Table of Contents

Introduction to *Cooking Matters for Kids*
a program of Share Our Strength’s Cooking Matters™ .................................. I-iv
Your *Cooking Matters for Kids* Instructor Guide .................................................. I-v
Leading *Cooking Matters for Kids* Courses — Tips for Volunteers ....................... I-vi
Cooking Matters Recipe Guidelines ........................................................................ I-vii
Online Nutrition Resources ..................................................................................... I-viii
Lesson One: You’re the Chef! .................................................................................. I-1
Lesson Two: Colorful Fruits & Vegetables ............................................................... I-5
Activity: Name That Fruit or Vegetable .................................................................. I-9
Lesson Three: Whole Grain Goodness ..................................................................... I-11
Activity: Name That Whole Grain ........................................................................... I-15
Lesson Four: Smart Snackers .................................................................................. I-17
Activity: Sugar Overload ....................................................................................... I-20
Activity: Healthy Drinks Taste Test ......................................................................... I-21
Lesson Five: Super Shoppers .................................................................................. I-23
Activity: Can I Have This One? ............................................................................. I-26
Lesson Six: Kitchen Heroes ..................................................................................... I-27
Activity: Cooking Matters Trivia ............................................................................ I-29
Activity Bank ........................................................................................................ I-31
Food Origins Game ................................................................................................. I-32
Supermarket Hot and Cold ..................................................................................... I-33
Supermarket Scavenger Hunt .................................................................................. I-34
Make Your Own Veggie Super Hero ....................................................................... I-37
Make Your Own Fruit Clown Face .......................................................................... I-38
Fruit and Vegetable Placemats ................................................................................ I-39
Putting Whole Grains to the Test ........................................................................... I-40
Your Veggies, Your Way ......................................................................................... I-41
Fruit vs. Juice .......................................................................................................... I-42
Food Riddles ........................................................................................................... I-43
Food Group Relay Race ......................................................................................... I-45
Filling Up MyPlate .................................................................................................. I-46
Activity Name Game ............................................................................................... I-47
Salad Toss ................................................................................................................ I-48
# Table of Contents

<table>
<thead>
<tr>
<th>Fruit Partner Games</th>
<th>I-49</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chair Dancing</td>
<td>I-50</td>
</tr>
<tr>
<td>Jump Rope Challenge</td>
<td>I-51</td>
</tr>
<tr>
<td>Color Coding</td>
<td>I-52</td>
</tr>
<tr>
<td>Think Fast: True or False</td>
<td>I-54</td>
</tr>
<tr>
<td>Activity Ball Toss</td>
<td>I-55</td>
</tr>
<tr>
<td>Imaginary Cooking</td>
<td>I-56</td>
</tr>
</tbody>
</table>

**Handouts - Week One: You’re the Chef!**

<table>
<thead>
<tr>
<th>MyPlate</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be Careful When You Cut</td>
<td>2</td>
</tr>
<tr>
<td>You’re the Chef</td>
<td>3</td>
</tr>
</tbody>
</table>

**Handouts - Week Two: Colorful Fruits and Vegetables**

<table>
<thead>
<tr>
<th>Delicious Dips &amp; Spreads</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taste Test: Name That Food</td>
<td>7</td>
</tr>
<tr>
<td>Parts of the Plant</td>
<td>8</td>
</tr>
</tbody>
</table>

**Handouts - Week Three: Whole Grain Goodness**

<table>
<thead>
<tr>
<th>Taste Test: Name That Food</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be a Whole Grain Detective</td>
<td>10</td>
</tr>
</tbody>
</table>

**Handouts - Week Four: Smart Snackers**

<table>
<thead>
<tr>
<th>Label Lingo</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drink Smart, Snack Smart</td>
<td>14</td>
</tr>
</tbody>
</table>

**Handouts - Week Five: Super Shoppers**

<table>
<thead>
<tr>
<th>Can I Have This One?</th>
<th>17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menu Mania</td>
<td>18</td>
</tr>
</tbody>
</table>

**Handouts - Week Six: Kitchen Heroes**

|                                                        | 21  |
# Table of Contents

### Games and Puzzles
- Breakfast Crossword .......................................................... 24
- Snacks and Drinks Crossword ............................................. 25
- Cooking Terms Word Search ............................................... 26
- Label Reading Word Search .................................................. 27
- Colorful Fruits Word Scramble .............................................. 28
- Colorful Vegetable Fill-In ...................................................... 29

### Recipes
- Common Materials Used to Make Cooking Matters Recipes ....... 32
- Sides/Snacks ........................................................................... 33
- Breakfast ............................................................................... 45
- Entrées .................................................................................. 53
- Desserts ................................................................................ 67
- Recipe Index ........................................................................... 73
Welcome to Cooking Matters for Kids

Thank you for sharing your strength with kids in need. In this course, you will engage low-income children in a series of participatory cooking classes designed to empower them to make their own tasty meals and snacks at home. Kids will also learn how to make smart choices wherever they go – at school, out to eat, or at the store.

Background

Kids need good food to grow up healthy. Cooking Matters helps parents and caregivers struggling with limited food budgets learn how to shop for and cook healthy, affordable meals. Cooking Matters serves families across the country through hands-on, six-week cooking courses; interactive grocery store tours; and mobile, online and educational tools. Participants learn to shop smarter, use nutrition information to make healthier choices, and cook delicious, affordable meals. Cooking Matters is nationally sponsored by Walmart and is a campaign of Share Our Strength, an organization working to end hunger and poverty. To learn more, visit CookingMatters.org.

Each of the Cooking Matters curricula uses the Dietary Guidelines for Americans and MyPlate as the foundation for basic nutrition guidelines, then builds upon these ideas, using interactive lessons to teach cooking, food safety, and food resource management.

Cooking Matters curricula focus on foods to teach these concepts. As an instructor, in order to explain healthy eating habits, occasionally you may need to discuss the building blocks, or nutrients, that make up those foods, but the focus should always return to foods.

Evaluation results show that instructor efforts make a lasting impression and that Cooking Matters graduates continue to practice improved eating habits, cooking techniques, and food resource management skills they learned in class.

In addition to the Cooking Matters for Kids curriculum for 3rd to 5th grade children, Cooking Matters offers the following courses:
- Cooking Matters for Adults
- Cooking Matters for Child Care Professionals
- Cooking Matters for Families
- Cooking Matters for Parents
- Cooking Matters for Teens
- Shopping Matters at the Store for Adults
- Shopping Matters at the Store for WIC Parents

Cooking Matters Guiding Principles

Cooking Matters was created and continues to be offered in accordance with these principles.

1. The negative health and economic effects of hunger and poor eating habits can be avoided if families know how to shop for and prepare healthy, low-cost meals.

2. Culinary professionals are valued instructors because of their expertise in food preparation and budgeting as well as their creativity and energy.

3. Food is to be enjoyed. Those living on a low income deserve to enjoy their food as well — and need to know how to create food that is delicious, satisfying, and healthy.

4. Cooking and eating meals as a family is an important social activity.

5. Volunteering, or sharing our strengths, is a way to create community wealth.
Your Cooking Matters for Kids Instructor Guide

Your Cooking Matters for Kids instructor guide includes six lesson plans. The following key will help you understand the layout and meanings of icons used throughout the lessons.

Components of the Lesson Plans:

1. **Weekly Goal and Objectives.**
   
   **Goal**
   Each lesson has an overarching goal that is supported by the lesson objectives.

   **Objective**
   Objectives describe what kids should do within each lesson to meet the goal, with a specific focus on choosing and preparing nutritious foods in a safe manner. While the exact approach you take may vary, aim to meet all lesson objectives at some point during the course.

2. **Materials.**
   The specific materials needed to conduct the lesson are listed in the sidebar of the class outline. Confirm with your Cooking Matters coordinator to make sure the appropriate materials are available for each class.

3. **Participant Handouts.**
   Handouts provide information that can guide discussions about healthy eating and cooking and give suggestions for at-home practice. The participant and instructor guides include an identical set of handouts with matching page numbers. Introduce kids to these handouts during class so that they feel comfortable using them as a resource at home, while keeping the sessions as interactive as possible.

4. **Suggested Recipes.**
   The recipes in Cooking Matters for Kids are low-cost, can be made using common kitchen equipment, and are designed to emphasize the nutrition messages learned in class. Each recipe uses the fork and spoon icon to highlight recipe steps where an adult helper may be needed. Help children understand that they should use the icon as a guide for involving parents or other adults until they are able to perform the steps on their own.

   **Fork and Spoon Icon = 🍴**
   You can use the suggested recipes or model your own recipes off of them. Your Cooking Matters coordinator can help you select recipes that are appropriate for your group. Please refer to the Recipe Guidelines (page I-vii) to learn more about ensuring recipes are right for a Cooking Matters course.

5. **Teaching Tips.**
   Teaching tips, corresponding to a specific discussion outlined in the lesson, are found in boxes to the side. They offer ways to synchronize the cooking session with other lesson activities, keep the class on schedule, or re-direct the class based on the age or interest level of your group.

6. **Class Activities.**
   Activities that reinforce concepts or skills are an important part of each class. Instructions for conducting these activities are detailed in the lesson. Or, the **activity bank** located in the back of your book can be used to find alternative activities that may better suit the age or interest level of your group.

   Additional activities are often available to help reinforce class themes. Your Cooking Matters coordinator can provide you with examples or help you develop new ones.

   Share Our Strength owns the copyright for all Cooking Matters curricula and materials. Cooking Matters curricula and materials are to be used exclusively in and for Cooking Matters programming.
Leading Cooking Matters for Kids Courses — Tips for Instructors

Cooking Matters for Kids offers a fun curriculum for teaching kids how to make healthy choices and prepare food, either by themselves or with their families and friends. The activities and discussions included in this program have been designed and tested to ensure that kids are excited and engaged by this program. However, no group of kids is the same, and you will likely want to make small adjustments to the lesson plans to ensure the course runs smoothly with your group. The following tips are drawn from feedback from past instructors and can help you prepare for your Cooking Matters for Kids course.

You may need to modify slightly some activities or discussions to make them more appropriate for the ages of the kids you are working with. For example:

- Younger or lower-literacy kids may benefit from doing activities verbally instead of reading questions on a handout and writing their answers. Engage younger kids as a group and write their verbal responses on flip-chart paper instead.
- Older kids will likely move through some of the activities and discussions at a faster pace. Review the teaching tips in each lesson for suggestions on how to increase the difficulty of a particular discussion, such as going more in depth on the different parts of the food label.
- If you are working with groups of mixed ages or ability levels, try breaking kids into two different groups for certain discussions or activities. Go more in depth with older kids to keep their interest while younger kids learn the basics.

Kids are more likely to retain the messages of the course when they are taught in the context of fun, hands-on activities. Keep discussions short and avoid detailed explanations of specific vitamins and nutrients. Focus instead on reinforcing simple messages like “eat a variety of colors” or “eat from every food group every day.”

In order for kids to integrate the key messages of this course into their lives, it helps to have the support of their family members and as much practice as possible. Throughout the lesson plans, we’ve suggested places to encourage kids to practice sharing with their families what was learned in class. In addition, kids are asked to complete a Challenge Activity with a parent or guardian at home each week. Spend time each week having kids discuss their experiences with the challenge, and consider providing a small award or recognition for their efforts. For example, enter kids who complete a challenge that week into a drawing to be the “special kitchen helper” for the day.

Be sure to cover each of the objectives as written in the lesson plan, but it’s ok to change around the order in which the objectives or lesson components are covered to meet the needs of your group. For instance, you could start the cooking lesson first, then do a nutrition activity or the weekly physical activity while the food bakes.
Cooking Matters Recipe Guidelines

Cooking Matters for Kids is designed to encourage kids to prepare healthy, low-cost meals and snacks at home. The recipes included in this book, most of which were written by Cooking Matters culinary instructors, were chosen for their popularity with kids and suitability to the program.

Discuss with your Cooking Matters coordinator the possibility of using your own recipes in class. If you do write your own recipes for some or all of the lessons, follow the guidelines below carefully. These guidelines help us ensure that the recipes used are appropriate for our audience of low-income kids and reflect the nutrition messages taught in class. Submit your recipes to your Cooking Matters coordinator when requested so that he or she can purchase ingredients and bring the proper equipment.

1. Recipes must be low-cost.
Remember that the Cooking Matters audience is low-income. Avoid using expensive ingredients that kids and their families cannot afford. Use these guidelines to select lower-cost ingredients:

- **Choose ingredients in their most whole form.** For example, use whole carrots instead of baby carrots, block cheese instead of grated cheese, and whole broccoli instead of prepackaged.

- **Choose packaged ingredients that are available in a store-brand equivalent.** This allows flexibility in purchasing.

- **Choose ingredients that are able to be used in multiple meals or snacks.** If the ingredient is only used in a very small quantity in the recipe (such as many spices) and would not be useful for many other dishes, leave it out or suggest a more common alternative.

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

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

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

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

2. Ingredients should be accessible to kids.
Keep in mind where kids and their families shop. If an ingredient is generally not found in a mainstream supermarket in your area, it may not be a good choice. However, if kids indicate that they commonly use a local ethnic grocery store, some less commonly available or otherwise pricey items may be appropriate for your group. Just be sure you’ve asked kids in advance and know what’s accessible to them.

3. Recipes should be nutritious.
Recipes should reinforce the nutrition messages taught in class. Use these guidelines:

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

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

- **Minimize the use of added sugars.** For example, choose fruits canned in juice rather than syrup, avoid adding unnecessary sweeteners like sugar or honey to savory dishes, and use fruit to add sweetness rather than sugar or honey whenever possible.

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

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

- **Use multiple food groups.** If creating a snack or dessert recipe, aim to include at least two MyPlate food groups. If it’s a breakfast or entrée, aim for at least three food groups with half the food being fruits or vegetables.
4. **Recipes should limit the use of special equipment.**
   Equipment used in Cooking Matters recipes should be accessible and affordable for kids and their families. Try to stick to the list of Common Materials Used in Cooking Matters Recipes (page 32). If you don’t see an item on this list, consider whether it’s really necessary and whether it could be replaced with a less prohibitive tool. For example, use a knife instead of a pizza cutter or a colander instead of a strainer. Mix by hand instead of using an electric mixer. Blenders may be used as special equipment when the recipe cannot be made properly without it – but avoid calling for food processors, which are less common in our participants’ kitchens.

5. **Recipes should be relatively quick to prepare.**
   Cooking Matters kids have busy lives and are members of busy families. To encourage kids to cook at home, create recipes that can be made in the time a typical family would have available on a busy weeknight. Aim for total time-to-table of no more than 45 minutes to an hour, including both prep and cooking time. Include these times on the recipes.

6. **Recipes should be simple and explained clearly.**
   Write the instructions in short, succinct, numbered steps. Use the recipes in this book as a guide to ensure that the recipe is written at an appropriate level for kids and follows general standards set forth by Share Our Strength. Your Cooking Matters coordinator can also provide you with a more complete Cooking Matters Recipe Style Guide upon request.

7. **Clearly mark “adult helper” recipe steps.**
   *Cooking Matters for Kids* seeks to encourage kids to make their own healthy meals and snacks. However, for safety reasons, mark steps that may require adult help while kids are learning the techniques and becoming more comfortable in the kitchen.
# Online Nutrition Resources

## General Nutrition

- **MyPlate**
  - [http://www.choosemyplate.gov/](http://www.choosemyplate.gov/)

- **Dietary Guidelines for Americans**

- **Nutrition.gov**

- **Centers for Disease Control and Prevention, Division of Nutrition, Physical Activity, and Obesity**
  - [http://www.cdc.gov/nccdphp/dnpa/](http://www.cdc.gov/nccdphp/dnpa/)

- **Food and Nutrition Information Center**

- **Harvard School of Public Health, The Nutrition Source**
  - [http://www.hsph.harvard.edu/nutritionsource/](http://www.hsph.harvard.edu/nutritionsource/)

## Nutrition for Kids

- **Super Kids Nutrition**

- **MyPlate Kids’ Place**
  - [http://www.choosemyplate.gov/kids](http://www.choosemyplate.gov/kids)

- **Nourish Interactive**

- **USDA/ARS Children’s Nutrition Research Center**
  - [http://www.bcm.edu/cnrc/](http://www.bcm.edu/cnrc/)

## Federal Nutrition Programs

- **Supplemental Nutrition Assistance Program (SNAP)**
  - [https://www.fns.usda.gov/snap](https://www.fns.usda.gov/snap)

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

- **National School Lunch Program (NSLP)**

- **School Breakfast Program (SBP)**
  - [https://www.fns.usda.gov/sbp](https://www.fns.usda.gov/sbp)

- **Summer Food Service Program (SFSP)**
  - [https://www.fns.usda.gov/sfsp](https://www.fns.usda.gov/sfsp)

---

List other online resources you find useful:

- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
- ________________________________
Lesson One: You’re the Chef!

Goal
Introduce kids to basic principles of healthy eating and safe cooking.

Objectives
Kids will:
• Discuss the principle of eating from “every food group, every day”
• Practice sharing with their families what was learned in class
• Practice using knives safely
• Practice reading recipes and assembling *mise en place* in preparation for cooking
• Prepare a recipe with foods from at least three food groups

Key Messages
• Eat from every food group, every day.
• Be safe! Practice the knife skills you learn in class.
• Before you start cooking, read the recipe from start to finish. Be sure you have what you need to make it.
• Share with your family what you learn about healthy eating and cooking.

I. Introduction (30 minutes)
Coordinator:

1. Welcome kids to the course.
   • Build excitement as you explain that each week kids will participate in a number of hands-on cooking and nutrition activities. They will also be asked each week to complete a **Challenge Activity** to practice at home with their families what they learn in class. When the students come back to class the next week, they will be asked to share their experiences with the challenge. Tell the kids how they will be acknowledged or rewarded for completing the activity.

2. Introduce the course team.

TIP: If the recipes you choose each week do not provide enough hands-on practice, consider adding another small dish for kids to work on, like a side salad or a fruit salad for dessert.

TIP: Consider fun ways to encourage kids to complete the challenges. For example, let kids choose a sticker to put on their chef’s hats each week they complete the challenge, or enter them into a weekly drawing to determine who will be the chef’s “special helper” for the session.
Instructors:

1. Introduce yourself briefly, offering any information that will help the kids relate to you. Talk about your career path or other personal interests, and what you were interested in when you were the same age as the children in your group.

2. Lead kids in the Activity Name Game on page I-47 of the Activity Bank.

3. Refocus kids’ attention. Explain that each week they will do a short activity, like the one they just did, to get them moving. Remind them that being active every day is an important part of staying healthy.

4. Conduct a sharing session. Go around the room and invite each child to say what his or her favorite food is. Write the responses on flip-chart paper to refer to later in the lesson.

5. Help kids create a code of conduct for the class and write ideas on flip-chart paper that can be displayed each week. Encourage class rules that promote positive attitudes toward food, like “no bad-mouthing foods” or “be open to trying new foods.”

II. Nutrition (10 minutes)

1. Help kids recognize the importance of eating from “every food group, every day.”
   - Display the MyPlate poster. Ask kids what they know about it or what they see when they look at it. Point out key features as needed (e.g., half the plate is for fruits and vegetables, a quarter for grains, and a quarter for protein, with a glass on the side for dairy).
   - Ask: Why do we use MyPlate? Why do we want to eat healthy foods? Point out that MyPlate helps guide us in making food choices. Emphasize the benefits for kids of healthy eating, like reaching full growth potential, peak physical performance, and peak brainpower.
   - Ask: What are the five major food groups? Why is it important to eat from all five food groups? Explain that each group provides us with important vitamins and nutrients. To get all the healthy vitamins and nutrients our bodies need, we have to eat from “every food group, every day.”

2. Help kids practice sorting their favorite foods by food group.
   - Point out that in order to make sure we’re eating from “every food group, every day,” we need to know how to identify foods that belong to each food group.
   - Refer back to the list of favorite foods that the kids generated earlier. Call on kids to identify the food group that their favorite food belongs to. Explain that some foods, like a sandwich, may have ingredients from more than one food group. Gently correct foods sorted into the wrong groups, as necessary.

TIP: If kids fail to mention foods from one or more of the food groups, ask them at the end of the activity to share which foods they like from those groups.
3. Encourage kids to share with their families the message of “every food group, every day.”

- **Ask:** How often do you talk with your family about healthy eating? What will you tell your family about what you just learned?
- Point out that one of the choices for this week’s **Challenge Activity** to complete with their families is to eat from every food group at least one day this week.

