop or slice and (**measuring cups**), which are used to measure ingredients.

After the grains were cooked and cooled, we were ready to eat. We combined the grains and other ingredients into grain bowls. We added some vegetables, fruits, nuts, and protein foods, including (**chicken**).

It was delicious!



Kitchen Tools

These are some of the tools we need to make grain bowls. Can you name them all?



()



()



()



()



()



()

WORD BANK: dry measuring cups, large pot with lid, wooden spoon, butter knife, cutting board, large bowl



Kitchen Tools

These are some of the tools we need to make grain bowls. Can you name them all?



(**large pot with lid**)



(**dry measuring cups**)



(**cutting board**)



(**wooden spoon**)

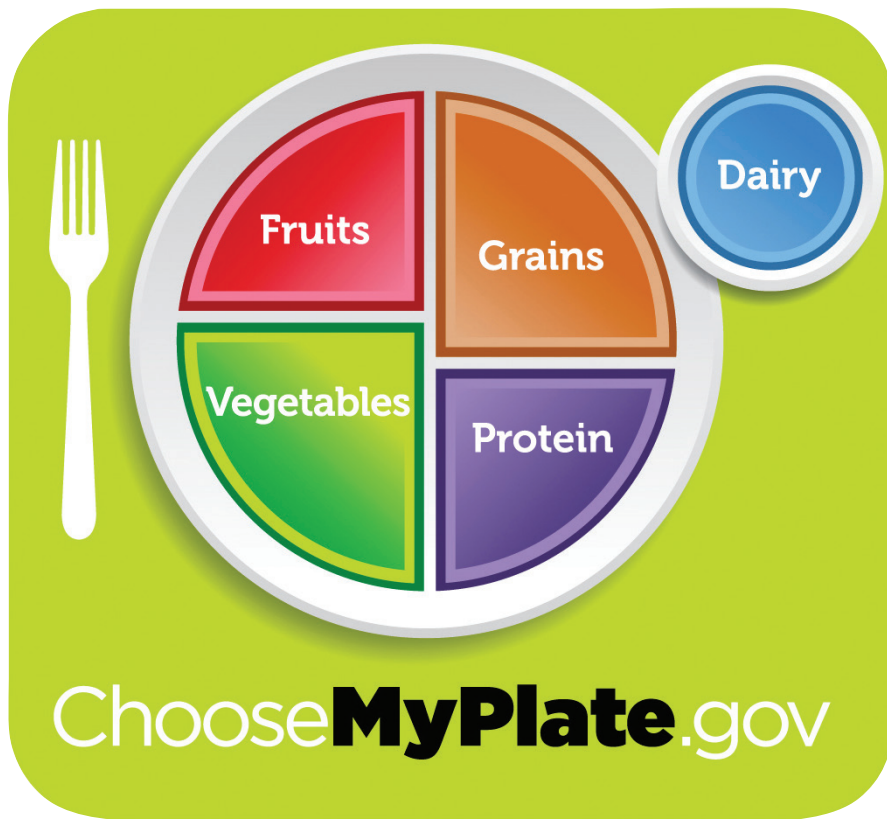


(**butter knife**)



(**large bowl**)

MyPlate, My Grains



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.