### III. Cooking and Food Safety (60 minutes)

1. Introduce kids to two key principles of safe cooking: hand washing and knife safety.

- **Ask:** Why is it important to wash our hands before we work with food? What’s the proper way to wash our hands? Have kids wash their hands, using proper technique, i.e., in warm soapy water for at least 20 seconds, in preparation for cooking.
- Bring kids back together. **Ask:** Why do we need to be careful when using knives? How can we be sure everyone stays safe? Work with kids to add rules about safe knife use and kitchen behaviors to the code of conduct, if you did not do so earlier.
- Review the proper way to use a knife to cut food, referring kids to the **Be Careful When You Cut** handout on page 3. Call on a few children to come up and demonstrate basic knife skills in front of the class. Gently correct their technique.

2. Introduce kids to the basic steps they should follow to prepare for cooking.

- Build excitement by asking kids who wants to learn how to cook like a real chef. Review the “chef’s secrets” of recipe preparation, step by step, on the **You’re the Chef** handout on page 4. Have kids perform the steps as they are reviewed.
- After kids read Step 1 aloud, introduce today's recipes and point out that each one includes foods from at least three different food groups. Remind kids of the importance of eating from every food group, every day.
- After kids read Step 2 aloud, have them read through the recipes from start to finish as a group. During this process, bring to the kids' attention cooking terms that may be unfamiliar, and point out their definitions on the handout.

### Tips:

- **Practice sharing with their families what was learned in class.**
- **Practice using knives safely.**
- **Practice reading recipes and assembling mise en place in preparation for cooking.**
- **Provide as much visual instruction as possible as you introduce kids to the basics of cooking. For example, create separate piles of chopped, diced, and minced onions or other vegetable and have kids guess which technique was used to create each pile. Have kids stand at the oven and point out the broil and temperature settings, as well as the different rack locations in the oven.**

**TIP:** Keep in mind that not all kids will live with their mother or father. Be sure kids know it’s ok for them to complete the Challenge Activity with other adult family members or guardians.

**TIP:** Help kids understand how to protect their fingers by making “the claw.”

**TIP:** Explain that the fork and spoon icon next to a recipe step indicates that the step should be done with the help of an adult for safety reasons.

**TIP:** Provide as much visual instruction as possible as you introduce kids to the basics of cooking. For example, create separate piles of chopped, diced, and minced onions or other vegetable and have kids guess which technique was used to create each pile. Have kids stand at the oven and point out the broil and temperature settings, as well as the different rack locations in the oven.
When it’s time for kids to prepare the *mise en place*, assign each child a job (e.g., chopping vegetables, measuring liquid). Walk around the room, making sure to observe and correct knife technique.

When kids have finished the food-preparation steps, lead them through the cooking, making sure each child has a role.

3. Encourage kids to share with their families what they learned about cooking.
   - **Ask:** How often do you cook at home with your family? What could you tell your family about what you learned today about cooking?
   - Point out that one of the choices for this week’s *Challenge Activity* is to make a recipe from class at home with their families.

### IV. Eating Together (20 minutes)

1. Try to establish a pleasant atmosphere for eating. Ask kids who have finished cooking to set a place at the table for each class member and bring out platters of food.

2. Reinforce key messages from the lesson as kids eat.
   - Have kids try the food they have prepared, and ask them to name all the food groups represented in their meal. Ask what other food groups they need to eat from today to make sure they eat from all five.

3. Encourage kids to complete the *Challenge Activity* at home with their families.
   - **Refer to the Week One: You’re the Chef handout on page 1 and remind kids of the two options they have for completing the challenge. Ask them to circle the challenge they would like to try.**
   - **Explain that next week they will have a chance to share their experience completing the challenge, and remind them of the reward or recognition they will receive.**

4. If providing groceries or take-home servings from the meal for kids to share with their families, pass them out now. Get kids excited about next week’s topics and activities.

   **TIP:** Make photocopies of the weekly challenge handout and attach at least one recipe for kids to share with their families. Tell kids they do NOT have to bring the handout back — it’s simply to start the conversation at home.
Lesson Two: Colorful Fruits & Vegetables

Goal
Encourage kids to eat a variety of colorful fruits and vegetables.

Objectives
Kids will:
• Taste and describe unfamiliar fruits and veggies
• Discuss the benefits of eating fruits and veggies of many colors
• Practice sharing with their families what was learned in class
• Prepare a meal using colorful fruits and veggies

Key Messages
• Try new fruits and vegetables — you never know what you might like!
• Make your plate a rainbow. Choose fruits and vegetables of many different colors.
• Share with your family what you learn about fruits and vegetables.

I. Introduction (10 minutes)
2. Refocus kids’ attention. Ask them to share with the class their experiences with the Challenge Activity, and recognize their successes appropriately.
3. Explain that this week they are going to try some unfamiliar fruits and vegetables and make a meal using fruits and vegetables of many colors.

TIP: Consider choosing a physical activity that will reinforce MyPlate lessons from last week. For example, use the Food Group Relay Race (page I-45) or the active version of Food Riddles (page I-43).

TIP: Consider having kids write or draw something about their experiences with the challenge on flip-chart paper as they enter the room, and use this as a starting point for the challenge discussion.

Materials
- Flip chart or whiteboard
- Markers
- Pens
- Name tags
- Ingredients and equipment for recipes
- Materials for the activity: Name That Fruit or Vegetable

Handouts
- Delicious Dips and Spreads
- Taste Test: Name That Food
- Parts of the Plant
- Week Two: Colorful Fruits and Vegetables

Suggested Recipes
- Pasta With Roasted Vegetables
- Ratatouille
- Veggie and Rice Stir-Fry
- Veggie Wraps
II. Nutrition (30 minutes)

1. Help kids recognize the importance of trying new fruits and vegetables and eating fruits and vegetables of many colors.
   - Lead kids in the **Name That Fruit or Vegetable activity** on page I-9.
   - Refocus kids' attention. Ask them to point out all the different colors of the fruits and vegetables they just tried.
   - **Ask:** Why do we want to eat fruits and veggies of many different colors? Explain that no single fruit or vegetable has all the nutrients our bodies need to grow strong and be healthy. One way to be sure we get all the nutrients we need is to eat fruits and vegetables of different colors. Highlight the visual appeal of filling your plate with all the colors of the rainbow.
   - Have kids name all the fruits and vegetables they can for each color (e.g., red, green, orange, yellow, blue/purple) and group them by color on flip-chart paper. Ask them to name a meal or snack they could make using at least three different colors of fruits or vegetables (e.g., stir-fry with broccoli, carrots, and eggplant; fruit salad with strawberries, kiwi, and banana).

2. Help kids connect fruits and vegetables to their origins.
   - Refer to the **Parts of the Plant handout** on page 8. **Ask:** What are some parts of the plant that we eat? Which parts of the plant did we taste in the activity?

3. Encourage kids to share with their families what they learned.
   - **Ask:** What will you tell your family about what we just learned about fruits and vegetables?
   - Point out that one of the choices for this week's **Challenge Activity** to complete with their families is to eat at least three fruits and vegetables of different colors one day this week.
III. Cooking and Food Safety
(60 minutes)

1. Review and introduce key food-safety practices.
   • **Ask:** What are the two ways we learned about last week to stay safe while cooking? Have kids wash their hands to prepare for cooking. Call on a few kids to demonstrate in front of the class how to use a knife safely.
   • Introduce the idea that fruits and vegetables must be properly rinsed before using them in order to prevent the spread of germs. Briefly show how to rinse fresh produce and wipe down the tops of any canned produce before opening. Call on kids to help you finish.

2. Reinforce the basic steps kids should follow to prepare for cooking.
   • **Ask:** What do you remember about the “chef’s secrets” for preparing recipes that we talked about last week? After reviewing Step 1, point out that today’s recipes include fruits and vegetables of many different colors.
   • Have all ingredients and equipment displayed at the front of the room. As kids review Step 2 and read through the recipe, ask them to point out which items they will need for each recipe step.
   • Explain any unfamiliar cooking terms, using as much visual instruction as possible.
   • When it’s time for kids to assemble the *mise en place*, assign each child a job. Walk around the room, making sure to observe and correct knife technique.
   • When kids have finished the food-preparation steps, lead them through the cooking, making sure each child has a role.

   **TIP:** Introduce this discussion by asking kids to count how many people may touch a fruit or vegetable before it gets to their table (e.g., the person who picked it in the field, placed it in a crate, put it on the store shelf, etc.). Help them consider each step in the process of moving produce from farm to table.

   **TIP:** While kids are cooking, ask them what new things they learned about cooking today that they will share with their families. Explain that one of this week’s challenge options is to make a meal with their families that includes at least three fruits and vegetables of different colors.
IV. Eating Together (20 minutes)

1. Try to establish a pleasant atmosphere for eating. Ask kids who have finished cooking to set a place at the table for each class member and bring out platters of food.

2. Reinforce key messages from the lesson as kids eat.
   - Have kids try the food they have prepared. Ask: What color fruits and vegetables are in this meal? What parts of the plant? How many food groups does this meal include? Which of these fruits or vegetables are you trying for the first time?

3. Encourage kids to complete the Challenge Activity at home with their families.
   - Refer to the Week Two: Colorful Fruits and Vegetables handout on page 5 and remind kids of the two options they have for completing the challenge. Ask them to circle the challenge they would like to try.
   - Remind them that next week they will have a chance to share their experiences with completing the challenge, and point out the reward or recognition they will receive.

4. If providing groceries or take-home servings from the meal for kids to share with their families, pass them out now. Get kids excited about next week’s topics and activities.

   **TIP:** Remind kids that if their adult family members or guardians aren’t able to help with the challenge, they can choose the noncooking option and do it on their own.

   **TIP:** Remember to make photocopies of the challenge handout and attach copies of the recipes so kids can take them home. Remind kids that they do not have to bring the handouts back.

   **TIP:** Go through the take-home groceries with kids and have them name the MyPlate food groups the foods belong to, the colors of the fruits and veggies, and the parts of the plant the foods come from.
ACTIVITY

Name That Fruit or Vegetable

In Advance

1. Purchase 6 to 8 fruits and vegetables that may look or taste unfamiliar to kids (e.g., jicama, squashes, mango, apricot). Choose fruits and vegetables of many different colors.

2. Cut each food into bite-size pieces and place a small amount onto each child’s plate. Preserve at least one whole form of each fruit or vegetable, so that kids can see what it looks like.

3. Choose and prepare any dips or sauces from the Delicious Dips and Spreads handout to offer with the food samples. Set out dips in bowls and place a serving spoon in each bowl.

In Class

1. Give a plate with food samples to each child. Ask children not to try the samples until directed.

2. Point children to the Taste Test: Name That Food worksheet.

3. Hold up one whole fruit or vegetable and ask kids to name it. Have them write the correct name on their worksheet.

4. Pass the fruit or vegetable around the room and allow kids to hold and inspect it. Ask the kids to write on the handout what they notice about its color and shape.

5. Point kids to the sample on their plate that corresponds to the whole fruit or vegetable. As they try the sample, ask them to write down what they notice about its texture. Ask them to circle “Like It” if they like the taste or “I’ll Try Again Later” if the fruit or vegetable was not appealing to them today.

6. Repeat this process for each of the fruits and vegetables. When the kids have tried all of them, ask them to vote for their favorites.

7. Ask kids to say why they liked certain fruits and vegetables more than others and to point out which ones were new to them. Explain that it’s important to try new foods — you never know what you might like! Point out that sometimes you need to try new foods more than once to get used to the taste and decide if you like it. Also, people’s tastes change over time — so next year you might like a food that you didn’t like today.

TIP: Consider lightly steaming vegetables, such as eggplant, that may taste bitter when eaten raw.

TIP: If working with younger kids, or if literacy is an issue, complete the worksheet as a group, instead of individually. Write kids’ responses about color, shape, and texture on flip-chart paper for everyone to see.

TIP: Encourage kids to be as descriptive as possible as they describe each fruit or vegetable. Consider brainstorming words in advance and writing them on flip-chart paper. The word bank could include words like sweet, sour, tangy, creamy, juicy, squishy, thick, rough, heavy, thin, soft, smooth, delicate, bumpy, spongy, slimy, grainy, acidic, peppery, sticky, silky, delicious, flavorful, meaty, nutty, crunchy, hearty, firm, and so on.

TIP: You may wish to use the favorite item in a future class recipe.

Estimated Time: 20 minutes

Materials:
- 6–8 colorful fruits and vegetables that may look or taste unfamiliar to kids
- Dips or sauces (see instructions)
- Bowls for each food and any dips
- Serving spoons
- Pens or pencils

Handouts:
- Delicious Dips and Spreads, page 6
- Taste Test: Name That Food, page 7

TIP: Encourage kids to try the foods without the dips first to determine the foods’ true taste.

TIP: You may wish to use the favorite item in a future class recipe.
Lesson Three: Whole Grain Goodness

Goal
Encourage kids to choose whole grains over refined grains and to eat breakfast every day.

Objectives
Kids will:
- Taste and describe whole grain foods
- Practice identifying whole grain foods by reading label ingredient lists
- Practice sharing with their families what was learned in class
- Discuss the benefits of eating breakfast every day
- Prepare a breakfast recipe that includes whole grains

Key Messages
- Choose whole grains as often as you can.
- Check the ingredients list to be sure you’re eating a whole grain.
- Power up each morning with a healthy breakfast.
- Share with your family what you learn about whole grains.

I. Introduction (10 minutes)
2. Refocus kids’ attention. Ask them to share with the class their experiences with the Challenge Activity, and recognize their successes appropriately.
3. Explain that this week they are going to try a variety of whole grain foods, learn how to pick out whole grains at the store, and cook some delicious breakfast foods made with whole grains.
II. Nutrition (30 minutes)

1. Help kids recognize the importance of eating whole grains, and encourage them to try whole grain foods.
   - Have kids tell you what they know about whole grains and whether they’ve tried whole grains. **Ask:** What’s the difference between a whole grain and a refined grain? Why do we want to eat more whole grains than refined grains? Add to responses as needed, emphasizing that when grains are refined, many of the important nutrients found in whole grains are taken away as part of the refining process. Whole grains, along with fruits and vegetables, are also great sources of fiber. Point out that fiber is like a broom that sweeps through your body and cleans out the “bad stuff.”
   - Lead kids in the Name That Whole Grain activity on page I-15.

2. Help kids practice identifying whole grains.
   - Refocus kids’ attention. **Ask:** When you’re at a store, how do you know if a grain food you want to buy is a whole grain? Refer to the Be a Whole Grain Detective handout on page 11 and add to kids’ responses as needed.
   - Hand out a variety of grain food packages. Consider covering the brand name or using a picture of a Nutrition Facts label for a non-branded product to avoid brand bias. Have kids work in pairs to do some “detective work” using the tips from the handout to determine whether their food is a whole grain. Call on each pair to report their findings to the class.

3. Encourage kids to share with their families what they learned.
   - **Ask:** What will you tell your family about what you learned about whole grains?
   - Point out that one of the choices for this week’s Challenge Activity to complete with their families is to practice finding whole grain foods.

   **TIP:** Be sure kids understand that they can practice finding whole grains anywhere they can read food labels, for example, at the grocery store, corner store, or convenience store.
III. Cooking and Food Safety (60 minutes)

1. Ask kids to recall the food safety practices they have learned so far and to describe each one. Have kids wash their hands to prepare for cooking.

2. Help kids understand the importance of eating breakfast.
   - Explain that today kids are going to make breakfast foods using whole grains. **Ask:** How often should you eat breakfast? Why is it important to eat breakfast every day? Add to the discussion as needed, emphasizing the benefits of eating breakfast for doing well in school and having energy throughout the day.
   - **Ask:** What do you normally eat for breakfast? Note that many popular breakfast choices are grains and that from now on kids can use what they’ve just learned to choose whole grain foods for breakfast.

3. Reinforce the basic steps kids should follow to prepare for cooking.
   - Have kids recall the “chef’s secrets” of recipe preparation from the *You’re the Chef* handout reviewed in Week One.
   - Have all ingredients and equipment displayed at the front of the room. As kids read through the recipe, ask them to point out which items they will need for each recipe step. Have them identify the whole grain ingredients they will use.
   - Explain any unfamiliar cooking terms, using as much visual instruction as possible.
   - When it’s time for kids to assemble the mise en place, assign each child a job. Walk around the room, making sure to observe and correct knife technique.
   - When kids have finished the food-preparation steps, lead them through the cooking, making sure each child has a role.

4. **TIP:** By this point in the course, kids should be getting the hang of the basic preparation steps. Add interest each week by choosing recipes that allow discussion of new cooking techniques or skills.

5. **TIP:** Reinforce lessons from last week by asking kids to talk about the colors and parts of the plant of any produce they will use today.

**TIP:** While kids are cooking, ask them what new things they learned about cooking today that they will share with their families. Explain that one of this week’s challenge options is to make a breakfast recipe that includes whole grains.
IV. Eating Together (20 minutes)

1. Try to establish a pleasant atmosphere for eating. Ask kids who have finished cooking to set a place at the table for each class member and bring out platters of food.

2. Reinforce key messages from the lesson as kids eat.
   - Have kids try the food they have prepared. Ask kids to comment on the taste and whether they would enjoy making this recipe for breakfast. Have them suggest other whole grain breakfast foods they could try (e.g., whole grain cereals, whole wheat pancakes).

3. Encourage kids to complete the Challenge Activity at home with their families.
   - Refer to the Week Three: Whole Grain Goodness handout on page 9 and remind kids of the two options they have for completing the challenge. Ask them to circle the challenge they would like to try.
   - Remind them that next week they will have a chance to share their experiences with completing the challenge, and point out the reward or recognition they will receive.

4. If providing groceries or take-home servings from the meal for kids to share with their families, pass them out now. Get kids excited about next week’s topics and activities.

   **TIP:** Go through the take-home groceries with kids and have them name the MyPlate food groups they belong to, the colors of the produce, and the parts of the plant the foods come from.
NAME THAT WHOLE GRAIN

ACTIVITY

In Advance

1. Purchase 4 to 6 whole grain foods. Look for whole grain alternatives to popular refined-grain foods eaten by kids (e.g., cereals, crackers, snack bars), as well as a few items that may be unfamiliar to kids (e.g., whole wheat pita pockets).

2. Cut each food into bite-size pieces. Place a small amount of each food on a plate for each child.

3. Display the whole form and packaging of each food at the front of the room.

4. Choose and prepare any dips or spreads from the Delicious Dips and Spreads handout to offer with the food samples. Set out dips in bowls and place a serving spoon in each bowl.

In Class

1. Give a plate with food samples to each child. Ask children not to try the samples until directed.

2. Point children to the Taste Test: Name That Food worksheet.

3. Point out one of the sample foods and ask them to match it to the whole form or packaging on the display table. Have kids write the correct name of the food on their worksheets.

4. Ask kids to write down what they notice about the color and shape of the food on their handouts. Invite them to try the sample. Ask them to circle “Like It” if they like the taste or “I’ll Try Again Later” if the food was not appealing to them today.

5. Repeat this process for each of the foods. When the kids have tried all the foods, ask them to vote for their favorites.

6. Ask kids to say why they liked certain foods more than others and to point out which foods were new to them. Remind kids that it’s important to give new foods a try, and that you may need to try a new food more than once to decide if you like it.

TIP: If you are able, offer less familiar whole grains such as quinoa or whole grain couscous.

TIP: If working with younger kids, or if literacy is an issue, complete the worksheet as a group instead of individually. Write kids’ responses about color, shape, and texture on flip-chart paper for everyone to see.

TIP: You may wish to use the favorite whole grain as an ingredient in a future class recipe.

TIP: Encourage kids to try the foods without the dips first to determine the foods’ true taste.

Estimated Time: 20 minutes

Materials:
- 4–6 whole grain foods
- Dips or spreads (see instructions)
- Bowls for each food and any dips
- Serving spoons
- Pens or pencils

Handouts:
- Delicious Dips and Spreads, page 6
- Taste Test: Name That Food, page 10

Estimated Time: 20 minutes

Materials:
- 4–6 whole grain foods
- Dips or spreads (see instructions)
- Bowls for each food and any dips
- Serving spoons
- Pens or pencils

Handouts:
- Delicious Dips and Spreads, page 6
- Taste Test: Name That Food, page 10

TIP: Encourage kids to try the foods without the dips first to determine the foods’ true taste.

Estimated Time: 20 minutes

Materials:
- 4–6 whole grain foods
- Dips or spreads (see instructions)
- Bowls for each food and any dips
- Serving spoons
- Pens or pencils

Handouts:
- Delicious Dips and Spreads, page 6
- Taste Test: Name That Food, page 10

TIP: Encourage kids to try the foods without the dips first to determine the foods’ true taste.

Estimated Time: 20 minutes

Materials:
- 4–6 whole grain foods
- Dips or spreads (see instructions)
- Bowls for each food and any dips
- Serving spoons
- Pens or pencils

Handouts:
- Delicious Dips and Spreads, page 6
- Taste Test: Name That Food, page 10

TIP: Encourage kids to try the foods without the dips first to determine the foods’ true taste.

Estimated Time: 20 minutes

Materials:
- 4–6 whole grain foods
- Dips or spreads (see instructions)
- Bowls for each food and any dips
- Serving spoons
- Pens or pencils

Handouts:
- Delicious Dips and Spreads, page 6
- Taste Test: Name That Food, page 10

TIP: Encourage kids to try the foods without the dips first to determine the foods’ true taste.
Lesson Four: Smart Snackers

Goal
Encourage kids to make healthy snack and beverage choices.

Objectives
Kids will:
• Practice reading food labels
• Taste and describe a variety of healthy beverages
• Practice sharing with their families what was learned in class
• Prepare simple snacks they can make at home on their own

Key Messages
• Try making your own drinks and snacks at home.
• Choose snacks that include at least one fruit or vegetable.
• When you’re out, check the labels and choose drinks with less sugar.
• Share with your family what you learn about healthy drinks and snacks.

I. Introduction (10 minutes)
2. Refocus kids’ attention. Ask them to share with the class their experiences with the Challenge Activity, and recognize their successes appropriately.
3. Explain that this week they are going to learn how to read food labels to make healthy choices about food and drinks and, then, make their own homemade healthy snacks and beverages.

II. Nutrition (35 minutes)
1. Help kids practice using food labels to identify drinks with less added sugar.
   • Ask: What do you normally drink when you’re thirsty? What do you drink with meals and snacks? Display a variety of empty bottles of commonly consumed drinks. Consider covering the brand name or using a picture of a Nutrition Facts label for a non-branded product to avoid brand bias.
   • Ask: How would you decide which of these drinks is healthier? Explain that many popular drink choices are loaded with added sugar, and we can use labels to find out which choices have less sugar.
2. Encourage kids to make their own drinks with no added sugar at home.
   - Ask: What will you tell your family about what you learned about choosing healthy drinks?
   - Point out that one of the choices for this week’s Challenge Activity to complete with their families is to check the labels for two of their favorite drinks.

### III. Cooking and Food Safety (55 minutes)

1. Have kids wash their hands to prepare for cooking.
   - TIP: If your group consists of younger kids, focus only on number of servings and total sugar per package. If you have older kids, discuss additional items of interest on a label such as fiber, saturated fat, and trans fat. If your group is mixed, it may help to have this discussion in two separate groups.

2. Encourage kids to make their own snacks using fruits and vegetables at home.
   - Ask: What do you usually eat for a snack? What food groups do these snacks include? Help kids realize that snacks are a great time to add more fruits and vegetables to the day but that most prepackaged snacks do not contain real fruits or vegetables. Explain that no foods are off limits, but that prepackaged snacks and sugary drinks are “sometimes” foods that we should eat or drink small amounts of less often.

   - TIP: If working with older kids, build on the label-reading discussion above by bringing in empty packages of commonly consumed snack foods. Have kids tell you how much saturated fat or fiber is in these foods.

   - TIP: If you haven’t already, consider leading kids in the Food Group Relay Race activity on page I-45 to further illustrate the difference between “sometimes” and “everyday” foods.
• **Ask:** What are some healthier snack ideas you can think of? Explain that, just as kids can make their own healthy beverages, they can also make their own healthy snacks at home. Refer to the *Drink Smart, Snack Smart* handout on pages 15-16. Point out which of the homemade snacks are healthier and tasty alternatives to some of the snacks kids said they enjoy.

3. **Reinforce the basic steps kids should follow to prepare for cooking.**
   - Have kids recall the “chef’s secrets” of recipe preparation from the *You’re the Chef* handout reviewed in Week One.
   - As kids read through the recipe, ask them what they would do if they didn’t have one of the ingredients listed or if they didn’t like one of the ingredients. Help kids understand that they can make small changes to most recipes to make them the way they like (e.g., using different fruit combinations in a smoothie, using walnuts instead of peanuts in trail mix).
   - Explain any unfamiliar cooking terms, using as much visual instruction as possible.
   - When it’s time for kids to assemble the *mise en place*, assign each child a job. Walk around the room, making sure to observe and correct knife technique.
   - When kids have finished the food-preparation steps, lead them through the cooking, making sure each child has a role.

### IV. Eating Together (20 minutes)

1. Try to establish a pleasant atmosphere for eating. Ask kids who have finished cooking to set a place at the table for each class member and bring out platters of food.

2. **Reinforce key messages from the lesson as kids eat.**
   - Have kids try the food they have prepared. Ask kids to comment on the taste and whether they would enjoy making these snacks at home. Have them identify other snacks from the handouts that they’d like to try making themselves.

3. **Encourage kids to complete the Challenge Activity at home with their families.**
   - Refer to the *Week Four: Smart Snackers* handout on page 13 and remind kids of the two options they have for completing the challenge. Ask them to circle the challenge they would like to try.
   - Remind them that next week they will have a chance to share their experiences with completing the challenge, and point out the reward or recognition they will receive.

4. If providing groceries or take-home servings from the meal for kids to share with their families, pass them out now. Get kids excited about next week’s topics and activities.

**TIP:** While kids are cooking, ask them what new things they learned about cooking today that they will share with their families. Explain that one of this week’s challenge options is to show their families that they can make a tasty snack by themselves.
**ACTIVITY**

**Sugar Overload**

**Estimated Time:**
10 minutes

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

**TIP:** Use empty containers to avoid having kids ask if they can drink them when the activity is done.

**In Advance**

1. Collect a variety of empty containers for popular sugary beverages, for example, sodas, fruit-flavored drinks, sweet tea, vitamin water, chocolate milk, and sports drinks. Consider covering the brand name or using a picture of a Nutrition Facts label for a non-branded product to avoid brand bias.

2. Set out the empty bottles for the beverages.

3. Write the following on flip-chart paper:

   \[
   \text{Grams of sugar in one serving} \times \text{Number of servings} = \text{Grams of sugar in total package}
   \]

   \[
   \frac{\text{Grams of sugar in total package}}{4} = \text{Teaspoons of sugar}
   \]

**In Class**

1. Have children work in pairs. Assign each pair one of the empty beverage containers, if possible, based on what they said they drink most often. Ask kids to read to the class from the Nutrition Facts panel the amount of sugar in one serving of their beverage.

2. Remind kids how to use the serving size information to figure out the grams of sugar in the entire container. Use the calculator to determine the equivalent teaspoons of sugar.

3. Ask pairs to scoop the teaspoons of sugar calculated for their drinks into an empty plastic cup. Have them place the cup in front of the corresponding empty beverage container.

4. After each pair has measured the amount of sugar in their drink, compare the results and discuss impressions. Explain that many popular beverages are very high in added sugar and take the place of other drinks that are good for our bodies. Share that juice and milk contain some sugar naturally, but this isn’t added sugar. Encourage kids to avoid added sugar by choosing 100% juice and plain milk rather than chocolate or strawberry milk. Point out that whole fruit is even better than 100% juice because it also has fiber.

**TIP:** If working with younger kids, be prepared to help them with the math to move things along.
In Advance

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

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Ingredients</th>
<th>How to Prepare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit smoothies</td>
<td>See the Fruit Smoothies recipe (page 36).</td>
<td></td>
</tr>
<tr>
<td>Flavored water</td>
<td>• Lemons&lt;br&gt;• Limes&lt;br&gt;• Oranges&lt;br&gt;• Cucumbers&lt;br&gt;• Fresh mint and rosemary</td>
<td>• Rinse and slice fresh lemons, limes, oranges, and cucumbers.&lt;br&gt;• Snip mint leaves, rosemary, or other fresh herbs.&lt;br&gt;• Fill several pitchers with ice water and add any combination of the ingredients to each pitcher.</td>
</tr>
<tr>
<td>Fruit-juice sodas</td>
<td>• Seltzer&lt;br&gt;• Variety of 100% juices&lt;br&gt;• Lime&lt;br&gt;• Optional: Lemon, orange, or other citrus slices</td>
<td>• Fill a large pitcher, ½ juice and ½ seltzer water.&lt;br&gt;• Rinse the lime, cut in half, and squeeze the juice from the two halves into the pitcher.&lt;br&gt;• Mix well and add ice before serving. Add fruit slices, if using.</td>
</tr>
</tbody>
</table>

TIP: Determine in advance which member of the course team will be placed at each station.

Estimated Time: 15 minutes

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

In Class

1. Explain how each drink is prepared. Divide and assign kids to a starting station.
2. Have each group of kids prepare a beverage at their station, making enough for the entire class to sample. When the groups finish preparing their beverages, invite them to move to the next station and taste the healthy beverage another group has made. Continue this process, allowing all the kids to sample all the beverages.
3. When everyone is finished sampling, engage kids in discussion. Ask: Which healthy drinks did you enjoy the most? Why? Which would you like to make at home for your family?
Lesson Five: Super Shoppers

Goal
Encourage kids to make healthy choices away from home.

Objectives
Kids will:
• Practice making smart choices at the grocery store
• Practice identifying fruits, vegetables, and whole grains when they are out to eat
• Practice sharing with their families what was learned in class
• Prepare healthier versions of popular fast foods

Key Messages
• Help your family make smart choices when shopping for food.
• Make some of your favorite fast foods at home instead of going out to eat.
• If you do go out, look for fruits, vegetables, and whole grains on the menu.
• Share with your family what you learn about shopping and eating out.

I. Introduction (10 minutes)
2. Refocus kids’ attention. Ask kids to share with the class their experiences with the Challenge Activity, and recognize them appropriately.
3. Explain that this week they are going to learn how to make healthy choices away from home — at the store and when eating out.

TIP: If you choose to prepare a “fast-food” recipe with limited food groups, such as Baked Flaked Chicken, consider adding a salad, a vegetable side dish, or a fruit dessert to the meal.

Materials
- Flip chart or whiteboard
- Markers
- Pens
- Name tags
- A variety of fast-food menus
- Ingredients and equipment for recipes
- Materials for the activity: Can I Have This One?

Handouts
- Can I Have This One?
- Menu Mania
- Week Five: Super Shoppers

Suggested Recipes
- Baked Flaked Chicken
- Stovetop Macaroni and Cheese
- Sweet Potato Fries
- Turkey Tacos

TIP: If you choose to prepare a “fast-food” recipe with limited food groups, such as Baked Flaked Chicken, consider adding a salad, a vegetable side dish, or a fruit dessert to the meal.
II. Nutrition (30 minutes)

1. Encourage kids to ask their families for healthier foods at the store.
   - **Ask:** How many of you go with your parents or other family members to the store? What kinds of things do you ask for when you’re there? Lead kids in the **Can I Have This One? activity** on page I-26.

2. Help kids learn how to make healthier choices when eating out.
   - Remind kids that we want to make healthy choices at the store so we can make our own meals at home as much as possible, but that it’s important to know how to make healthy choices when we’re eating out, too.
   - **Ask:** Where do you normally go out to eat? What are your favorite foods to order when you are there? Have kids sort the foods according to MyPlate food groups and note whether their grain choices are whole grains. Write the food groups they list on flip-chart paper.
   - **Ask:** What do you notice by looking at this list? How often do fruits, vegetables, and whole grains appear? How could you make small changes to your order to include more fruits, vegetables, and whole grains (e.g., add vegetables to your pizza, order a side salad instead of fries)? Add to the discussion as needed, referring kids to the **Menu Mania handout** on page 19.

3. Encourage kids to share with their families what they learned.
   - **Ask:** What will you tell your family about what you’ve learned about making healthy choices at the store and when eating out?
   - Point out that one of the choices for this week’s **Challenge Activity** to complete with their families is to practice making healthy choices at the store.

**TIP:** If you are able, strongly consider conducting this lesson at an actual supermarket, corner store, or farmers market. If you do, move the fast food discussion and have kids prepare a few “fast-food” items along with their celebration foods in Week Six.

**TIP:** If time is running short, move this discussion to the Cooking or Eating Together section.

**TIP:** If time and interest allows, print off menus in advance for 2 to 3 popular fast-food restaurants. Let kids use the menus to identify fruits, vegetables, and whole grain foods. Choose menus representing different cuisines. Consider covering brand names to avoid brand bias.
III. Cooking and Food Safety  
(60 minutes)

1. Have kids wash their hands to prepare for cooking.

2. Help kids discover that they can make delicious, healthier versions of many of their fast-food favorites at home.
   - Have kids recall the “chef’s secrets” of recipe preparation from the You’re the Chef handout reviewed in Week One.
   - As they read through the recipe, point out ingredients that make these recipes healthier (e.g., fries made from colorful sweet potatoes instead of white potatoes).
   - Explain any unfamiliar cooking terms, using as much visual instruction as possible.
   - When it’s time for kids to assemble the mise en place, assign each child a job. Walk around the room, making sure to observe and correct knife technique.
   - When kids have finished the preparation steps, lead them through the cooking, making sure each child has a role.

   **TIP:** If the recipes you choose include meat, discuss the importance of separating raw meats from other foods and washing hands and surfaces that have come in contact with raw meat.

**TIP:** While kids are cooking, ask them what new things they learned about cooking today that they will share with their families. Explain that one of this week’s challenge options is to make a “fast-food” recipe at home.

IV. Eating Together (20 minutes)

1. Try to establish a pleasant atmosphere for eating. Ask kids who have finished cooking to set a place at the table for each class member and bring out platters of food.

2. Reinforce key messages from the lesson as kids eat.
   - Have kids try the food they have prepared. Ask kids to comment on the taste of these healthier versions of fast-food favorites.

3. Encourage kids to complete the Challenge Activity at home with their families.
   - Refer to the Week Five: Super Shoppers handout on page 17 and remind kids of the two options they have for completing the challenge. Ask them to circle the challenge they would like to try.
   - Remind them that next week they will have a chance to share their experiences with completing the challenge, and point out the reward or recognition they will receive.

4. If providing groceries or take-home servings from the meal for kids to share with their families, pass them out now. Get kids excited about next week’s topics and activities.
ACTIVITY

Can I Have This One?

Estimated Time: 20 minutes

Materials:
- Materials needed for each supermarket aisle chosen from the table to the right
- Folding tables or other raised surfaces to create food stations
- Paper
- Pencils or pens

Handouts:
- Can I Have This One?, page 18

TIP: Enable realistic comparisons for kids by choosing items within each aisle that are roughly equal in price. Be sure to use empty packages for this activity to avoid having kids ask to eat the contents when the activity is finished.

TIP: If food packages are not available, use the Cooking Matters at the Store Pop-up Tour Toolkit available to partners to print out pictures of foods along with their Nutrition Facts labels and ingredient lists.

TIP: Group kids with similar ability levels at the same starting station. With younger kids, lead the activity verbally, using the questions on the handout to prompt discussion. Ask older kids to conduct more detailed investigations of the available choices (e.g., comparing fiber in whole grain foods).

In Advance

1. Choose at least four aisles from the table below. Collect the necessary materials for each of the chosen aisles. Consider covering brand names or using pictures of Nutrition Facts labels for non-branded products to avoid brand bias.

<table>
<thead>
<tr>
<th>Aisle</th>
<th>Materials Needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Produce</td>
<td>A variety of colorful fruits and vegetables</td>
</tr>
<tr>
<td>Beverages</td>
<td>A variety of beverage containers for drinks such as juices, water, and sugary beverages</td>
</tr>
<tr>
<td>Snacks</td>
<td>A variety of snack packages representing healthy and unhealthy choices</td>
</tr>
<tr>
<td>Breads</td>
<td>A variety of bread packages from whole grain and refined-grain breads</td>
</tr>
<tr>
<td>Cereals</td>
<td>A variety of cereal boxes from whole grain and refined-grain cereals as well as options that are high and low in added sugar</td>
</tr>
<tr>
<td>Dairy</td>
<td>A variety of milk cartons from skim, 1%, 2%, and whole white milks as well as flavored milks (may also include other dairy products like yogurts or cheese)</td>
</tr>
</tbody>
</table>

2. Set up stations throughout the room to represent each aisle. Hang a paper sign at each station to identify the aisle (e.g., “Beverages, Aisle 3,” “Snacks, Aisle 4”). Try to simulate the actual layout of a grocery store as much as possible (e.g., fruits and vegetables on the side wall as you enter the store, packaged foods in the center).

3. Assign a member of the course team to each station.

In Class

1. Explain that kids will examine the food choices at each station and determine which ones they would ask for if they were at the store with their parents or other family members. Encourage them to consider everything they have learned so far about making healthy food choices, including reading labels and ingredients lists.

2. Divide kids into small groups, and assign each group a starting “aisle.” Distribute a copy of the Can I Have This One? worksheet to each child.

3. Have the course staff at each aisle guide the discussion as needed, encouraging kids to consider the questions on their worksheets as they make their choices. Allow kids to spend 4 to 5 minutes at each station, then move to the next aisle. Repeat until each group has had a turn at each aisle.

4. When kids are finished, congratulate them on using what they’ve learned in class to pick out healthy choices.

Ask: How can you use what you’ve learned to help your family at the store? Add to responses as needed:
- Help create a shopping list with healthier choices and check off items as they find them
- Read labels to compare food and drinks
- Identify colorful fruits and vegetables

Encourage kids to try helping their families with these shopping tasks the next time they go to the store.
Lesson Six: Kitchen Heroes

Goal
Celebrate kids’ accomplishments in preparing meals and snacks with fruits, vegetables, and whole grains.

Objectives
Kids will:
• Set goals to continue making healthy choices after the course is over
• Prepare healthier versions of celebration foods
• Celebrate their success in preparing healthy meals and snacks throughout the course

Key Messages
• Congratulations! You’ve done a great job practicing what you’ve learned in class.
• Keep up the good work! Continue practicing what you’ve learned after this course is over.

I. Introduction (10 minutes)
2. Refocus kids’ attention. Ask them to share with the class their experiences with the Challenge Activity, and recognize their successes appropriately.
3. Explain that this week they are going to review and celebrate what they’ve learned in the course.

II. Course Review (40 minutes)
1. Help kids review all that they have learned from taking the course.
   • Lead kids in the Cooking Matters Trivia activity on page I-29.
   • Refocus kids’ attention. Ask them if they have any questions about healthy eating and cooking that have not yet been answered.

Materials
• Flip chart or whiteboard
• Markers
• Pens
• Name tags
• Ingredients and equipment for recipes
• Materials for the activity: Cooking Matters Trivia

Handouts
• Week Six: Kitchen Heroes

Suggested Recipes
• Apple Crisp
• Banana Pudding in a Bag
• Chocolate Banana Pudding
• Rolled Oats and Peanut Butter Cookies

TIP: Consider preparing a hearty salad or a vegetable-based snack to serve alongside these celebration foods.
II. Cooking Matters for Kids

• Ask: What was your most important “takeaway” from class? What did you enjoy the most? What did you learn in class that you still plan to try at home?

• On the Week Six: Kitchen Heroes handout on page 21, have kids write down a few things they are most excited to keep practicing at home. Congratulate the kids on all that they’ve practiced throughout the course and encourage them to keep up the good work at home.

III. Cooking and Food Safety (50 minutes)

1. Have kids wash their hands to prepare for cooking.

2. Help kids understand that they can make their own healthy, tasty desserts and celebration foods using what they’ve learned about healthy eating and cooking.

   • Have kids recall the “chef’s secrets” of recipe preparation from the You’re the Chef handout reviewed in Week One.

   • As they read through the recipe, point out ingredients that make these recipes healthier (e.g., whole grain oats).

   • Explain any unfamiliar cooking terms, using as much visual instruction as possible.

   • When it’s time for kids to assemble the mise en place, assign each child a job. Walk around the room, making sure to observe and correct knife technique.

   • When kids have finished the food-preparation steps, lead them through the cooking, making sure each child has a role.

TIP: Use this opportunity to reinforce key messages from the entire course. Have kids say whether foods are whole grains, point out colors and parts of the plant, and answer questions about any labels on the ingredients.

IV. Graduation and Eating Together (20 minutes)

1. Try to establish a pleasant atmosphere for eating. Ask kids who have finished cooking to set a place at the table for each class member and bring out platters of food.

2. Call kids one by one to the front of the class, making a point of saying something special about each of them and the skills they have developed in class. Together with the course team, give out the graduation certificates and incentives and applaud for each graduate.

3. Thank kids for participating in the class.

TIP: Guide kids to make their goals as specific as possible. Encourage at least one healthy-eating goal and one cooking goal.

If working with younger kids, or if literacy is an issue, make this a verbal activity instead of a written one.
**Activity**

**Cooking Matters Trivia**

**Estimated Time:** 20 minutes

**Materials:**
- Large poster or presentation board
- 25 small white envelopes
- 25 index cards
- Marker
- Sample drink labels
- Sample snack labels
- Sample fast-food menu
- Prize for winning team (optional)

**TIP:** For sample labels, consider covering brand names or using pictures of Nutrition Facts labels for non-branded products to avoid brand bias.