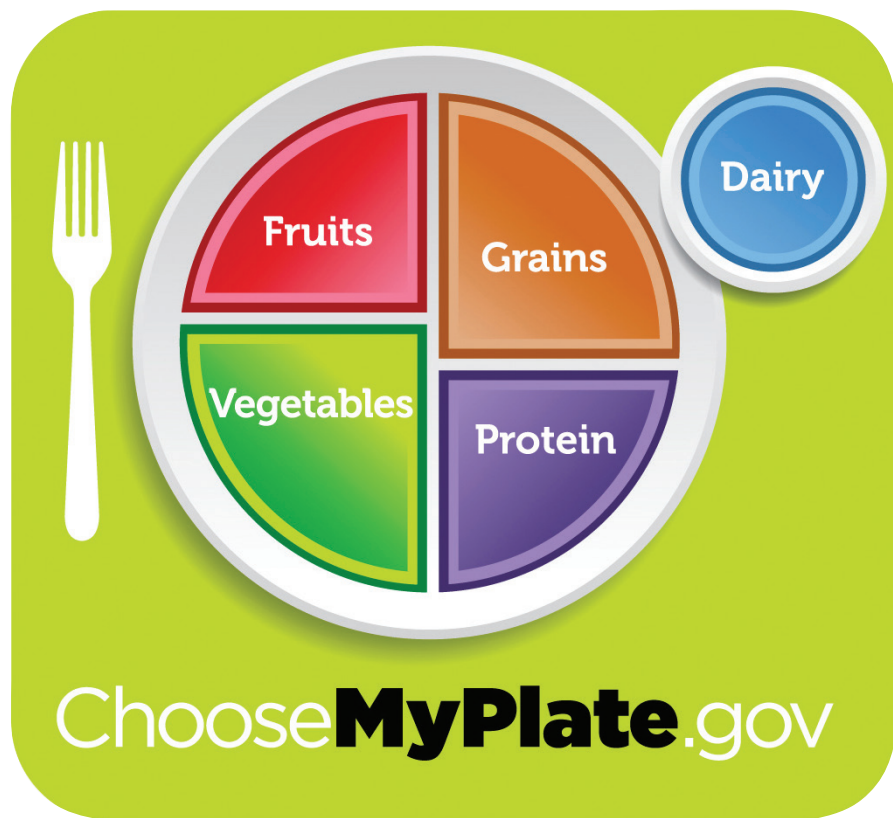
Grains can be eaten as part of a healthy meal or snack. Ask your child to think about foods from other food groups that can be eaten with grains. Have your child write or draw the foods in the chart below. Examples are listed below to get you started.

Fruits	Protein	Vegetables	Dairy
	Peanut butter on whole-grain crackers		Low-fat cheese with whole-grain tortillas for a quesadilla
Apples with oatmeal		Wild rice and vegetable soup	
	Turkey sandwich with whole-grain bread		



MyPlate, My Grains

Instructor Guide



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.

Grains can be eaten as part of a healthy meal or snack. Ask your child to think about foods from other food groups that can be eaten with grains. Have your child write or draw the foods in the chart below. Examples are listed below in black to get you started.

***The answers below are suggestions. The children can list many different foods for their MyPlate meal.**

Fruits	Protein	Vegetables	Dairy
Muesli with bananas	Peanut butter on whole-grain crackers	Vegetable wrap with a whole-grain tortilla	Low-fat cheese with whole-grain tortillas for a quesadilla
Apples with oatmeal	Chicken salad with a whole-grain roll	Wild rice and vegetable soup	Grilled (low-fat) cheese sandwich on whole-wheat bread
Whole-wheat crackers with pear slices	Ham on whole-wheat crackers	Whole-wheat pasta with tomato sauce and vegetables	Sliced low-fat cheese on whole-wheat crackers
Whole-wheat pita with peanut butter and apples	Turkey sandwich with whole-grain bread	Brown rice with beans	Whole-wheat cereal and low-fat milk
Rolled oats with apples and cinnamon	Chicken stir-fry with brown rice	Whole-grain barley salad with vegetables	Low-fat yogurt mixed with whole-grain cereal.



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. 145

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

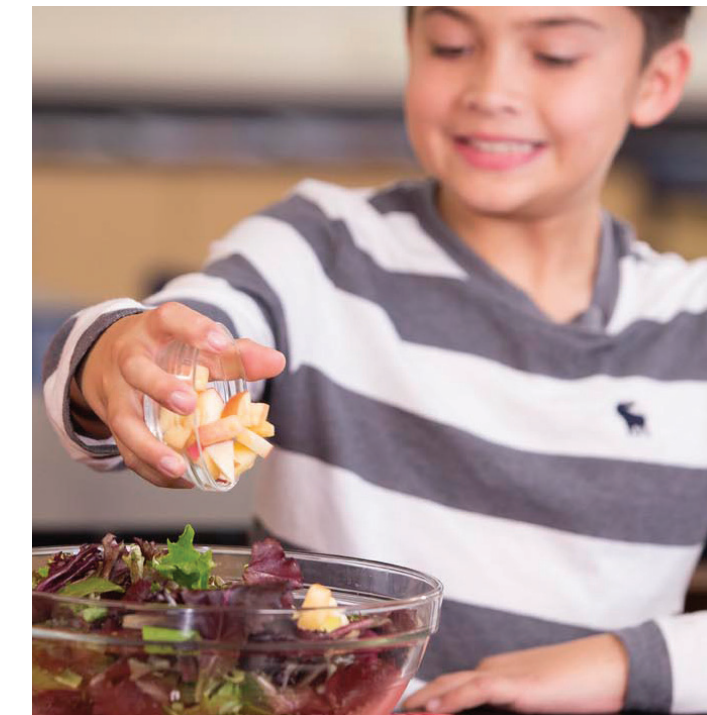
- What does your family cook at home?
- What is your favorite fruit or vegetable?
- Who has eaten at least three different colors of fruits and vegetables so far today?
- What do you like to eat for dinner?
- Do you like to cook? Do you ever help your family cook at home?
- What do you like to eat for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