**In Advance**

1. Create a game board, modeled after the TV show “Jeopardy,” with columns for the following categories: Fruits, Vegetables, and Whole Grains; Healthy Drinks and Snacks; Kitchen Smarts; Health Away From Home; and Food Facts.

2. Down the left side, from top to bottom, write five point values: 100, 200, 300, 400, and 500 points.

3. For each category, affix a column of five envelopes to the board, one for each point value, with the openings facing out.

4. Write the trivia questions for each category on index cards, one question per card, and place in the envelopes.

**In Class**

1. Tell kids that this activity will allow them to demonstrate what they have learned in this course. Divide kids into two teams. Flip a coin to determine which team will go first.

2. Review how the game is played:
   - Ask the starting team to choose a trivia category.
   - Pull the question from the lowest point value in that category with an available question.
   - Read the question on the card and allow 30 seconds for the team to discuss and decide on an answer. Only one person should speak for the group.
   - If the first team answers incorrectly, the other team can try for the correct answer.
   - You may accept any reasonable answer.
   - The team with the correct answer gets the points.
   - Alternate between teams until all questions on the board have been answered.

3. After all the questions have been answered, the team with the most points wins. Consider providing a prize for the winning team.

**Questions for the Activity Board:**

*These are only suggested questions. Feel free to create your own or tailor these questions to make them appropriate for your group.*

**Fruits, Vegetables, and Whole Grains**

Q: Name at least three red fruits or vegetables.
A: Any reasonable answer such as apples, strawberries, radishes, beets.

Q: True or false. If bread is brown, that means it is a whole grain.
A: False.

Q: Name one part of the plant that we eat.
A: Any reasonable answer such as root, stem, leaves, flower, fruit, seeds.
Cooking Matters Trivia continued >>>

Q: If a food is a whole grain, a whole grain ingredient will be listed here on the ingredient list.
A: First.

Q: Name a meal or snack you could make using at least three different color fruits or vegetables.
A: Any reasonable answer.

Healthy Drinks and Snacks
Q: Show a sample drink or snack label. How many servings are in this package?
A: Depends on label.

Q: Show two sample snack packages. Which of these snack choices is a whole grain?
A: Depends on labels, but be sure they check the first ingredient on the ingredient list to make their choice.

Q: Name two beverages we could make ourselves at home.
A: Any reasonable answer such as smoothies, flavored water, fruit sodas.

Q: Show two sample drink labels. Which of these drinks is lower in sugar?
A: Depends on labels, but be sure they calculate according to the number of servings in each package.

Q: Name two snacks with fruits or vegetables we could make ourselves at home.
A: Any reasonable answer such as fruit kabobs, yogurt parfaits, trail mix.

Kitchen Smarts
Q: Name two kitchen safety rules.
A: Any reasonable answer, such as use the “claw” when cutting, no horse-playing in the kitchen, keep knives pointed down when you walk.

Q: True or false. It’s OK to start cooking before reading the recipe all the way through.
A: False. We need to read the recipe from start to finish so we can make sure we have everything we need.

Q: What’s the safest way to cut a food that’s round?
A: Cut in half to make a flat surface.

Q: True or false. If the recipe calls for apples, I have to use apples.
A: False. Remind kids of recipes they’ve made, such as trail mix, where they made their own choices about ingredients to use.

Q: Name at least two different terms we use to describe how to cut vegetables.
A: Any reasonable answer, such as chop, dice, mince.

Health Away From Home
Q: Name two ways you can help your family shop at the store.
A: Any reasonable answer, such as compare foods and drinks using labels, identify whole grains using ingredient lists, pick out colorful fruits and vegetables.

Q: You’re in the cereal aisle. What might you consider as you make your choices?
A: Any reasonable answer, but be sure they include at least some nutritional considerations such as looking for whole grain or cereals with less added sugar.

Q: Show a fast-food menu. Find at least one fruit and one vegetable on this menu.
A: Depends on menu.

Q: Name two things you can do to make smart choices when eating out.
A: Any reasonable answer such as ask for vegetables on the side instead of fries, order water instead of soda, choose a yogurt parfait instead of a milkshake.

Q: You’re in the produce aisle. What might you consider as you make your choices?
A: Any reasonable answer such as color, price, which fruits and veggies they have tried and liked, which fruits and veggies they want to try for the first time.

Food Facts
Q: What are the five food groups?
A: Grains; Vegetables; Fruits; Dairy; and Protein.

Q: Name a whole grain breakfast food.
A: Any reasonable answer.

Q: How many food groups should we eat from every day?
A: All five. Every food group, every day!

Q: True or false. Eating breakfast every day can help you do better in school.
A: True.

Q: Show a recipe from kids’ books. How many food groups are used in this recipe?
A: Depends on the recipe.
ACTIVITY BANK

Food Shopping ......................................................... I-32
Fruits, Vegetables, and Whole Grains ......................... I-37
Healthy Beverages ..................................................... I-42
MyPlate ..................................................................... I-43
Physical Activity ....................................................... I-47
Safe Cooking ............................................................ I-56
Food Shopping

Food Origins Game

In Advance
1. Place pictures of a cow, chicken, plant, and factory in the corners of the room. Place all other materials on a table or other central location where kids can gather around. Consider covering brand names or using pictures of non-branded products to avoid brand bias.

In Class
1. Divide kids into 2 teams. Explain that each team will receive an assortment of packages, models, and pictures. When the music starts (or when you say go), each team will work together to decide where each food comes from (cow, chicken, plant, or factory) and, then, place the pictures or packaging in the appropriate corner of the room.

2. Stop the music (or call time's up) when both teams have placed all their models, pictures, and packages. Discuss their decisions, gently correct mistakes, and facilitate a simple conversation about where foods come from with the following questions:
   - Have you ever seen a cow or chicken? Where can you usually find them? What other foods do we get from these animals?
   - Have you ever seen food grow on plants? Have you ever picked fresh fruits or vegetables from plants? Where? Explain that foods can grow on trees, shrubs, underground, etc.
   - What do you think happens at a factory where foods are made?
   - Where do the foods come from that are best for our bodies (animals, plants, or factory)? Refer to MyPlate if needed. Discuss how we want to eat most of our foods from plants (such as fruits, vegetables, whole grains, and plant-based proteins) and some foods from animals (such as dairy or animal-based proteins). Many foods from factories are the “sometimes” foods we want to eat only occasionally within each food group.

3. Explain how shopping at a farmers market or around the perimeter of a grocery store can help ensure that we are buying mostly plant and animal foods. Consider building on this activity with a field trip to the farmers market, a local farm, or a grocery store.

TIP: You may also have kids draw pictures of some or all of the items referred to in this activity and use them instead of food models, cartons, or pictures.

Suggested Grades:
Kindergarten through 3

Estimated Time: 15 minutes

Materials:
- Empty milk carton, egg carton, box of toaster pastries, and can or bottle of soda
- Food models or pictures of cheese, yogurt, carrot, tomato, and apple
- Pictures of a cow, chicken, plant, and factory
- Stereo and music (optional)
Food Shopping

Supermarket Hot and Cold

In Advance
1. Depending on the season and where the scavenger hunt will take place (supermarket, school garden, farmers market), select 8 foods that kids will search for on their hunt. Choose a variety of healthy plant and animal foods.
2. Create 8 ½ x 11 picture cards for each of the 8 foods.

In Class
1. Show kids the 8 picture cards representing the items they are to find. Review them one at a time and discuss distinguishing features (e.g., pointy leaves, shiny red fruit, etc.).
2. Lead kids around the store to look for the 8 items by telling them they are getting “warmer” or “cooler” as they approach the items.
3. After each child locates one of the foods, give the child a sticker to affix to his or her shirt, and ask questions such as
   • Have you eaten this food before? How was it prepared?
   • What do you like about it?
   • Have we used this food to make a recipe in class? How did we use it?
   • Where does it come from (e.g., plant, animal, factory)?

TIP: If time permits, consider using the Food Riddles on page I-43, or creating your own riddles, to introduce the foods before revealing the pictures.

Suggested Grades:
Kindergarten through 2

Estimated Time: 1 hour

Materials:
❍ Stickers
❍ Picture cards for each of the 8 foods chosen for this activity

Suggested Grades: Kindergarten through 2

Estimated Time: 1 hour

Materials:
❍ Stickers
❍ Picture cards for each of the 8 foods chosen for this activity
Supermarket Scavenger Hunt

In Class

1. Divide kids into 3 or 4 small groups. Choose a member of the course team to accompany each group and help answer questions.

2. Give a worksheet, pen, and clipboard to each child.

3. Assign each group a starting section. Explain that each group will find their starting section on the handout, then move through the rest of the sections in the order given on the sheet, until they have completed all sections.

4. Tell kids to begin their search, and ask them to meet back at the same spot in 50 minutes.

5. When groups gather again, spend the remaining time reviewing the worksheet questions and calling on kids to share some of their answers aloud.

6. Congratulate kids on using what they’ve learned in this course to find healthy choices at the store. Ask: How can you use what you’ve learned to help your parents at the store? Add to responses as needed. Kids can help their parents create a shopping list and check off items as they find them, read labels to compare food and drinks, identify colorful fruits and vegetables, and so on. Encourage kids to try helping their parents with these tasks the next time they go food shopping.

TIPS:

- Be sure each member of the course team understands his or her responsibilities ahead of time. In each section, the course team should ask kids first to select 1 or 2 items they would normally ask for from that aisle, then, to select 1 or 2 healthier alternatives based on what they’ve learned. Kids should answer the questions on their handouts based on their choices. When kids have finished answering the questions on the handout, course staff will highlight key lessons learned in that section of the store. Course staff can also use the Supermarket Talking Points on the next page.

- Be sure course staff understand time constraints. Ask them to assist kids with their choices, as needed, to stay within time limits.
Supermarket Talking Points

Produce Section

- Discuss how to know when produce is ripe. Check for firmness, color, texture, and smell.
- Point out that produce displayed in the front of the produce section is usually in season. Talk about what is at the front today.
- Point out that convenience and prepackaged forms of produce (e.g., bagged salad, pre-cut carrots or broccoli) are the same nutritionally, but usually cost more. Encourage purchasing the whole forms and using them to practice knife skills.
- Remind kids of all the ways they have learned to prepare fruits and vegetables. Explain that fresh produce has a limited shelf life, so they should consume it quickly by adding it to meals and snacks. Fruits can also be frozen for later use (e.g., using frozen fruit in Fruit Smoothies).

Bread Section

- Clarify that brown bread does not necessarily mean whole grain. Review what kids have learned about finding whole grains and have them identify whole grain choices by reading label ingredient lists.
- Explain that bread can become stale or moldy, so they should use it up making meals and snacks. Remind kids of recipes in their book that use bread (such as Chocolate Strawberry French Toast). Point out that bread can also be frozen if it won’t be used right away.

Cereal Section

- Explain that breakfast cereals at eye level for kids are usually the ones highest in added sugar and packaged with appealing colors and cartoon characters. Discuss using what kids have learned to look beyond the packaging and find tasty cereals that are lower in added sugar and made with whole grains.
- Talk about the idea of mixing different types of cereals for a healthy snack or breakfast. Point out that adding dried or fresh fruit is a great way to add flavor and an extra food group to the meal.

Milk/Eggs/Dairy Section

- Point out that yogurt comes in many shapes and sizes. Like cereals, yogurt packaged for children and high in added sugar is often at a child’s eye-level. Be sure to compare food labels.
- Discuss non-dairy alternatives for kids who may be lactose-intolerant.
- Remind kids that flavored milks are much higher in added sugar than regular milk.
- Ask kids which food group eggs belong to and discuss the many ways they can be eaten or used in recipes (such as Hearty Egg Burritos in their book). Ask kids to say what are their favorite ways to eat eggs (e.g., scrambled, hard boiled, sunny side up).
Supermarket Talking Points

Canned Food Section

- Discuss choosing fruits that are canned in 100% juice.
- Point out low-sodium forms of canned beans and vegetables, and explain the importance of rinsing canned foods prior to use in order to eat less sodium.
- Mention that many fruits and vegetables are canned at their peak freshness and may be more nutritious than fresh produce that is past its prime or picked too early.
- Discuss recipes from class that used canned and fresh vegetables and remind kids these foods can go well together.

Frozen Food Section

- Compare kids’ favorite frozen meals and discuss ways to make them healthier (e.g. by adding veggies to frozen pizza).
- Remind kids of healthier alternatives to ice cream and frozen yogurt products, such as 100% fruit popsicles or bananas or grapes you have frozen yourself.
- Highlight the variety of ingredients available in the freezer aisle to make your own meals and snacks at home.

Snacks/Juice/Drinks Section

- Point out that real fruit juices are labeled “100% juice.” Emphasize that if a beverage label says the beverage is “made with juice” or has “juice drink” in the name, it probably has added sugar and very little real fruit juice.
- Remind kids that tap water is a healthy choice and doesn’t need to be purchased in the store! Explain that bottled water is no healthier than tap water and can be very expensive.
- Remind kids of healthy snacks they have learned to make themselves in this course.
Fruits, Vegetables, and Whole Grains

Make Your Own Veggie Super Hero

In Advance

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

In Class

1. Display cut vegetables and materials on a table where everyone can reach them.
2. Encourage kids to use as many different color veggies as possible to create their own Veggie Super Heroes.
3. When kids are finished, ask them to share their creation with the group and answer questions such as
   - What is your super hero’s name?
   - How many different color veggies did you choose? Which ones?
   - What parts of the plant do your super hero veggies come from?
   - Which of these veggies have you eaten before? Did you enjoy them?
   - Will this be the first time you are trying any of these veggies? Which ones?
4. Pass out the dressings or dips for kids to spoon onto their veggies if they wish. Invite kids to eat and enjoy their Veggie Super Hero.

TIPS:

- Substitute produce that is in season or on sale, if needed.
- Consider preparing dips from the Delicious Dips and Spreads handout on page 6, rather than using store-bought dips. Invite kids to help prepare the dips for this activity, or tell them they will have an opportunity to make these dips in another lesson.

Suggested Grades:
Kindergarten through 3

Estimated Time: 15 minutes

Materials:
- Paper plates, one for each child
- A variety of washed, colorful vegetables, such as: 1 head broccoli, 2 zucchinis, 1 small can corn, 1 small can sliced olives, 2 red peppers, 1 bunch celery, and 3–4 whole carrots
- Small bowls
- Serving spoons
- Low-fat ranch, French, or other dressings or hummus for dipping vegetables
Fruits, Vegetables, and Whole Grains

Make Your Own Fruit Clown Face

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

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

TIPS:
- Substitute produce that is in season or on sale, if needed.
- Consider preparing dips from the Delicious Dips and Spreads handout on page 6, rather than using store-bought dips. Invite kids to help prepare the dips for this activity, or tell them they will have an opportunity to make these dips in another lesson.

Suggested Grades: Kindergarten through 3
Estimated Time: 15 minutes
Materials:
- Paper plates, one for each child
- A variety of colorful fresh fruits, such as pineapple, blueberries, grapes, kiwi, strawberries, oranges, cantaloupe, and raisins
- Small bowls
- Serving spoons
- Low-fat yogurt dip
Fruits, Vegetables, and Whole Grains

Fruit and Vegetable Placemats

Suggested Grades:
Kindergarten through 3

Estimated Time: 15 minutes

Materials:
- Magazines with pictures of fruits and vegetables that kids can cut or tear out
- Glue sticks or tape
- Crayons, colored pencils, or markers
- Blank paper, 1–2 sheets per child
- Construction paper, one piece per child
- Clear contact paper
- Scissors (optional)

In Advance
1. Collect enough magazines so that each child will have at least one.

In Class
1. Set out materials and explain that each child will create his or her own fruit and vegetable placemat.
2. Explain that kids can draw pictures of fruits and vegetables on blank paper, or they can cut or tear out fruit and vegetable pictures from the magazines. Pictures can be arranged and glued or taped on both sides of the construction paper.
3. Help kids cover their placemats (front and back) with clear contact paper.
4. Ask kids to share their placemats with the class and answer questions such as:
   - How many different color fruits and veggies did you find? Which ones?
   - Which of the fruits and veggies on your placemat are your favorites to eat?
   - Did you find any pictures of fruits and veggies that you would like to try for the first time? If so, which ones?
5. Explain that kids can use their placemats at home to remind them to include more colorful fruits and vegetables in each meal.

TIP: Send a note home to parents to let them know that they can clean the placemat by wiping it down with a damp cloth but that it should not be submerged in water.
Putting Whole Grains to the Test

Suggested Grades: 3 through 6

Estimated Time: 15 minutes

Materials:
- 1 slice of 100% whole wheat bread
- 1 slice of white bread
- 2 clear bowls
- 2 cups of orange juice
- Tongs

In Class

1. Explain to kids that they are going to conduct a simple demonstration to see how whole grains and refined grains behave differently in our bodies.

2. Have a child volunteer to place a slice of white bread in one bowl and a slice of whole wheat bread in the other. Ask another child to pour orange juice into each bowl, just enough to cover each slice of bread.

3. Explain that the orange juice represents the acid in our stomachs when we digest food. Tell kids that we will let the breads soak for 10 minutes to see what happens. While the breads soak, engage kids in discussion about the differences between whole grains and refined grains and about what kinds of whole grain foods they have tried.

4. After 10 minutes have passed, ask for a volunteer to pick up the slice of white bread with the tongs, then, the slice of whole wheat bread. Ask: What do you notice? Why does the white bread fall apart while the whole wheat bread does not?

5. Explain that this activity demonstrates how whole grains take longer to break down in our body, helping us feel full and helping to prevent overeating. Discuss additional benefits of whole grains, such as the fiber they provide that may lower our risk of chronic disease.
Your Veggies, Your Way

Suggested Grades:
Kindergarten through 3

Estimated Time: 15 minutes

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

In Advance
1. Bring a pot of water to a boil. Rinse and slice carrots.
2. On each of the 5 index cards, write the name of one of the 5 herbs you chose for this activity.
3. When the water is boiling, add carrot slices to the pot. Cook to desired tenderness.
4. Drain and add a small amount of butter or canola oil and a dash of salt to the pot. Stir well to coat all the carrots.

In Class
1. Ask kids to wash hands in preparation. Pass out sprigs of the fresh herbs and have kids pluck and chop the leaves, assisting as needed. Instruct them to place each chopped herb in a separate bowl.
2. In front of each bowl, place the index card with the name of the herb in that bowl.
3. Distribute the carrots among the herb bowls, reserving just enough carrots for kids to have another taste of their favorites at the end. Stir the carrots in the herbs, so the carrots are coated evenly with herbs.
4. Invite kids to taste each variation of the seasoned carrots and indicate their preferred flavor by placing a sticker on the index card in front of the herb bowl they liked best.
5. Provide everyone with another taste of one or two of the “most popular” flavors. Encourage kids to make a similarly flavored vegetable at home for their families in the upcoming week. Suggest other vegetables that they could flavor in the same way, such as zucchini, squash, corn, or sweet potatoes.

TIPS:
- Other vegetables such as broccoli, zucchini, corn, lima and other beans, or tomatoes can work well with this activity too.
- Use one Tablespoon of minced fresh herbs for every 2 cups of carrots. If using dried herbs, use only 1 teaspoon for every 2 cups of carrots. Dried herbs should be added directly to the pot with butter and salt to soften before serving.
Healthy Beverages

Fruit vs. Juice

In Advance
1. Cut oranges into 6 segments and remove seeds.
2. Fill the clear glass with 6 ounces of orange juice.

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

In Class
1. Place all the whole fruits on a table in front of the kids.
2. Hold up the glass of orange juice and ask kids to identify what is in the glass and which fruit on the table this juice comes from.
3. Give one orange segment, napkin, and paper cup to each child. Have everyone taste the orange together.
4. After eating the orange segment, give each child another segment and instruct them to squeeze the juice out into the small cup.
5. Point out how much juice comes out of each segment compared to the juice in the glass. Ask kids to guess how many oranges it would take to fill up the glass. Could you eat this many? Why or why not?
6. Explain that the fiber in whole fruit makes you feel fuller than drinking juice. Highlight the other important health benefits of fiber. Point out that while both fruit and juice contain important vitamins and minerals, the whole fruit is the better choice because it gives us the fiber we need and has fewer calories than juice.
7. Point out the other whole fruits on the table and ask kids what kind of juice they make. Reinforce that, just like oranges, these fruits contain more fiber in their whole form than in juice form. Discuss additional juices kids may drink, and which whole fruits or vegetables they come from.

TIP: Remind kids that they learned healthy ways to flavor water in lesson 4.
# Food Riddles

**In Advance**

1. Place each food into a brown paper bag on a table in the front of the room where everyone can see.

**In Class**

1. Divide kids into 2 teams. Explain that you will call out a variety of clues that correspond to each of the foods in the brown bags.