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.

Fruits and vegetables are part of a healthy diet

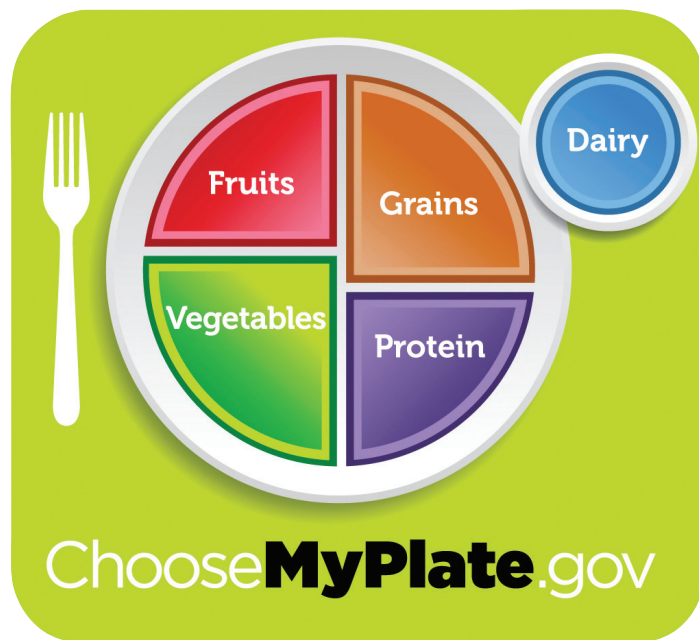
The MyPlate icon reminds you to eat foods from all five food groups. **MyPlate's five food groups are:**

- **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>)

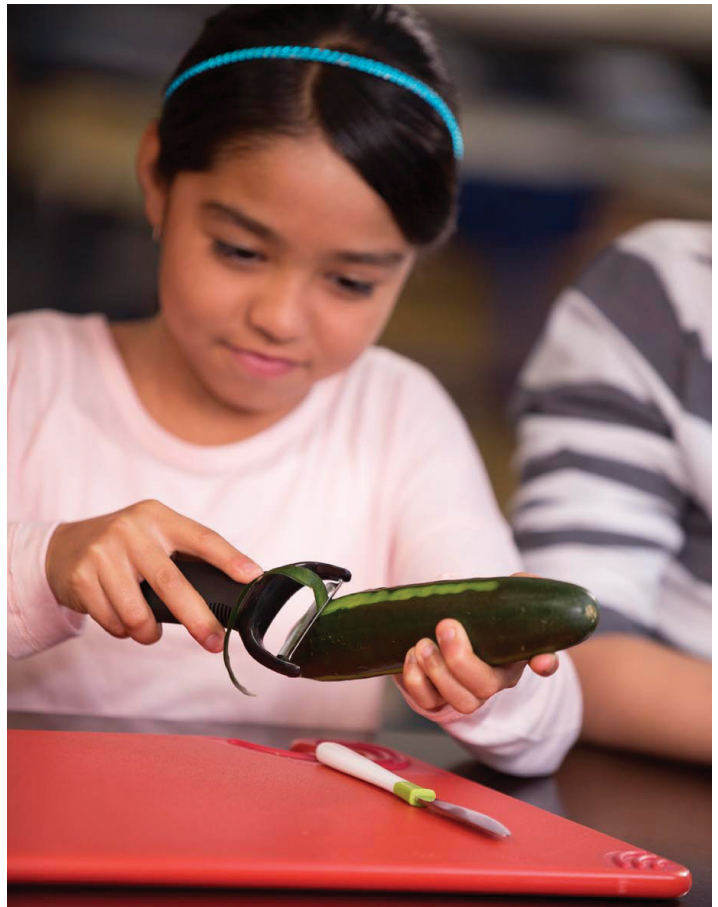


How to Rinse Salad Greens and Fresh Herbs

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!