2. Teams will work together to guess which food is in the bag using the riddle clues. The first team to raise a hand will have an opportunity to guess. If the guess is correct, reveal the food and move on to the next bag. If the guess is incorrect, the next team gets to guess. If the next team does not know, continue reading through the clues until the groups are ready to guess again.

**TIPS:**

- Consider making this game into a physical activity in which kids who answer a food riddle correctly get to choose an activity that everyone has to do for 30 seconds or 1 minute. Examples include hopping up and down like a bunny or running in place. Review the *Movement Bank* on page I-53 for additional ideas.

- Consider creating your own riddles for seasonal produce or sale items.

- After kids guess the food correctly, challenge them further by asking them to name at least one way the food can be eaten or prepared.

- You may also wish to choose foods that you are planning to use in this week’s recipes.

## Suggested Grades:
Kindergarten through 5

## Estimated Time:
20 minutes

## Materials:
- Brown paper bags
- A variety of foods from each food group corresponding to the riddles on page I-44
Food Riddles

I am in the Vegetables group.
I grow underneath the ground.
I can be eaten raw or cooked — I’ve been added to muffins in a recipe in your book!
I help keep eyes healthy.
I am the color orange.
I am a … CARROT.

I am in the Protein group.
I come from a farm animal.
Open me up and you’ll see two parts.
I am featured in a delicious breakfast recipe in your book.
I can be served in many ways, like scrambled, poached, or boiled.
I am an … EGG.

I am in the Fruits group.
I am in season most of the year.
I am featured in a “crisp” recipe in your book.
I am round and plump with tiny seeds inside.
You may have heard “one of me a day keeps the doctor away.”
I am an … APPLE.

I am in the Grains group.
I pack extra fiber when I am made from whole wheat flour.
Some people like me “al dente,” but other people cook me longer.
I come in many different shapes like bowties.
Most people eat me with sauce on top.
I am … PASTA.

I am in the Vegetables group.
I am green.
I taste good raw, steamed, sauteed, or roasted.
My closest vegetable cousin is cauliflower.
I look like a miniature tree.
I am … BROCCOLI.

I am in the Dairy group.
I help build strong bones and teeth.
Try my low-fat or nonfat varieties as a healthy substitute for sour cream.
I am delicious served with fruit.
I am featured in a parfait recipe in your book.
I am … YOGURT.

I am in the Fruits group.
I am a type of citrus fruit.
I grow best in the warm weather (especially in sunny Florida!).
You can squeeze me to make juice, but I have more nutrients when you eat me whole.
I am the same color as my name.
I am an … ORANGE.

I am in the Grains group.
I have lots of fiber.
“Multi-grain” or “Seven grain” on the package doesn’t mean it’s me.
Check the first ingredient in the ingredients list to be sure you’ve got the real thing.
Don’t be fooled… not everyone can be me just because they are brown!
I am … WHOLE WHEAT BREAD.

I am in the Fruits group.
I’m somewhere between the size of a golf ball and the size of a tennis ball.
My skin is brown and fuzzy.
Once you peel me, I’m bright green and juicy on the inside!
I am a … KIWI.
Food Group Relay Race

In Advance

1. Divide food pictures into two piles. Make sure there is a roughly even distribution of foods from each food group, and of “everyday” and “sometimes” foods. “Everyday” foods are foods that are OK to eat every day. “Sometimes” foods are foods that are OK to eat every once in a while.

2. Label one paper bag “everyday” and the other “sometimes” foods.

In Class

1. Ask kids to recall the five MyPlate food groups and why it’s important to eat from every food group every day. **ASK:** Do you think all foods within each food group are OK to eat every day? Give an example, like a piece of cake in the Grains group. Have kids give examples of “sometimes” foods versus “everyday” foods in each food group (e.g., apple pie versus apples in the Fruits group, a hamburger versus black beans in the Protein group).

2. Divide kids into two groups. Give each group a pile of food pictures.

3. Tell kids they will have two minutes to sort their pile of pictures into the five food groups. When you call time, review each group’s placements. Gently correct as needed.

4. Place the two bags at one end of the room. Have teams line up at the other end. Ask each team to bring only their Grains group food pictures with them.

5. Explain that when you say “go,” each team will look through the pictures and determine which bag each food should be in: “everyday” or “sometimes.” The first person in line will run up and place one food picture in the appropriate bag, run back, and slap the next team member’s hand. Then, the next person runs up to place the next food picture, and so on. Each team will repeat this process until all of their Grains group food pictures have been placed. The first team to finish and sit down is the winning team.

6. Review where foods were placed. Gently correct as needed. Ask if participants are surprised by the results.

7. Repeat with pictures from each food group as time permits.

TIPS:

- If your space isn’t large enough for this activity, try Filling Up MyPlate on page I-46.
- This activity may also be used to test kids’ knowledge of different parts of the plant. Label paper bags with parts of the plant (e.g., stems, leaves, roots) and have kids sort pictures of produce into each bag.

Suggested Grades: 3 through 6

Estimated Time: 15 minutes

Materials:

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

Filling Up MyPlate

In Advance

1. Have children work in pairs. Sort food models or pictures into piles so that each pair has the same number of food pictures from each food group. Aim for 3 or 4 pictures per food group per pair, so that each pair ends up with 15 to 20 pictures.

2. Make sure there are pictures of healthier and less healthy choices from each food group.

3. If possible, give pairs more pictures of foods they should eat often, such as fruits, vegetables, and whole grains, and fewer pictures of foods they should eat less often.

In Class

1. Give a picture pile to each pair. Explain that they will have 5 to 7 minutes to work together to group food pictures according to the correct food group.

2. Suggest that kids separate foods into 5 different piles representing each food group, then stack the foods in each pile so that the healthiest choices are on top (i.e., foods that we should choose more often) and the least healthy choices are on the bottom (i.e., foods that we should choose less often).

3. If needed, display the MyPlate poster in the background to help kids decide where each food should be placed.

4. At the end of the activity, bring kids back together and call on them to show a few foods from their piles, tell where they decided to place them, and why. If necessary, gently correct mistakes and congratulate them on their successful choices.

5. Reinforce the message that we should eat from every food group every day, but it’s important to make smart choices within each food group too.
Physical Activity

Activity Name Game

In Class

1. Have everyone stand together in a circle. Explain that as you go around the circle, each child will state their name and an activity that starts with the first letter of their name (e.g., Sally likes to swim, Patricia likes push-ups, Quinn likes to play quarterback, Yolanda likes yoga, Zachary likes to zigzag). As each child says their activity, the whole group will act it out.

2. Give everyone a minute to think of an activity, providing ideas as necessary.

3. Start the activity off by saying your own name and activity, and have everyone act out the activity with you. The child on your left goes next and says your name and activity, then adds his or her own name and activity.

4. Play continues around the circle, adding names and activities with everyone acting out the activities together. After going around the circle once, end the game by repeating everyone’s name and activity one last time.

TIP: Help children get creative if their name starts with a difficult letter. If time is short, choose a default activity, like jumping jacks, if kids haven’t thought of anything by the time it’s their turn.
**Salad Toss**

**In Advance**

1. Affix vegetable pictures to index cards using tape or glue, one picture per card. Write the name of the vegetable on the back of the card.

2. Cut or tear a sheet of paper into small strips. Write the name of the vegetables chosen for the picture cards, one per strip. Fold up the strips of paper and place them in a paper bag, baseball cap, or other place where kids can draw them from.

**In Class**

1. Give each child a vegetable picture card.

2. Have one child volunteer to be the grocer. Everyone else will sit on chairs in a circle, while the grocer stands in the center.

3. Explain that the grocer will draw the names of two vegetables out of the bag and call them out. The kids with these vegetable picture cards will quickly exchange places, while the grocer tries to get one of their seats. Whoever does not find a seat becomes the grocer for the next round. At any time, the grocer may call out “Salad Toss” and everyone must scramble to find a new seat.

4. Have the grocer start the game. Continue play until everyone has had a chance to be grocer or until time is up.

TIP: Print images of vegetables from web sites, or cut out images from magazines.

**Suggested Grades:** Kindergarten through 4

**Estimated Time:** 10 minutes

**Materials:**
- Pictures of vegetables, one per child
- Index cards
- Tape or glue
- Paper
- Pen
- Paper bag
Fruit Partner Games

**Physical Activity**

**In Class**
1. Have kids form pairs. Give a piece of fruit to each pair, naming the fruits as you pass them out.
2. Have paired students stand back-to-back and explain that when you say go, they will pass the piece of fruit, by hand, to their partner as they twist from side to side. Each time a fruit is passed, the child releasing it should say one characteristic of the fruit (for example, if passing a red apple, participants may say red, crunchy, or sweet).
3. In the middle of the activity, instruct kids to start passing the fruits over their shoulders, this time saying one way the fruit could be prepared or enjoyed in a meal or snack (e.g., plain, with yogurt, with peanut butter, in a parfait, in a salad) each time it is passed.
4. Alternate with new passes, such as bending and passing between the legs. Have kids exchange fruits as the game continues to avoid repeating the same characteristics and preparation ideas.
5. Have kids increase their speed as the activity progresses. When the activity is over, remind kids that exercise can be any form of movement.

**Optional**
Consider playing music in the background during the activity, slowly increasing the tempo such that passing becomes more vigorous as the activity progresses.

**TIP:** Consider using flip-chart paper to jot down a “word bank” of descriptive words kids can use for this activity. Suggested words can be found in the tips for the Name That Fruit or Vegetable activity on page I-9.

**Suggested Grades:** Kindergarten through 3  
**Estimated Time:** 10 minutes  
**Materials:**  
- A variety of fruits (fresh or models) for passing
Physical Activity

Chair Dancing

In Class

1. Have students sit in pairs on chairs facing each other, spread throughout the room. Be sure kids have enough room to stretch out their arms in all directions.

2. Explain that you are going to go through a series of chair dancing exercises that they will follow. Examples of chair movements:
   - Tap feet together on the floor to the beat. Alternate tapping with feet close together and then far apart.
   - Tap feet with one foot crossed in front of the other, then switching the feet so that the other is in front.
   - Start with feet together. Tap one foot out to the front and then return it to the starting position. Repeat with the other foot.
   - Bend over in the chair and reach arms to the floor on the outside of the legs. Sit upright and lift the arms above the head, then lower the arms to the starting position. Repeat. (Optional: When lowering arms, shake out the hands to each side).
   - Reach one hand at a time above the head, as if climbing a ladder.
   - Raise both hands up; drop the hands to the shoulders, bending the arms; and then press the hands up again. Repeat for several counts.
   - Hold arms straight out to the sides, then bend the arms and bring the palms in toward the chest. Repeat using an open-and-close-type motion for several counts.

3. Ask for one partner in each pair to make up their own combination of moves that the other partner will imitate, then have the partners switch roles. Have partners continue making up new combinations as time permits.

4. When the activity is over, remind kids that they can use simple activities to expend more energy and have fun at the same time. Chair exercises can be used to liven up more passive activities like watching TV or using the computer. Challenge kids to have a chair dance-off with other family members at each commercial break when watching their favorite show.

Suggested Grades: Kindergarten through 6

Estimated Time: 10 minutes

Materials:
- Chairs
- Stereo and upbeat music

Suggested Grades: Kindergarten through 6

Estimated Time: 10 minutes

Materials:
- Chairs
- Stereo and upbeat music
Physical Activity

Jump Rope Challenge

In Class

1. Have paired-up students face each other with their jump ropes, leaving plenty of space between students so ropes don’t get tangled while jumping.

2. Have pairs begin jumping. As they jump, they will go through the alphabet and name one fruit or vegetable for each letter, alternating between students the calling out of letters and the naming of the fruit or vegetable. When a letter does not correspond with a fruit or vegetable, the student can just say, “eat more fruits and veggies.”

3. Engage in additional jump rope activities as time permits:
   - Play upbeat music in the background and tell kids to continue jumping until they hear the music stop. When someone keeps jumping after the music stops, he or she must sit down. Vary the amount of time between starting and stopping the music. Continue the game until only one child is left.
   - Play Simon Says using jump rope commands such as “jump with both feet,” “jump with one foot,” “jump on one foot and say your favorite vegetable,” “stop jumping, put your rope on the ground, and march in place.” Whoever acts on a command not preceded by the words Simon says is out. Continue calling out commands until only one child is left.

TIP: Hula hoops would also work well for this activity.

Suggested Grades:
Kindergarten through 6

Estimated Time: 10 minutes

Materials:
- Jump ropes, one per child
Physical Activity

Color Coding

Suggested Grades:
Kindergarten through 6

Estimated Time: 10 minutes

Materials:
- Flip chart
- Marker

In Advance

1. Create a list of foods, sorted by color, for your reference during the activity:
   - RED: apples, beets, red cabbage, red onions, red peppers, strawberries, tomatoes
   - ORANGE: cantaloupe, carrots, oranges, orange peppers, sweet potatoes
   - YELLOW: bananas, corn, lemons, pineapple, squash
   - GREEN: avocados, broccoli, celery, cucumbers, green beans, green cabbage, green peppers, kiwi, lettuce, peas, spinach, zucchini
   - BLUE/PURPLE: blueberries, blackberries, eggplant, grapes, plums, raisins

2. On flip-chart paper, write each color and an associated activity. For example, RED = Jumping Jacks, ORANGE = Hop in Place, YELLOW = Knee Raises.

In Class

1. Have kids form a circle. Ask a child to volunteer to start the activity. Explain that when the activity starts, you will call out a fruit or vegetable, and the child will have 5 seconds to tell you the color group it belongs to. If the child gets the answer correct, everyone in the class must act out the activity for that color for 30 seconds. If the child gets the answer incorrect, everyone must skip around the circle until they are back at their starting position. Continue to the next child in the circle with he or she calling out another fruit or vegetable.

2. Start the game and continue playing until each child has had at least one turn to guess the color of a fruit or vegetable.

TIPS:
- You may also use this game to practice sorting foods by food group or by part of the plant, instead of by color. Choose an activity for each food group or part of the plant. Call out the names of a wide variety of foods and ask kids to name the food groups or parts of the plant the foods represent.
- Use the Movement Bank on the following page to come up with movement ideas for each color that will work in your location.
## Movement Bank

<table>
<thead>
<tr>
<th>Exercise</th>
<th>Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>Bunny hop</td>
</tr>
<tr>
<td>March</td>
<td>Basketball shoot</td>
</tr>
<tr>
<td>Jog</td>
<td>Jump rope</td>
</tr>
<tr>
<td>Walking lunge</td>
<td>Ski-stride</td>
</tr>
<tr>
<td>Grapevine</td>
<td>Twist</td>
</tr>
<tr>
<td>Slide</td>
<td>Jumping jacks</td>
</tr>
<tr>
<td>Knee lifts</td>
<td>Lunges</td>
</tr>
<tr>
<td>Soccer kick</td>
<td>Squats</td>
</tr>
<tr>
<td>Hamstring curl</td>
<td>Dance steps</td>
</tr>
<tr>
<td>Heel touches</td>
<td>(like mamba or cha cha)</td>
</tr>
</tbody>
</table>
Think Fast: True or False

In Advance
1. Brainstorm a series of statements that will test what kids have learned so far about cooking and nutrition, such as
   - Eggplant is in the Grains group. (False)
   - Eggs are in the Protein group. (True)
   - Broccoli is the flower of the plant. (True)
   - You can tell that a grain is a whole grain because it’s brown. (False)
   - You should read the second ingredient in the ingredient list to find out if a grain is whole. (False)
   - You should always wash your hands before cooking. (True)
   - You should start cooking before you read the recipe. (False)

In Class
1. Have kids stand up facing you. Explain that you will read out a series of statements one at a time. If the statement is true they will jog in place for 30 seconds, but if it’s false they will squat down low for 30 seconds.
2. Continue the game until all statements have been read.

TIPS:
- Review the Movement Bank on page I-53 for more movement ideas.
- Challenge kids further by asking them to correct each false statement before moving on to the next one. Let a child who corrects a false statement choose a new movement for true or false answers.

Suggested Grades: Kindergarten through 6
Estimated Time: 10 minutes
Materials: None needed
Activity Ball Toss

Physical Activity

In Advance


2. Divide the paper pieces into two piles, such that each pile has 3 small pieces, 2 medium pieces, and 1 whole sheet.

3. Write an activity on each of the pieces of paper (e.g., 10 jumping jacks, hopping on the right foot 10 times, running or skipping from one end of the room to the other, 5 kick-boxing kicks on each leg, freestyle, etc.)

4. Form 2 crumpled balls with each group of paper by crumpling one of the smallest pieces first, wrapping and crumpling this first piece in the other small pieces, then wrapping and crumpling progressively larger pieces. The finished balls should stay intact, but layers can be peeled off when they are caught.

In Class

1. Divide kids into 2 teams. Keep teams on separate sides of the room.

2. Explain that the game starts when you toss a paper activity ball to each team.

3. Explain that the child who catches the ball will peel off the first layer and read the first activity. Everyone in their group will do that activity. Play continues with the ball being tossed again and the next person catching it, peeling off the next layer and reading the activity, and, then, the group doing that activity. Repeat the process until all the layers of the activity ball are used. The first team that finishes all the activities in their ball wins the round.

4. Toss the balls to each team to start the game. Play additional rounds as time permits.

Suggested Grades: Kindergarten through 6

Estimated Time: 10 minutes

Materials:
- 6 sheets of 8 ½ x 11 paper
- Scissors
- Pen or marker
Imaginary Cooking

In Class

1. Hold up a picture of one easy-to-prepare food.

2. Ask the children to identify what they see and to describe the steps for making it, asking at each step whether the children can do it themselves or whether they should ask an adult for help. For example, the steps they describe for making a piece of toast may include:
   - Wash your hands properly.
   - Open the bread bag and pull out a slice.
   - Plug the toaster into the wall socket.
   - Place the slice of bread in the toaster and push down the lever.
   - Wait for the toast to pop up, indicating that it’s done.
   - Pull the piece of hot bread from the toaster with tongs or a potholder and place it on a plate.
   - Spread jam on your toast.
   - Take a bite and enjoy!

3. When each step has been named and the roles decided, role play the whole process together.

4. Repeat this activity with other easy-to-prepare foods as time permits.

5. Consider moving to the kitchen and allowing kids to help prepare some of these simple foods following the roles you just discussed.
Week One: You’re the Chef!

Hey Kids!

- Get started in the kitchen! Choose a recipe and read it start to finish. Make sure you have what you need before you begin.
- Be safe! Practice the knife skills you learned in class.
- Try eating from every food group, every day.

Hey Grown-ups!

- Your child is learning to cook! Let them show you their new skills by helping you in the kitchen.
- Your child practiced using a knife safely today! Ask them to show you what they learned about cutting food.
- It’s good to eat from every food group, every day. Have your child point out the food groups they eat in each meal or snack.

Take the Challenge Together!

Challenge Choice 1: Make a recipe from class at home.
Tip: Try one of the recipes from your book.

Challenge Choice 2: Eat from every food group at least one day this week.
Tip: Write down which foods you plan to eat and which food groups they belong to.
MyPlate
Find your healthy eating style.

ChooseMyPlate.gov

Vegetables
Vary your veggies.
Make half your plate fruits and veggies. Eat a variety of veggies! Add them to casseroles, sandwiches, wraps, and more.

Fruits
Focus on whole fruits.
Make half your plate fruits and veggies. Buy fruits that are frozen, canned, or fresh, so that you can always have a supply on hand. Whole fruits are a better choice than juice.

Grains
Make half your grains whole grains.
Choose whole grain versions of bread, pasta, tortillas, and cereal. Just because bread is brown doesn’t mean it’s whole grain. Check the ingredients list to be sure the first word is “whole.”

Protein
Vary your protein routine.
Mix it up! Beans, lentils, peanut butter, soy products like tofu, seafood, lean meats, poultry, nuts, and seeds are all good sources of protein. Eat seafood twice a week. Choose lean cuts of meat and ground beef that is at least 93% lean.

Dairy
Move to low-fat or fat-free dairy.
Look at the carton or package to make sure your milk, yogurt, or cheese is fat-free or low-fat (1%). Calcium builds strong bones. If you can’t have milk products, choose other calcium sources like fortified soy milk.

ChooseMyPlate.gov courtesy of United States Department of Agriculture (USDA).
Be Careful When You Cut

Cut your food without cutting yourself.

1. Curl your fingers toward your palm like a claw when you hold the food.

2. Cut any round foods in half. Lay the flat side down on the cutting board.

3. Point the tip of the knife toward the cutting board.

4. Slide the knife down and back up like a saw. Don’t just push down.
You’re the Chef

Pssst ... wanna know how to cook like a real chef? Our chefs shared their secrets:

1. Find a recipe you like.
2. Read the recipe from start to finish.
3. Get out all the ingredients and cooking tools you need.
4. Prep all the ingredients before you start cooking.
5. Review the recipe one more time before you start.