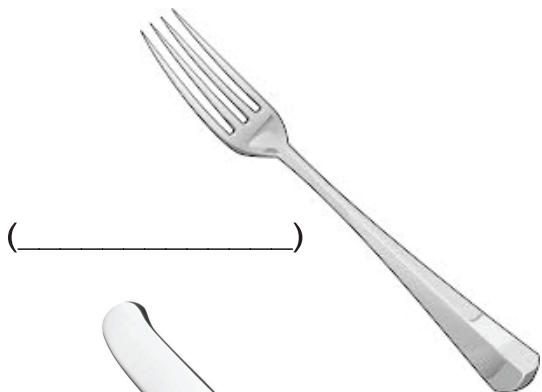


Kitchen Tools

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



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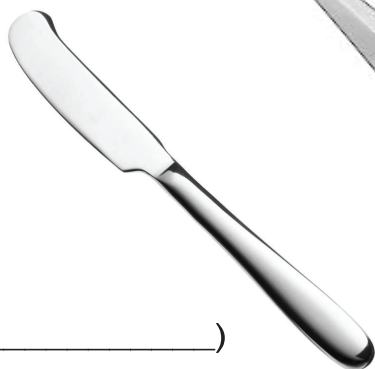
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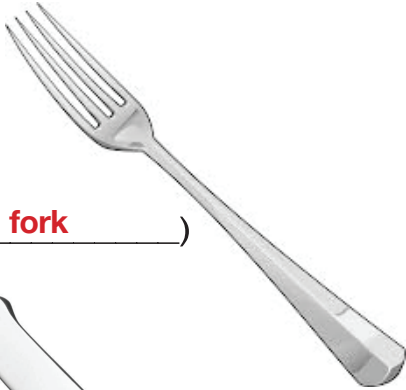
WORD BANK: jar with lid, whisk, salad bowl, fork, cutting board, peeler, dry measuring cups, butter knife, liquid measuring cup, measuring spoons

Kitchen Tools

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



(**whisk**)



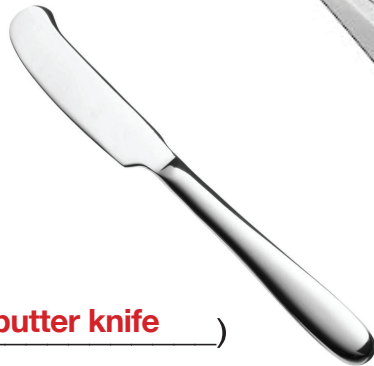
(**fork**)



(**dry
measuring cups**)



(**peeler**)



(**butter knife**)



(**liquid
measuring cup**)



(**measuring spoons**)



(**salad bowl**)



(**cutting board**)



(**jar with lid**)