Not sure what all those recipe words mean? Check out some common chef lingo:

**Cutting Words**
- **Chop:** Cut into pieces. Don’t worry too much about the size.
- **Dice:** Cut into medium-size pieces.
- **Mince:** Cut into tiny pieces.

**Stovetop Words**
- **Boil:** Bring a liquid to a boil on high heat. Liquid is boiling when big bubbles pop up quickly.
- **Simmer:** Let food cook slowly in liquid at a low temperature. Small bubbles may pop up slowly.
- **Sauté:** Heat a small amount of oil or butter in a pan. Add the food and cook until tender.

**Oven Words**
- **Bake or Roast:** Cook on the middle rack of the oven at the temperature given in the recipe.
- **Broil:** Cook on the top rack of the oven, or in the broiling drawer. Use the “broil” setting.
Week Two: Colorful Fruits and Vegetables

Hey Kids!

- Try at least one bite of new fruits and vegetables. You never know what you might like!
- Make your plate a rainbow! Add colorful fruits and vegetables to each meal.

Hey Grown-ups!

- Your child is learning to try new fruits and vegetables! Ask them to describe the ones they tried today. Set aside some time when you can try new fruits and vegetables together.
- Colorful fruits and vegetables are great for kids’ growing bodies. Have them point out the colors they eat in each meal.

Take the Challenge Together!

Challenge Choice 1: Make a recipe from class using at least three different colored fruits or vegetables.
Tip: Look for a recipe from your book with colorful fruits and vegetables.

Challenge Choice 2: Eat at least three different colored fruits and vegetables one day this week.
Tip: Write down the fruits and veggies you plan to eat that day. Check that you have three different colors.
Delicious Dips & Spreads

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

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

Honey Mustard Dip
- Mix ½ cup plain nonfat yogurt, 1 Tablespoon mustard, and 1 Tablespoon honey.
- Serve with Baked Flaked Chicken (page 54) or Baked Flaked Fish (page 55).

Pumpkin Dip
- Using a blender, mix 1 (15 ounce) can pumpkin puree, 1 cup low-fat cream cheese (softened), ¼ cup powdered sugar, 1 teaspoon ground cinnamon, and ½ teaspoon ground nutmeg.
- Serve with whole wheat graham crackers, with apple wedges, or as a spread on whole wheat toast or bread.

Vegetable Dip
- Mix ½ cup nonfat plain yogurt, ½ cup reduced-fat mayonnaise, and 1 Tablespoon salt-free seasoning blend (or use ½ teaspoon each of dried chives and parsley, ¼ teaspoon each of garlic and onion powder, and ½ teaspoon each of salt and pepper). Substitute low-fat sour cream for the mayonnaise if you like.
- Serve with cut-up fresh veggies, or use as a topping for Black Bean & Vegetable Quesadillas (page 57), Turkey Chili with Vegetables (page 62), or Turkey Tacos (page 63).

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

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

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

<table>
<thead>
<tr>
<th>Name That Food</th>
<th>Color</th>
<th>Shape</th>
<th>Texture</th>
<th>Taste</th>
<th>I’ll Try Again Later</th>
<th>Like It</th>
<th>I’ll Try Again Later</th>
<th>Like It</th>
<th>I’ll Try Again Later</th>
<th>Like It</th>
<th>I’ll Try Again Later</th>
<th>Like It</th>
<th>I’ll Try Again Later</th>
<th>Like It</th>
<th>I’ll Try Again Later</th>
<th>Like It</th>
<th>I’ll Try Again Later</th>
<th>Like It</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>Red</td>
<td>Round</td>
<td>Crisp</td>
<td>Like It</td>
<td>Like Again Later</td>
<td>Like It</td>
<td>Like Again Later</td>
<td>Like It</td>
<td>Like Again Later</td>
<td>Like It</td>
<td>Like Again Later</td>
<td>Like It</td>
<td>Like Again Later</td>
<td>Like It</td>
<td>Like Again Later</td>
<td>Like It</td>
<td>Like Again Later</td>
<td>Like It</td>
</tr>
</tbody>
</table>

Example: Apple
Parts of the Plant

You eat our roots.
bebets  carrots  radishes

List other roots you can eat: ________________________________
_________________________________________________________________
_________________________________________________________________

You eat our stems.
celery  asparagus

List other stems you can eat: ________________________________
_________________________________________________________________
_________________________________________________________________

You eat our leaves.
cabbage  lettuce

List other leaves you can eat: ________________________________
_________________________________________________________________
_________________________________________________________________

You eat our fruit.
pepper  tomato

List other fruit you can eat: ________________________________
_________________________________________________________________
_________________________________________________________________

You eat our seeds.
corn  peas

List other seeds you can eat: ________________________________
_________________________________________________________________
_________________________________________________________________

You eat our flowers.
broccoli  cauliflower

List other flowers you can eat: ________________________________
_________________________________________________________________
_________________________________________________________________
Hey Kids!

• Choose whole grains as often as you can.
• Check the ingredients list. Just because a grain is brown does not mean it’s a whole grain!
• Power up each morning with a healthy breakfast.

Hey Grown-ups!

• Your child is learning to try whole grains! Ask them to describe the whole grain foods they tried today.
• Your child is learning to pick out whole grains at the store! Let your child show you what they learned about finding whole grain foods.
• Kids who eat breakfast every day do better in school! Help your child look for whole grain breakfast foods at the store.

Take the Challenge Together!

Challenge Choice 1: Make a breakfast recipe from class using whole grains.
Tip: Try one of the breakfast recipes from your book.

Challenge Choice 2: Practice finding whole grain foods at the store.
Tip: Check the labels for the grain foods you normally buy. See if a whole grain ingredient is listed first. If not, look for a similar food made with whole grains.
### Taste Test: Name That Food

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

<table>
<thead>
<tr>
<th>Name That Food Example: Apple</th>
<th>Color: Red</th>
<th>Shape: Round</th>
<th>Texture: Crisp</th>
<th>Taste: Like It</th>
<th>I’ll Try Again Later</th>
<th>I’ll Try Again Later</th>
<th>I’ll Try Again Later</th>
<th>I’ll Try Again Later</th>
<th>I’ll Try Again Later</th>
<th>I’ll Try Again Later</th>
<th>I’ll Try Again Later</th>
</tr>
</thead>
</table>

**Directions:**
- **Color:** Red
- **Shape:** Round
- **Texture:** Crisp
- **Taste:** Like It

**Instructions:**
- Fill in the chart with information about the foods you taste in class.
- Use the symbols to indicate your reaction to the food:
  - Like It
  - I’ll Try Again Later
Be a Whole Grain Detective

Search out tasty whole grains using these clues.

A good detective always knows to check the food label ...

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

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

... and is never fooled by fakes!

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

Nutrition Facts

Serving Size 1 1/2 cups
Servings Per Recipe 4

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 160</td>
<td>Calories from Fat 100</td>
</tr>
<tr>
<td>Total Fat 11g</td>
<td>14%</td>
</tr>
<tr>
<td>Saturated Fat 1g</td>
<td>5%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 150mg</td>
<td>7%</td>
</tr>
<tr>
<td>Total Carbohydrate 16g</td>
<td>6%</td>
</tr>
<tr>
<td>Dietary Fiber 5g</td>
<td>18%</td>
</tr>
<tr>
<td>Sugars 7g</td>
<td></td>
</tr>
<tr>
<td>Protein 3g</td>
<td></td>
</tr>
</tbody>
</table>

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

• Make yourself a quick snack at home. Take it on the go if you need to!
• Grabbing a drink at the store? Check the labels and choose drinks with less sugar.
• Try making your own tasty drinks at home. Pour them in a water bottle and take them with you!

Hey Grown-ups!

• Your child is learning to make their own healthy snacks! Ask them to tell you about the snacks they made in class.
• Your child is learning to make their own healthy drinks too! Have them make a healthy drink at home. Serve it at your next family meal.
• Your child is learning to read food labels! Let them show you how they would compare two drinks to see which one has less sugar.

Take the Challenge Together!

Challenge Choice 1: Show your family that you can make a healthy snack all by yourself.
Tip: Try making one of the snacks from the Drink Smart, Snack Smart handout on pages 15-16.

Challenge Choice 2: Check the labels for two of your favorite drinks.
Tip: Use what you learned in class about choosing drinks with less sugar.
Label Lingo
Use the label to guide your food choices.

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

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

Look for foods with more fiber and less sugar.

Nutrition Facts
Serving Size: 1 1/4 cups
Servings Per Recipe: 6

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>220</td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>40</td>
</tr>
<tr>
<td>Total Fat</td>
<td>6%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>3%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>5%</td>
</tr>
<tr>
<td>Sodium</td>
<td>20%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>15%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>25%</td>
</tr>
<tr>
<td>Sugars</td>
<td>8g</td>
</tr>
<tr>
<td>Protein</td>
<td>8g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>20%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>60%</td>
</tr>
<tr>
<td>Calcium</td>
<td>4%</td>
</tr>
<tr>
<td>Iron</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

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

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

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

Instead of fruit-flavored or sports drinks ...
★ Drink 100% juice
★ Drink water
★ Make your own fruit smoothies (page 36)
★ Make your own flavored water
- Cut up fruit slices, like lemons, limes, oranges, watermelon, or cucumbers.
- Pour a pitcher or glass of ice water. Add fruit slices and stir.
- For a different flavor, add chopped fresh herbs like mint or rosemary to your water.

Instead of peanut butter crackers ...
★ Make Peanut Butter Sticks
- Wash and cut celery into short sticks.
- Spread a thin layer of peanut butter onto celery sticks.
- Top peanut butter with raisins and enjoy!

Continued >>
Instead of fruit-flavored snacks ...

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

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

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

Instead of cheesy crackers ...

**Make Fruit and Cheese Kabobs**
- Cut block cheese into small cubes.
- Wash, peel, and cut a variety of colorful fruits into bite-size pieces.
- Slide food onto coffee stirrer “skewers” or whole wheat pretzel sticks. Alternate fruit and cheese pieces.

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

Instead of ice cream ...

**Make your own yogurt parfaits** (page 51)

Instead of potato chips or salty snacks ...

**Make your own trail mix** (page 43)
Hey Kids!

- Out to eat? Look for fruits, vegetables, and whole grain choices on the menu.
- Use your cooking skills to make some of your favorite fast foods at home.
- Help your family at the store! Compare foods using what you have learned. Ask for the healthier choices.

Hey Grown-ups!

- Your child is learning to make healthier choices when you are out to eat! Ask them to tell you what they learned about finding healthy choices on the menu.
- You can make healthier versions of many fast-food favorites at home! Have your child tell you about the healthy “fast-food” recipes they made in class.
- Your child can help you make healthy choices at the store! Take them shopping with you. Have them pick out a few healthier items using what they have learned.

Take the Challenge Together!

**Challenge Choice 1: Make a “fast-food” recipe from class at home.**

Tip: Try one of the fast-food recipes from your book.

**Challenge Choice 2: Practice making healthy choices at the store this week.**

Tip: Try looking for whole grains, comparing food labels, or picking out a favorite fruit or vegetable.
Can I Have This One?

**Produce**

Of the fruits and vegetables I see, which ones are my favorite? What colors are they?
__________________
__________________
If I could only choose one, what would I ask for? How could I use it in a meal or snack?
__________________
__________________
If I could choose another one, what would I ask for? How could I use it in a meal or snack?
__________________
__________________

**Beverages**

Which drink has the lowest amount of sugar per serving?
__________________
__________________
What homemade drinks could I make myself instead of choosing one of these? What ingredients would I need?
__________________
__________________
I would ask for
__________________
__________________

**Breads**

Which breads look like whole grains (because they are brown or because of their name)?
__________________
__________________
After reading the label, which breads are actually whole grains?
__________________
__________________
I would ask for
__________________
__________________

**Cereals**

Which cereals are whole grains?
__________________
__________________
Which cereals are lower in sugar?
__________________
__________________
I would ask for
__________________
__________________

**Dairy**

Which milks or yogurts are lower in sugar?
__________________
__________________
How could I use one of these items in a homemade drink or snack? What other ingredients would I need?
__________________
__________________
I would ask for
__________________
__________________

**Snacks**

Which snacks are whole grains?
__________________
__________________
What homemade snacks could I make myself instead of choosing one of these? What ingredients would I need?
__________________
__________________
I would ask for
__________________
__________________
Menu Mania
Order smart when you're out to eat.

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

- Choose a veggie-packed salad for your main meal. Go light on bacon, cheese, and creamy dressings.
- Add vegetables to your pizza.
- Order a small side salad, baby carrots, or a fruit cup instead of fries.
- Ask for whole wheat bread or brown rice.
- Order low-fat yogurt with fruit instead of a milkshake.

Choose healthy drinks.

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

Keep portions small.

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

Hey Kids!

- Congratulations! You’re ready to whip up more tasty meals and snacks at home.
- Keep up the good work! Look for ways to eat more fruits, veggies, and whole grains each day.

Hey Grown-ups!

- Your child has finished the Cooking Matters for Kids healthy cooking class! Congratulate your child. Ask your child to tell you about his or her biggest success.
- Setting goals can help you and your child keep up the good work now that class is over. Look for ways to help your child eat more fruits, vegetables, and whole grains each day.

Keep It Up!

Write down what you want to keep practicing at home after this course:

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
Games and Puzzles
Breakfast Crossword

Across
4 Put cream cheese or peanut butter on a whole wheat __________.
5 Add some fruit and brown sugar to a bowl of this whole grain.
7 Add fresh __________ like bananas or strawberries to whole grain waffles.
9 Top a breakfast __________ with some salsa.

Down
1 Scramble these and eat them with whole grain toast.
2 Add __________ to whole grain cereal.
3 Make a __________ with yogurt, fresh fruit, and granola.
4 This meal helps you do your best in school.
6 Eat breakfast __________ day.
8 Try whole grain French __________ or pancakes.
Snacks and Drinks Crossword

Across
2 Look for snacks made with _______ grains.
4 Raw _______ make great snacks — try them with dip!
6 Try making your own healthy snacks at ________.
7 Avoid drinks and snacks with lots of ________.
8 Watch out! Make sure your fruit drinks say 100% ________.
9 Low-fat ________ is a great drink choice — it helps keep bones strong.

Down
1 Check the ________ before you choose a drink or snack.
2 Get this healthy drink from a fountain, a bottle, or your kitchen sink.
3 Choose snacks with less ________ fat.
5 Put fruit, yogurt, and ice in a blender to make a ________.
Cooking Terms Word Search

recipe  bake  measure
ingredients  roast  oven
chop  broil  stove
dice  boil  chef
mince  simmer  kitchen
Label Reading
Word Search

label
servings
calories

fat
sugar
fiber

lower
higher
Colorful Fruits Word Scramble

What fruit am I?  What color am I?

betrrwrsya ___________________ ___________________
alwetroenm ___________________ ___________________
arenog ___________________ ___________________
ubbylrere ___________________ ___________________
plepa ___________________ ___________________
utneapcelo ___________________ ___________________
umlp ___________________ ___________________
naomg ___________________ ___________________
argesp ___________________ ___________________
iwiki ___________________ ___________________
pinaplepe ___________________ ___________________
erngtneia ___________________ ___________________
ahpec ___________________ ___________________
nnaaab ___________________ ___________________
ineatnecr ___________________ ___________________
Colorful Vegetable Fill-In

Fill in the blanks to complete the names of these GREEN veggies.

B ____ C __ L __
__ P _____ C H
A __ P ______ G __ S
C __ C ______ ER

Fill in the blanks to complete the names of these ORANGE veggies.

____ R __ T
__ W ____ T P ______ O

Fill in the blanks to complete the names of these RED veggies.

B ____
R A _____ H

Fill in the blanks to complete the names of these YELLOW veggies.

C ____ N
__ Q U _____
Common Materials Used to Make Cooking Matters Recipes ........................................... 32

Sides/Snacks ........................................................................................................... 33

Breakfast .................................................................................................................. 45

Entrées ....................................................................................................................... 53

Desserts ....................................................................................................................... 67

Look for these symbols on our recipes.

30-Minute Meal: These meals can be made in 30 minutes or less. They are great for busy weeknights.

45-Minute Meal: These meals can be made in 45 minutes or less. They are great for busy weeknights.

Crowd-Friendly: These recipes are great for holidays, special events like a birthday party or potluck, or any other time you need to serve a crowd.

Diabetes-Friendly: These recipes are good for people watching both their calories and their carbs.

Freezer-Friendly: These recipes hold up well in the freezer. Make a large batch and freeze the leftovers. Pull them out when you don’t have time to cook.

Healthy Snack: These recipes can be eaten as a healthy snack—at home or on the go.

No Cook: No oven or stove needed! These recipes are the simplest to prepare.

One-Dish Meal: These meals can be made in a single pot, skillet, or baking dish. They are great for cooking in a small space or cutting down on dirty dishes.

Seasonal Special: These recipes feature seasonal fruits and vegetables. You can get the best price when they are in season. Use other fruits and veggies when the ones called for in the recipe are out of season.
# Common Materials Used to Make Cooking Matters Recipes

This list shows the materials needed to make most Cooking Matters recipes. Any materials not on this list will show up as Special Materials on our recipes.

<table>
<thead>
<tr>
<th>Bakeware</th>
<th>Utensils</th>
<th>Storage</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 9-by-13-inch baking dish</td>
<td>• Box grater</td>
<td>• Aluminum foil</td>
</tr>
<tr>
<td>• 9-inch square baking dish</td>
<td>• Can opener</td>
<td>• Plastic wrap</td>
</tr>
<tr>
<td>• 12-cup muffin pan</td>
<td>• Colander</td>
<td>• Zip-top plastic bags</td>
</tr>
<tr>
<td>• Baking sheet/Cookie sheet</td>
<td>• Cutting board</td>
<td></td>
</tr>
<tr>
<td><strong>Bowls</strong></td>
<td>• Dry measuring cups</td>
<td></td>
</tr>
<tr>
<td>• Microwave-safe bowls</td>
<td>• Liquid measuring cup</td>
<td></td>
</tr>
<tr>
<td>• Small, medium, and large bowls</td>
<td>• Measuring spoons</td>
<td></td>
</tr>
<tr>
<td><strong>Pots and Pans</strong></td>
<td>• Mixing spoon (such as wooden, plastic, or silicone)</td>
<td></td>
</tr>
<tr>
<td>• Pot lids</td>
<td>• Rubber spatula</td>
<td></td>
</tr>
<tr>
<td>• Skillet lids</td>
<td>• Sharp knives*</td>
<td></td>
</tr>
<tr>
<td>• Small, medium, and large pots</td>
<td>• Slotted spoon</td>
<td></td>
</tr>
<tr>
<td>• Small, medium, and large skillets</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*You may find it helpful to have a paring knife, chef’s knife, and serrated/bread knife on hand.
Apple Wraps

Virginia Cooperative Extension

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

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

Materials
Cutting board • Measuring spoons • Medium bowl • Sharp knife • Fork

Nutrition Facts
Serving Size 1/2 wrap
Servings Per Recipe 4

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 190</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat 60</td>
<td></td>
</tr>
<tr>
<td>Total Fat 8g</td>
<td>8%</td>
</tr>
<tr>
<td>Saturated Fat 1.5g</td>
<td>8%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 200mg</td>
<td>9%</td>
</tr>
<tr>
<td>Total Carbohydrate 34g</td>
<td>12%</td>
</tr>
<tr>
<td>Dietary Fiber 3g</td>
<td>11%</td>
</tr>
<tr>
<td>Sugars 14g</td>
<td></td>
</tr>
<tr>
<td>Protein 5g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 140% • Vitamin C 15%
Calcium 0% • Iron 0%

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

Directions

Have adults help with the steps marked with this symbol!

1. Rinse and cut apple in half, lengthwise. Remove any stems. Cut out center core that contains the seeds. Do not peel.


3. Peel bananas. In a medium bowl, use your fingers to break bananas into pieces. Use a fork to mash pieces until creamy and smooth.

4. Add peanut butter to mashed banana. Stir well to blend.

5. Spread peanut butter mixture over one side of each tortilla.

6. Sprinkle diced apple over peanut butter. Tightly roll each tortilla. Cut each wrap in half.

7. Chill in refrigerator until ready to serve, up to 24 hours.
Confetti Pepper Cornbread

Chef Michael Degenhart • Denver, Colo.
Serves 9, 1 (3-inch-square) piece per serving
Prep time: 15 minutes • Cook time: 45 minutes

Ingredients

2 red or green chili peppers, like jalapeño or serrano
1 large egg
1 cup low-fat buttermilk
½ cup nonfat plain yogurt
1 cup all-purpose flour
1 cup cornmeal
½ cup sugar
2 ½ teaspoons baking powder
¼ teaspoon salt
Non-stick cooking spray

Materials

9-inch square baking dish • Cutting board • Fork • Large bowl • Measuring cups • Measuring spoons • Medium bowl • Mixing spoon • Rubber spatula • Spoon

Directions

Have adults help with the steps marked with this symbol!

1. Preheat oven to 400°F.
2. Rinse, remove stems, and halve chiles. Scrape out seeds with a spoon and discard them. Dice chiles.
3. In a medium bowl, beat egg slightly with a fork.
4. Add buttermilk, yogurt, and chiles to the egg. Mix until smooth.
5. In a large bowl, mix flour, cornmeal, sugar, baking powder, and salt.
6. Add wet mixture to dry ingredients. Blend with a rubber spatula or mixing spoon until just moist. Small lumps are OK. Do not overmix or cornbread will be too dense.
7. Coat the baking dish with non-stick spray. Pour in batter.
8. Bake on middle rack of oven until edges are lightly browned and a toothpick inserted in the middle comes out clean. This will be about 25–30 minutes. Remove from oven. Let cool in pan for 10 minutes before serving.

Chef’s Notes

• For spicier bread, do not remove chili pepper seeds. For cheesy cornbread, leave out chili peppers. Add ½ cup low-fat cheese to batter in step 6.
• Add 1 cup fresh or thawed frozen corn kernels, if you like.
• In place of buttermilk, add 1 teaspoon white vinegar or lemon juice to 1 cup milk. Let sit for 5 minutes before adding to other ingredients.
• Crumble leftover cornbread and serve on top of chili or soup. Or, cut into cubes and toast. Use as homemade croutons for salad.
• Cut into squares, place in zip-top plastic bags, and freeze up to 1 month. Be sure to freeze while the bread is still fresh.
• Try making cornbread muffins instead. Add batter to a 12-cup muffin pan coated with non-stick spray. Bake as in step 8. Reduce cooking time to about 20 minutes.

Nutrition Facts

Serving Size 1 (3-inch square) serving
Servings Per Recipe 9

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>170</td>
</tr>
<tr>
<td>Total Fat</td>
<td>1.5g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>20mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>270mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>34g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>1g</td>
</tr>
<tr>
<td>Sugars</td>
<td>10g</td>
</tr>
<tr>
<td>Protein</td>
<td>5g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>2%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>6%</td>
</tr>
<tr>
<td>Calcium</td>
<td>10%</td>
</tr>
<tr>
<td>Iron</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

**Chef Susan Goss - Chicago, Ill.**

Serves 2, 1 cup per serving

Prep time: 10 minutes • Cook time: None

---

**Ingredients**

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

**Optional Ingredients**  
½ teaspoon ground cinnamon

---

**Directions**

Have adults help with the steps marked with this symbol: 🔨

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

---

**Chef’s Notes**

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

---

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving Size 1 cup</th>
<th>Servings Per Recipe 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amount Per Serving</strong></td>
<td></td>
</tr>
<tr>
<td>Calories 170</td>
<td>Calories from Fat 20</td>
</tr>
<tr>
<td>% Daily Value *</td>
<td></td>
</tr>
<tr>
<td>Total Fat 2g</td>
<td>3%</td>
</tr>
<tr>
<td>Saturated Fat 1.5g</td>
<td>8%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 5mg</td>
<td>2%</td>
</tr>
<tr>
<td>Sodium 90mg</td>
<td>4%</td>
</tr>
<tr>
<td>Total Carbohydrate 31g</td>
<td>11%</td>
</tr>
<tr>
<td>Dietary Fiber 2g</td>
<td>7%</td>
</tr>
<tr>
<td>Sugars 22g</td>
<td></td>
</tr>
<tr>
<td>Protein 8g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 2%</td>
<td>•  Vitamin C 60%</td>
</tr>
<tr>
<td>Calcium 20%</td>
<td>•  Iron 0%</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Homemade Granola
Chef Joyce Roland • Seattle, Wash.
Serves 9, 1/3 cup per serving
Prep time: 15 minutes • Cook time: 10–15 minutes

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

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

Directions
Have adults help with the steps marked with this symbol!

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

Chef’s Notes
• Make large batches. Granola can be stored at room temperature or in the refrigerator for up to 3 weeks.
• Add milk to granola and eat like cereal. Use it to top a fruit salad or nonfat plain yogurt. Or, pack single servings in a zip-top plastic bag. Eat on its own for a tasty afternoon snack.
• Layer granola, slices of fresh or frozen fruit, and yogurt to make a yogurt parfait.
• Use leftover rolled oats to make oatmeal for breakfast. Or, make oatmeal cookies.

Nutrition Facts
Serving Size 1/3 cup
Servings Per Recipe 9
Amount Per Serving
Calories 160 Calories from Fat 50
Total Fat 6g 8%
Saturated Fat 0.5g 3%
Trans Fat 0g
Cholesterol 0mg 0%
Sodium 0mg 0%
Total Carbohydrate 27g 10%
Dietary Fiber 3g 11%
Sugars 13g
Protein 3g

Vitamin A 2%  •  Vitamin C 0%
Calcium 2%  •  Iron 6%

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

Serves 12, 1 mozzarella stick and 1 ¼ Tablespoons sauce per serving
Prep time: 30 minutes • Cook time: 10 minutes

Directions

Have adults help with the steps marked with this symbol!

1. Preheat oven to 400°F.
2. Coat a baking sheet with non-stick cooking spray.
3. Cut mozzarella chunk in half. Then, cut each half into about 6 sticks. While you prepare remaining ingredients, freeze mozzarella sticks at least 20 minutes.
4. In a small bowl, whisk eggs with a fork until well blended.
5. In a second small bowl, mix breadcrumbs with ½ teaspoon dried oregano, ½ teaspoon dried basil, and ½ teaspoon dried parsley.
6. Dip each frozen mozzarella stick into beaten egg mixture, then into seasoned breadcrumbs. Repeat once more until each stick is coated well.
7. Place breaded mozzarella sticks on baking sheet. Spray them lightly with non-stick cooking spray. Bake until lightly browned, about 5–8 minutes.
8. In a small skillet, add tomato sauce and remaining ¼ teaspoon dried oregano, ¼ teaspoon dried basil, and ¼ teaspoon dried parsley. Stir to combine. Warm over low heat while mozzarella sticks are baking.
9. Serve mozzarella sticks with warmed tomato sauce.

Chef’s Notes

• String cheese may have a better unit price than mozzarella in chunk form.
• The cheese may ooze through the coating as the sticks bake. While still warm, gently press melted cheese back into the stick. It will harden as it cools down.
• Instead of using canned tomato sauce, make your own.

Nutrition Facts

Serving Size: 1 mozzarella stick and 1 ¼ Tablespoons sauce
Servings Per Recipe: 12

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 120</td>
<td>Calories from Fat 50</td>
</tr>
<tr>
<td>Total Fat 6g</td>
<td>8%</td>
</tr>
<tr>
<td>Saturated Fat 2.5g</td>
<td>13%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 60mg</td>
<td>20%</td>
</tr>
<tr>
<td>Sodium 210mg</td>
<td>9%</td>
</tr>
<tr>
<td>Total Carbohydrate 9g</td>
<td>3%</td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td>4%</td>
</tr>
<tr>
<td>Sugars 2g</td>
<td></td>
</tr>
<tr>
<td>Protein 8g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 6%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C 2%</td>
<td></td>
</tr>
<tr>
<td>Calcium 10%</td>
<td></td>
</tr>
<tr>
<td>Iron 6%</td>
<td></td>
</tr>
</tbody>
</table>

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

Chef Linette True • Portland, Ore.
Serves 4, ¾ cup per serving
Prep time: 10 minutes • Cook time: 5 minutes

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

Optional Ingredients
1 Tablespoon honey

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

Directions
Have adults help with the steps marked with this symbol! ▲

▲ 1. Rinse and remove cores from apples. Do not peel. Cut into 1-inch pieces. Place in medium bowl.
2. Add dried fruit and yogurt to bowl. Mix well.
3. Add chopped nuts to bowl. If using, add honey. Toss and serve.

Chef’s Notes
• Use any kind of apple in this recipe.
• Use any kind of nuts in place of walnuts.
• Toasting nuts can make them more flavorful. In a small skillet over medium heat, toast nuts until golden brown and fragrant, about 2 minutes. Watch closely so they do not burn. Remove from pan and let cool before using.

Nutrition Facts
Serving Size 3/4 cup
Servings Per Recipe 4

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 80</td>
<td>Calories from Fat 10</td>
</tr>
<tr>
<td>Total Fat 1.5g</td>
<td>2%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 10mg</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate 16g</td>
<td>6%</td>
</tr>
<tr>
<td>Dietary Fiber 3g</td>
<td>11%</td>
</tr>
<tr>
<td>Sugars 12g</td>
<td>4%</td>
</tr>
<tr>
<td>Protein 1g</td>
<td>2%</td>
</tr>
</tbody>
</table>

▲ 1. Use any kind of apple in this recipe.
▲ 2. Use any kind of nuts in place of walnuts.
▲ 3. Toasting nuts can make them more flavorful. In a small skillet over medium heat, toast nuts until golden brown and fragrant, about 2 minutes. Watch closely so they do not burn. Remove from pan and let cool before using.

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Ratatouille
Chef Jonathan Ahalt • Denver, Colo.
Serves 4, 1½ cups per serving
Prep time: 25 minutes • Cook time: 40 minutes

Directions

Have adults help with the steps marked with this symbol! A

1. Preheat oven to 425°F.
2. Rinse and peel onion. Peel garlic. Rinse eggplant, zucchini, squash, and tomato.
4. In a medium bowl, add onion, eggplant, zucchini, squash, garlic, oil, basil, oregano, salt, and black pepper. Toss until veggies are well coated.
6. Add tomato to baking sheet. Return baking sheet to oven. Bake, stirring occasionally, until veggies are golden crisp, about 15–20 minutes more.

Chef’s Notes

• Serve over polenta, spinach, brown rice, whole wheat pasta, or with hearty whole grain bread.
• Top with grated Parmesan cheese, if you like.
• For a faster version, cook veggies in a large skillet on top of the stove with 1 teaspoon oil instead of baking.

Ingredients

1 small red onion
2 medium cloves garlic
1 small eggplant
1 medium zucchini
1 medium yellow squash
1 large tomato
3 Tablespoons canola oil
1 teaspoon dried basil
1 teaspoon dried oregano
¼ teaspoon salt
¼ teaspoon ground black pepper

Materials

Baking sheet • Cutting board • Measuring spoons • Medium bowl • Sharp knife

Nutrition Facts

Serving Size 1 1/2 cups
Servings Per Recipe 4

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 160</td>
<td>Calories from Fat 100</td>
</tr>
<tr>
<td>Total Fat 11g</td>
<td>14%</td>
</tr>
<tr>
<td>Saturated Fat 1g</td>
<td>5%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 150mg</td>
<td>7%</td>
</tr>
<tr>
<td>Total Carbohydrate 16g</td>
<td>6%</td>
</tr>
<tr>
<td>Dietary Fiber 5g</td>
<td>18%</td>
</tr>
<tr>
<td>Sugars 7g</td>
<td></td>
</tr>
<tr>
<td>Protein 3g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 20% • Vitamin C 30% • Calcium 4% • Iron 6%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Stove Top Macaroni and Cheese
Chef Peter Goatley • Detroit, Mich.
Serves 16, ½ cup per serving
Prep time: 20 minutes • Cook time: 20 minutes

Ingredients
1 small head broccoli
5 ounces cheddar or Monterey Jack cheese
1 (16-ounce) package whole wheat macaroni
1½ cups nonfat milk
1½ Tablespoons unsalted butter
2 Tablespoons all-purpose flour
½ teaspoon salt
½ teaspoon ground black pepper
4 Tablespoons light cream cheese

Materials
Box grater • Colander • Cutting board • Fork • Large pot • Measuring cups • Measuring spoons • Microwave-safe bowl • Rubber spatula • Sharp knife • Small pot with lid

Directions
Have adults help with the steps marked with this symbol! ▲
▲ 1. Rinse and chop broccoli.
▲ 2. Grate cheddar or Monterey Jack cheese.
▲ 3. In a microwave-safe bowl, add broccoli and just enough water to cover half way. Heat in microwave until bright green and tender, about 6–8 minutes.
▲ 4. Cook pasta following package directions. Drain in a colander and set aside. While pasta is cooking, make cheese sauce.
▲ 5. In a small pot over medium heat, heat milk. When hot, remove from heat.
▲ 6. In a large pot over medium heat, melt butter. Add flour. Whisk with a fork, stirring constantly.
▲ 7. Slowly add the warm milk. Stir constantly with a rubber spatula, until sauce thickens. Sauce should be thick enough to coat the back of a spoon.
▲ 8. Stir in salt and black pepper. Add cream cheese, grated cheese, and broccoli. Stir until grated cheese is melted. Remove from heat.
▲ 9. Add macaroni to cheese sauce. Stir to coat.

Chef’s Notes
• Use any veggies you like. Try using 1½ cups chopped tomatoes, steamed cauliflower, cooked peas or spinach, or cooked butternut or acorn squash cubes instead of broccoli.
• For a heartier version, in step 8 add 1 (12-ounce) can tuna, packed in water, drained. Or, add cubed and cooked chicken pieces.
• For extra flavor, add ½ teaspoon dried thyme or any herbs and spices you like. Mix into the sauce with the salt and pepper.
• Use other whole wheat pasta, like penne or shells, instead of macaroni.
• Top with toasted whole wheat breadcrumbs if you like.
• Freeze leftovers for up to 3 months.

Nutrition Facts
Serving Size 1/2 cup
Servings Per Recipe 16

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 180</td>
<td>8%</td>
</tr>
<tr>
<td>Calories from Fat  50</td>
<td>8%</td>
</tr>
<tr>
<td>Total Fat 6g</td>
<td>8%</td>
</tr>
<tr>
<td>Saturated Fat 3g</td>
<td>15%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 15mg</td>
<td>5%</td>
</tr>
<tr>
<td>Sodium 85mg</td>
<td>4%</td>
</tr>
<tr>
<td>Total Carbohydrate 26g</td>
<td>9%</td>
</tr>
<tr>
<td>Dietary Fiber 3g</td>
<td>11%</td>
</tr>
<tr>
<td>Sugars 2g</td>
<td></td>
</tr>
<tr>
<td>Protein 8g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 6%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C 10%</td>
<td></td>
</tr>
<tr>
<td>Calcium 8%</td>
<td></td>
</tr>
<tr>
<td>Iron 6%</td>
<td></td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Sweet Potato Fries
Chef Jean Galton • Seattle, Wash.
Serves 6, 8-10 fries per serving
Prep time: 20 minutes • Cook time: 25-30 minutes

Ingredients
4 medium sweet potatoes
1½ teaspoons paprika
½ teaspoon salt
¼ teaspoon ground black pepper
¼ teaspoon cayenne pepper
1 Tablespoon canola oil
Non-stick cooking spray

Materials
Baking sheet • Cutting board • Fork • Large bowl • Measuring spoons • Sharp knife

Directions
Have adults help with the steps marked with this symbol!

1. Preheat oven to 450°F.
2. Scrub and rinse sweet potatoes. Pat dry with a paper or kitchen towel.
3. Leaving skin on, cut sweet potatoes into thick French fry strips, about ½-inch wide.
4. In a large bowl, mix paprika, salt, ground black pepper, and cayenne pepper. Add oil. Blend with a fork until there are no lumps.
5. Add sweet potato strips to the bowl. Toss until they are coated on all sides.
7. Bake for 15 minutes. Turn fries over and bake another 10-15 minutes, or until fries are tender.

Chef’s Notes
• For easier cleanup, line the baking sheet with a layer of aluminum foil. Coat with non-stick cooking spray before placing the sweet potatoes on the sheet.
• White baking potatoes can be used in place of all or part of the sweet potatoes.
• For milder flavor, dust the potatoes with 1 ½ teaspoons of curry powder and ¾ teaspoon of salt in place of the cayenne seasoning.
• For the crispiest fries, be sure sweet potatoes do not lie on top of each other on the baking sheet. You may need to cook in two batches.

Nutrition Facts
Serving Size 8-10 fries
Servings Per Recipe 6

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 100</td>
<td>Calories from Fat 25</td>
</tr>
<tr>
<td>Total Fat 3g</td>
<td>4%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 240mg</td>
<td>10%</td>
</tr>
<tr>
<td>Total Carbohydrate 18g</td>
<td>7%</td>
</tr>
<tr>
<td>Dietary Fiber 3g</td>
<td>11%</td>
</tr>
<tr>
<td>Sugars 4g</td>
<td></td>
</tr>
<tr>
<td>Protein 1g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 250%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C 4%</td>
<td></td>
</tr>
<tr>
<td>Calcium 2%</td>
<td></td>
</tr>
<tr>
<td>Iron 6%</td>
<td></td>
</tr>
</tbody>
</table>

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

Recipes • Cooking Matters for Kids

Ingredients

¾ cup unsalted roasted peanuts
½ cup raisins
⅛ cup crispy whole wheat cereal squares
1 cup mini pretzels
½ cup chocolate chips

Materials

Large bowl • Measuring cups • Zip-top plastic bag

Directions

Have adults help with the steps marked with this symbol! A

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

Chef’s Notes

• Use any of your favorite nuts or dried fruit in place of the peanuts and raisins.
• Use any whole grain, low-sugar cereal instead of the crispy whole wheat cereal squares.
• This snack is high in protein, iron, and fiber. However, it can also be high in calories. Pack ½-cup portions.

Nutrition Facts

Serving Size 1/2 cup
Servings Per Recipe 8

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 190</td>
<td>Calories from Fat 80</td>
</tr>
<tr>
<td>Total Fat 9g</td>
<td>12%</td>
</tr>
<tr>
<td>Saturated Fat 2.5g</td>
<td>13%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 95mg</td>
<td>4%</td>
</tr>
<tr>
<td>Total Carbohydrate 24g</td>
<td>9%</td>
</tr>
<tr>
<td>Dietary Fiber 2g</td>
<td>7%</td>
</tr>
<tr>
<td>Sugars 9g</td>
<td></td>
</tr>
<tr>
<td>Protein 5g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 2% • Vitamin C 2%
Calcium 4% • Iron 20%

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

©2009–2018 SHARE OUR STRENGTH, WWW.STRENGTH.ORG
Chocolate Strawberry French Toast
Chef Randy Emert  •  Detroit, Mich.
Serves 4, 1 piece of toast per serving
Prep time: 15 minutes  •  Cook time: 15-20 minutes

**Ingredients**
- 8 medium strawberries
- 3 Tablespoons unsweetened cocoa powder
- 2 Tablespoons sugar
- 1 large egg
- ½ cup low-fat milk
- 1 teaspoon ground cinnamon
- Non-stick cooking spray
- 4 slices whole wheat bread

**Materials**
- 2 small bowls
- Fork
- Measuring cups
- Measuring spoons
- Medium skillet
- Rubber spatula
- Sharp knife

**Directions**
Have adults help with the steps marked with this symbol! 🥞

2. In a small bowl, whisk cocoa powder and sugar together with a fork. Set aside.
3. In a second small bowl, beat egg with a fork until well blended.
4. Add milk and cinnamon to egg. Beat about 1 minute more.
6. Dip one piece of bread in egg mixture. Flip to coat both sides. Remove from egg mixture, shaking off any excess egg coating. Place quickly in hot skillet. Cook until golden brown, about 2–3 minutes per side. Remove from pan.
7. Repeat steps 5 and 6 until each piece of bread has been cooked.
8. Top each piece of bread with 3 Tablespoons sliced strawberries. Dust generously with cocoa mixture.

**Chef’s Notes**
- When strawberries are not in season, top with any seasonal fresh fruit. Or, use thawed frozen or canned fruit. Be sure to drain before using.
- Toss 1–2 cups fresh fruit with 1–2 Tablespoons honey or maple syrup. Set aside while you make the French toast. Top with sweetened fresh fruit instead of the cocoa mixture.
- Try making a fruit syrup to use in place of the cocoa mixture. Wash, hull or pit, and slice 1½ cups fresh or frozen fruit like blueberries, strawberries, peaches, or plums. In a small skillet over low heat, cook fruit with ⅓ cup sugar and 1 Tablespoon water. Cook until sugar dissolves and juices from the fruit thicken slightly, about 5–8 minutes. Cool slightly before spooning over French toast.