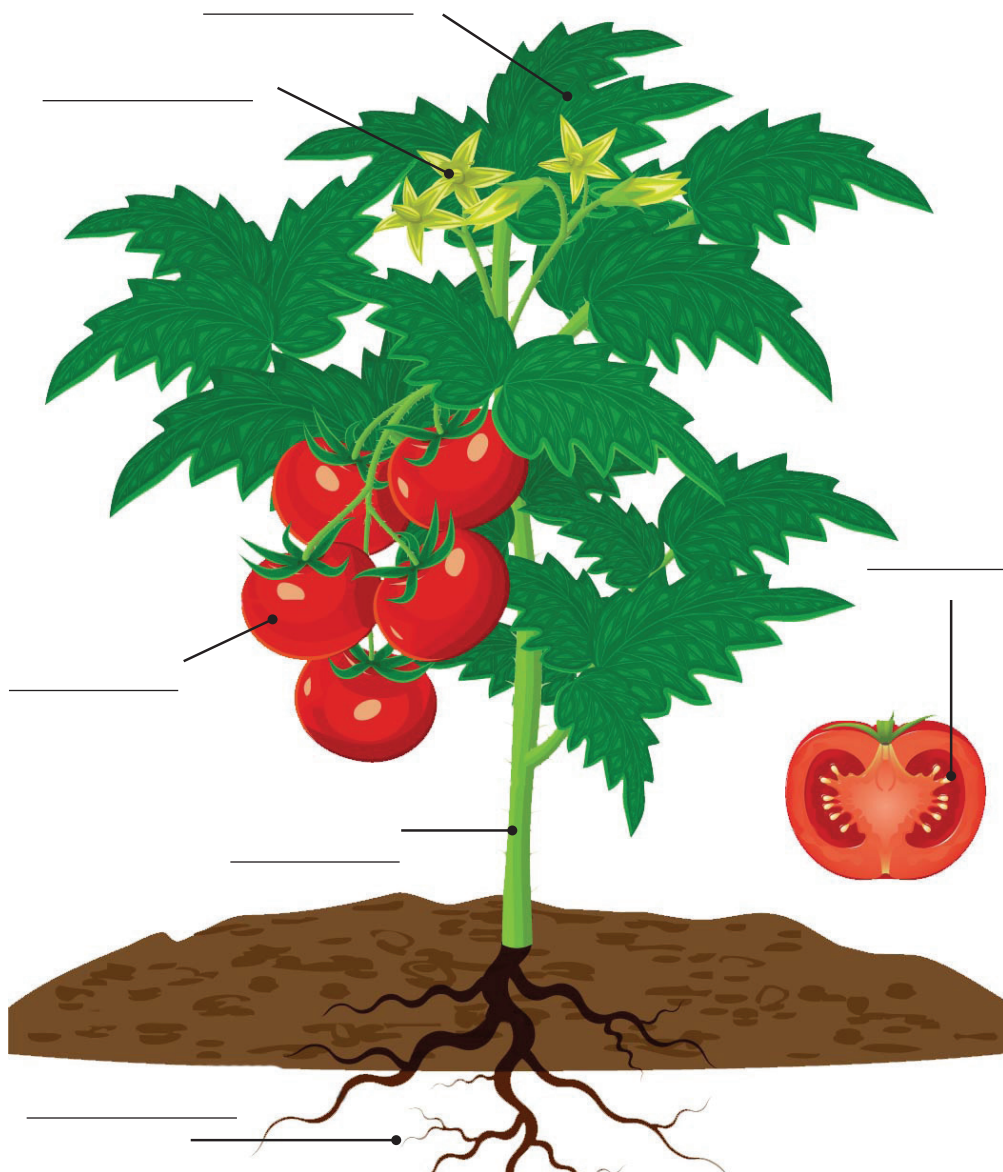
Plant Parts

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? 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 _____	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

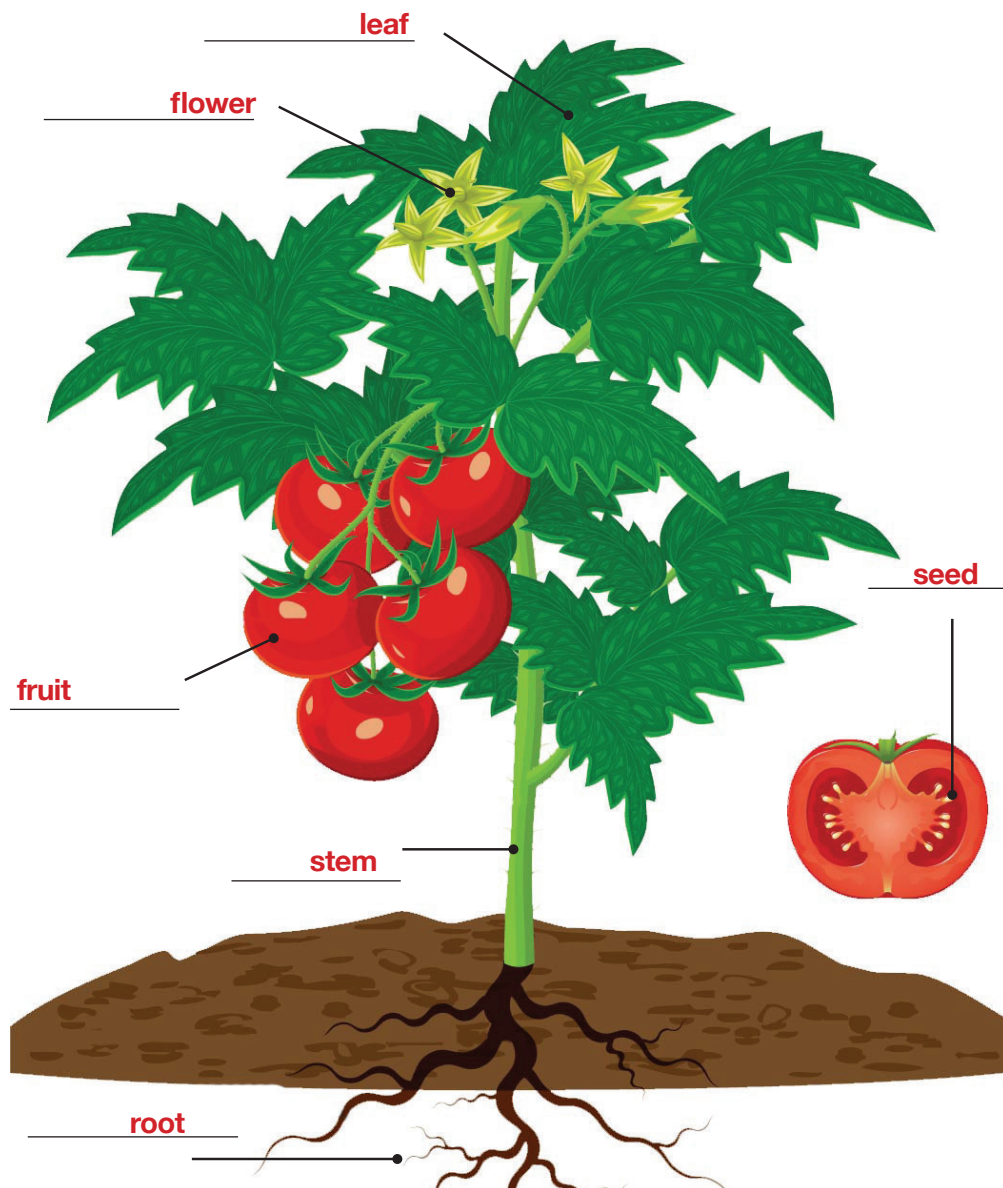
d. seed

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

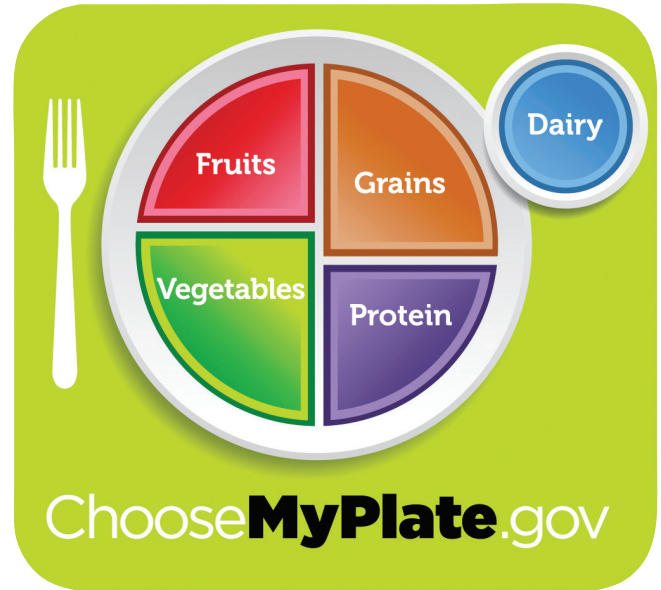
Your child learned about MyPlate today. To remind us of how to eat healthfully, the United States Department of Agriculture created MyPlate. Keep MyPlate in mind when you are feeding your family so you end up with a balanced meal.

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	



This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