**Nutrition Facts**
Serving Size 1 piece French toast
Servings Per Recipe 4

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 200</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat 40</td>
<td></td>
</tr>
<tr>
<td>Total Fat 4.5g</td>
<td>6%</td>
</tr>
<tr>
<td>Saturated Fat 1.5g</td>
<td>8%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 50mg</td>
<td>17%</td>
</tr>
<tr>
<td>Sodium 135mg</td>
<td>6%</td>
</tr>
<tr>
<td>Total Carbohydrate 33g</td>
<td>12%</td>
</tr>
<tr>
<td>Dietary Fiber 2g</td>
<td>7%</td>
</tr>
<tr>
<td>Sugars 12g</td>
<td></td>
</tr>
<tr>
<td>Protein 4g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 2%  •  Vitamin C 25%
Calcium 8%  •  Iron 10%

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

Serves 4, 1 burrito per serving
Prep time: 20 minutes • Cook time: 20 minutes

Ingredients
3 green onions
1 medium red or green bell pepper
1 medium clove garlic
2 ounces low-fat cheddar cheese
1 (15½-ounce) can black beans, no salt added
1 teaspoon canola oil
4 large eggs
¼ teaspoon ground cumin, divided
¼ teaspoon ground black pepper
Non-stick cooking spray
4 (8-inch) whole wheat flour tortillas

Optional Ingredients
½ cup nonfat plain yogurt
¼ cup fresh cilantro

Materials
Box grater • Can opener • Cutting board • Fork • Measuring cups • Measuring spoons • Medium skillet • Paper towel • Plate • Rubber spatula • Sharp knife • Small bowl

Directions
Have adults help with the steps marked with this symbol.

1. Rinse green onions and bell pepper. Peel garlic clove.
3. If using fresh cilantro, rinse and chop leaves now.
4. Grate cheese.
5. In a colander, drain and rinse beans.
6. In a medium skillet over medium heat, heat oil. Add beans, green onions, bell pepper, and garlic. Cook until peppers are soft, about 3 minutes. Add ½ teaspoon ground cumin and black pepper. Transfer mixture to a plate.
7. In a small bowl, crack eggs. Add remaining ¼ teaspoon cumin. Beat mixture lightly with a fork.
8. Wipe out skillet with a paper towel. Coat with non-stick cooking spray. Heat at medium-low. Add egg mixture. Cook, stirring occasionally, until eggs are as firm as you like, about 3–5 minutes. If using cilantro, add now.
9. Spoon egg mixture into the center of each tortilla, dividing evenly. Add beans and veggies. Sprinkle cheese on top. If using yogurt, add a dollop to each tortilla.
10. Fold tortilla over mixture and serve.

Chef’s Notes
• Add color and flavor with a fresh salsa. Mix chopped fresh or canned tomatoes, chopped onion, and chopped cilantro. Add a pinch of ground cumin for heat.
• For a different flavor, use Monterey Jack or colby cheese instead of cheddar.
• When selecting whole wheat tortillas, compare Nutrition Facts labels and look for options lower in sodium and saturated fat and with no trans fat.
• Steam, sauté, or grill a mix of veggies. Add to burritos.
• If you double the recipe, do not double cumin.
• Use 1 Tablespoon dried cilantro instead of fresh cilantro, if you like.
• Burritos can be frozen for up to one week. Wrap tightly in plastic wrap, cover with aluminum foil, and freeze. To reheat, remove foil and plastic. Microwave 1½–2 minutes, turning as needed. Or, remove plastic wrap and re-cover in aluminum foil. Heat in a toaster oven or regular oven at 300°F for about 6 minutes.

Nutrition Facts
Serving Size 1 burrito
Servings Per Recipe 4

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 360</td>
<td>Calories from Fat 100</td>
</tr>
<tr>
<td>Total Fat 11g</td>
<td>14%</td>
</tr>
<tr>
<td>Saturated Fat 3.5g</td>
<td>18%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 190mg</td>
<td>63%</td>
</tr>
<tr>
<td>Sodium 330mg</td>
<td>14%</td>
</tr>
<tr>
<td>Total Carbohydrate 46g</td>
<td>17%</td>
</tr>
<tr>
<td>Dietary Fiber 7g</td>
<td>25%</td>
</tr>
<tr>
<td>Sugars 5g</td>
<td></td>
</tr>
<tr>
<td>Protein 21g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 20%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C 60%</td>
<td></td>
</tr>
<tr>
<td>Calcium 15%</td>
<td></td>
</tr>
<tr>
<td>Iron 20%</td>
<td></td>
</tr>
</tbody>
</table>

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

Serves 6, 2 (4-inch) pancakes per serving
Prep time: 20 minutes • Cook time: 10 minutes

Ingredients
½ cup all-purpose flour
½ cup whole wheat flour
½ cup quick oats
1 Tablespoon baking powder
¼ teaspoon salt
1 large egg
½ cup orange juice
½ cup nonfat milk
2 Tablespoons canola oil
Non-stick cooking spray

Materials
2 large bowls • Fork • Large skillet • Measuring cups • Measuring spoons • Rubber spatula

Nutrition Facts
Serving Size 2 (4-inch) pancakes
Servings Per Recipe 6

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 180</td>
<td>Calories from Fat 60</td>
</tr>
<tr>
<td>Total Fat 7g</td>
<td>9%</td>
</tr>
<tr>
<td>Saturated Fat 1g</td>
<td>5%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 30mg</td>
<td>10%</td>
</tr>
<tr>
<td>Sodium 360mg</td>
<td>16%</td>
</tr>
<tr>
<td>Total Carbohydrate 25g</td>
<td>9%</td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td>4%</td>
</tr>
<tr>
<td>Sugars 4g</td>
<td></td>
</tr>
<tr>
<td>Protein 5g</td>
<td></td>
</tr>
</tbody>
</table>

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

Directions
Have adults help with the steps marked with this symbol! A

1. In a large bowl, combine flours, oats, baking powder, and salt. Mix well.
2. In another large bowl, crack egg. Beat lightly with a fork.
3. Add orange juice, milk, and canola oil to egg. Mix well.
5. Add wet ingredients to dry ingredients. Stir just until dry ingredients are moistened. Do not overmix.
6. Pour ¼ cup batter into hot pan for each pancake. Adjust heat as needed to avoid burning.
7. Flip pancakes when bubbles appear on top of the batter and the edges are slightly browned, about 3-4 minutes. Cook until second side is slightly browned, about 2-3 minutes more.

Chef’s Notes
• If using an electric griddle instead of a skillet, preheat to 375°F before using.
• Chop and add 3 Tablespoons of your favorite nuts if no one is allergic to them.
• Make a double batch, cool, and then freeze the cooked leftovers. To prevent the pancakes from sticking together, layer waxed paper between each pancake. Place the stack in an airtight container or zip-top plastic bag. Freeze for no more than 6 weeks. Warm pancakes in a microwave or toaster oven for a quick breakfast.

Orange Oatmeal Pancakes
1 1/22/2011 Updated Jan 2018

Orange Oatmeal Pancakes
Directions

Have adults help with the steps marked with this symbol! A

1. In a large bowl, combine flours, oats, baking powder, and salt. Mix well.
2. In another large bowl, crack egg. Beat lightly with a fork.
3. Add orange juice, milk, and canola oil to egg. Mix well.
5. Add wet ingredients to dry ingredients. Stir just until dry ingredients are moistened. Do not overmix.
6. Pour ¼ cup batter into hot pan for each pancake. Adjust heat as needed to avoid burning.
7. Flip pancakes when bubbles appear on top of the batter and the edges are slightly browned, about 3-4 minutes. Cook until second side is slightly browned, about 2-3 minutes more.

Chef’s Notes
• If using an electric griddle instead of a skillet, preheat to 375°F before using.
• Chop and add 3 Tablespoons of your favorite nuts if no one is allergic to them.
• Make a double batch, cool, and then freeze the cooked leftovers. To prevent the pancakes from sticking together, layer waxed paper between each pancake. Place the stack in an airtight container or zip-top plastic bag. Freeze for no more than 6 weeks. Warm pancakes in a microwave or toaster oven for a quick breakfast.
Peanut Butter and Banana Pockets
Chef Lauren Klatsky • Boston, Mass.
Serves 4, 1 folded quesadilla per serving
Prep time: 10 minutes • Cook time: 15 minutes

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

Directions
Have adults help with the steps marked with this symbol! 🌽

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

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

Nutrition Facts
Serving Size 1 folded quesadilla
Servings Per Recipe 4

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 300</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat 100</td>
<td></td>
</tr>
<tr>
<td>Total Fat 11g</td>
<td>14%</td>
</tr>
<tr>
<td>Saturated Fat 2.5g</td>
<td>13%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 370mg</td>
<td>16%</td>
</tr>
<tr>
<td>Total Carbohydrate 47g</td>
<td>17%</td>
</tr>
<tr>
<td>Dietary Fiber 3g</td>
<td>11%</td>
</tr>
<tr>
<td>Sugars 14g</td>
<td></td>
</tr>
<tr>
<td>Protein 8g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 2%</td>
<td></td>
</tr>
<tr>
<td>Vitamin C 15%</td>
<td></td>
</tr>
<tr>
<td>Calcium 0%</td>
<td></td>
</tr>
<tr>
<td>Iron 0%</td>
<td></td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Pineapple Carrot Muffins
Chef Bob Casey • Boston, Mass.
Serves 12, 1 muffin per serving
Prep time: 15 minutes • Cook time: 25 minutes

Directions
Have adults help with the steps marked with this symbol! ▲

▲ 1. Preheat oven to 350°F.
   3. In a medium bowl, add pineapple with juice, oil, water, vinegar, and shredded carrot. Mix with a fork to combine.
   4. In a large bowl, mix flour, brown sugar, baking soda, cinnamon, salt, and nutmeg. Blend well with a fork to break up any lumps.
   5. Add wet ingredients to dry ingredients. Mix until just combined.
   6. If using walnuts or raisins, gently stir in now.
▲ 7. Coat muffin pan with non-stick cooking spray. Fill each muffin cup about ¾ full with batter. Bake on middle rack of oven until muffin tops are golden brown and a toothpick inserted comes out clean, about 20-25 minutes.

Chef’s Notes
• Use whole wheat flour for half of the all-purpose flour.
• To make these as a cake, pour batter into a greased 8-inch baking dish. Bake until top is golden brown and a toothpick inserted in the middle comes out clean, about 30-40 minutes.
• This recipe does not work well when doubled or baked as a cake in any pan larger than 8 inches.
• To make these a cupcake dessert, add a cream cheese frosting. Mix 4 Tablespoons soft cream cheese, ⅔ cup nonfat plain yogurt, and 1–2 Tablespoons honey until smooth and creamy. Spread a thin layer of frosting over each muffin.
• You can line muffin pan with paper muffin cups instead of using cooking spray, if you like.
• Make a double batch. Muffins freeze well for up to 2 weeks. Pull one out each morning for a grab-and-go breakfast. Reheat in microwave for 1 minute or toaster oven for 5 minutes.

Ingredients
1 medium carrot
1 cup canned crushed pineapple with juice
5 Tablespoons canola oil
¼ cup cold water
1 Tablespoon white distilled vinegar
1½ cups all-purpose flour
¾ cup light brown sugar, packed
1 teaspoon baking soda
1 teaspoon ground cinnamon
¼ teaspoon salt
Pinch ground nutmeg, pumpkin pie spice, or apple pie spice
Non-stick cooking spray

Optional Ingredients
½ cup chopped walnuts (or ½ cup raisins)

Materials
12-cup muffin pan • Box grater • Can opener • Fork • Large bowl • Measuring cups • Measuring spoons • Medium bowl • Mixing spoon • Vegetable peeler

Nutrition Facts
Serving Size 1 muffin
Servings Per Recipe 12

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 180</td>
<td>Calories from Fat 60</td>
</tr>
<tr>
<td>Total Fat 6g</td>
<td>8%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 160mg</td>
<td>7%</td>
</tr>
<tr>
<td>Total Carbohydrate 29g</td>
<td>11%</td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td>4%</td>
</tr>
<tr>
<td>Sugars 17g</td>
<td>6%</td>
</tr>
<tr>
<td>Protein 2g</td>
<td>2%</td>
</tr>
</tbody>
</table>

Vitamin A 15% • Vitamin C 4%
Calcium 2% • Iron 6%

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

*Chef Joyce Roland • Seattle, Wash.*

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

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

*Optional Ingredients*  
2 Tablespoons sliced almonds

### Materials
- 6 cups or bowls  
- Cutting board  
- Measuring cups  
- Measuring spoons  
- Sharp knife

### Nutrition Facts

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>5g</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0.5g</td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>95mg</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>40g</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>4g</td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>Sugars</td>
<td>26g</td>
<td></td>
<td>9%</td>
</tr>
<tr>
<td>Protein</td>
<td>10g</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>35%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Directions

Have adults help with the steps marked with this symbol! *

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

### Chef’s Notes

- Layer parfait just before serving to keep granola crunchy.
- Use any high-fiber cereal you like instead of granola.
- Try topping with rinsed, chopped fresh mint leaves for extra flavor and color.
- To save money, use fresh fruits that are in season. When seasonal fruits are hard to find, use thawed frozen fruit.
- Use leftover fruit in fruit smoothies.
- Make your own homemade granola.

### Ingredients

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

*Optional Ingredients*  
- 2 Tablespoons sliced almonds

### Ingredients

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

### Nutrition Facts

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Fat</td>
<td>5g</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0.5g</td>
<td></td>
<td>3%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>95mg</td>
<td></td>
<td>4%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>40g</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>4g</td>
<td></td>
<td>14%</td>
</tr>
<tr>
<td>Sugars</td>
<td>26g</td>
<td></td>
<td>9%</td>
</tr>
<tr>
<td>Protein</td>
<td>10g</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin C</td>
<td>35%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calcium</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iron</td>
<td>6%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

### Directions

Have adults help with the steps marked with this symbol! *

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

### Chef’s Notes

- Layer parfait just before serving to keep granola crunchy.
- Use any high-fiber cereal you like instead of granola.
- Try topping with rinsed, chopped fresh mint leaves for extra flavor and color.
- To save money, use fresh fruits that are in season. When seasonal fruits are hard to find, use thawed frozen fruit.
- Use leftover fruit in fruit smoothies.
- Make your own homemade granola.
Baked Flaked Chicken
Chef Chris Huff  •  Seattle, Wash.
Serves 8, 4 ounces cooked chicken per serving
Prep time: 15 minutes  •  Cook time: 20–25 minutes

**Ingredients**
- 2 pounds boneless chicken pieces
- 3 cups cornflakes cereal
- ½ cup whole wheat flour
- ½ teaspoon salt
- ¼ teaspoon ground black pepper
- 2 large eggs
- ¼ cup nonfat milk
- Non-stick cooking spray

**Materials**
- 3 medium bowls  •  Baking sheet  •  Cutting board  •  Fork
- Measuring cups  •  Measuring spoons  •  Sharp knife

**Special Materials**
- Food thermometer

**Directions**
Have adults help with the steps marked with this symbol! 🔄

1. Preheat oven to 375°F.
2. Remove skin, if any, from chicken pieces. If working with large chicken breasts, cut in half lengthwise for faster cooking time. Trim any excess fat.
3. In a medium bowl, crush cornflakes.
4. In a second medium bowl, mix flour, salt, and black pepper.
5. In a third medium bowl, add eggs and milk. Beat with a fork.
6. Dip each chicken piece into flour, then egg mixture, then cornflakes. Each piece should be fully coated with flakes.
8. Bake for 20–25 minutes, or until internal temperature reaches 165°F.

**Chef’s Notes**
- For extra flavor, add ½ to 1 teaspoon of spices, such as paprika, chili powder, dried thyme, rosemary, or oregano, to salt and pepper to season chicken.
- For lowest price, use a whole chicken and cut into parts.
- To crush cornflakes easily, place in bowl and crush using the bottom of a measuring cup. Or, place in a large zip-top plastic bag and crush using your fists or the bottom of a measuring cup.
- If using bone-in chicken, adjust cooking time to 35–40 minutes. Be sure it still reaches a safe internal temperature of 165°F. If cornflake crust starts browning too much before chicken is fully cooked, cover loosely with aluminum foil.
- Serve with a colorful vegetable or fruit side dish.

**Nutrition Facts**
Serving Size 4 ounces cooked chicken
Servings Per Recipe 8

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value^*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 210</td>
<td>9%</td>
</tr>
<tr>
<td>Calories from Fat 60</td>
<td>10%</td>
</tr>
<tr>
<td>Total Fat 7g</td>
<td>13%</td>
</tr>
<tr>
<td>Saturated Fat 2g</td>
<td>4%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 130mg</td>
<td></td>
</tr>
<tr>
<td>Sodium 310mg</td>
<td></td>
</tr>
<tr>
<td>Total Carbohydrate 13g</td>
<td>4%</td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td></td>
</tr>
<tr>
<td>Sugars 2g</td>
<td></td>
</tr>
<tr>
<td>Protein 24g</td>
<td></td>
</tr>
</tbody>
</table>

^*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Baked Flaked Fish with Tartar Sauce

Chef Carolyn Tesini • Portland, Maine
Serves 8, 4 ounces cooked fish and 2 Tablespoons sauce per serving
Prep time: 15 minutes • Cook time: 20 minutes

Ingredients

Fish
2 pounds fish fillets, such as tilapia or haddock
4½ cups cornflakes cereal
¼ cup whole wheat flour
¼ teaspoon salt
¼ teaspoon ground black pepper
2 large eggs
¼ cup nonfat milk
Non-stick cooking spray

Tartar Sauce
½ medium lemon
½ cup light mayonnaise
½ cup plain nonfat yogurt
3 Tablespoons sweet pickle relish
¼ teaspoon ground black pepper

Materials
2 small bowls • 3 medium bowls • Baking sheet • Cutting board • Fork • Measuring cups • Measuring spoons • Sharp knife

Nutrition Facts
Serving Size 4 ounces cooked fish and 2 Tablespoons sauce
Servings Per Recipe 8

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 260</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat 70</td>
<td></td>
</tr>
<tr>
<td>Total Fat 8g</td>
<td>10%</td>
</tr>
<tr>
<td>Saturated Fat 1.5g</td>
<td>8%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 110mg</td>
<td>37%</td>
</tr>
<tr>
<td>Sodium 500mg</td>
<td>22%</td>
</tr>
<tr>
<td>Total Carbohydrate 21g</td>
<td>8%</td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td>4%</td>
</tr>
<tr>
<td>Sugars 5g</td>
<td></td>
</tr>
<tr>
<td>Protein 25g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 10% • Vitamin C 8%
Calcium 4% • Iron 30%

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

Directions

Have adults help with the steps marked with this symbol! ⬤

1. Preheat oven to 375°F.
2. Cut fillets into 8 roughly even-size pieces.
3. In a medium bowl, crush cornflakes.
4. In a second medium bowl, mix flour, salt, and black pepper.
5. In a third medium bowl, add eggs and milk. Beat with a fork.
6. Dip each fish piece into flour, then egg mixture, then cornflakes. Each piece should be fully coated with flakes.
8. Bake until fish flakes easily with a fork, about 15–20 minutes. While fish cooks, prepare tartar sauce.
10. In a second small bowl, add mayonnaise and yogurt. Whisk with a fork until smooth. Add relish, black pepper, and 2 teaspoons lemon juice. Stir until combined.
11. When fish is cooked, serve immediately. Add a dollop of tartar sauce on top or serve on the side.

Chef’s Notes

• Leftovers can be refrigerated for about 1 day. Reheat in oven at 350°F for 10–15 minutes. Add to fish tacos, wraps, or salad.
• To crush cornflakes easily, place in bowl and crush using the bottom of a measuring cup. Or, place in a large zip-top plastic bag and crush using your fists or the bottom of a measuring cup.
• For a different flavor, try topping with a fresh fruit salsa instead of tartar sauce.
Bean & Veggie Soup

Serves 8, 1 cup per serving
Prep time: 15 minutes • Cook time: 35 minutes

Ingredients
2 medium carrots
1 small onion
2 medium cloves garlic
2 medium celery stalks
1 large tomato
1 medium yellow squash
1 (15½-ounce) can red kidney beans
1 Tablespoon canola oil
1 teaspoon dried basil or dried oregano
½ teaspoon salt
½ teaspoon ground black pepper
2 (14½-ounce) cans low-sodium chicken or beef broth
½ cup water
1 cup frozen green sweet peas
1 cup whole wheat pasta, such as wagon wheels, macaroni, or penne

Optional Ingredients
¼ cup fresh parsley

Materials
Can opener • Colander • Cutting board • Large pot • Measuring cups • Measuring spoons • Mixing spoon • Sharp knife • Vegetable peeler

Directions
Have adults help with the steps marked with this symbol!

1. Peel carrots, onion, and garlic cloves. Rinse carrots, onion, celery, tomato, and squash.
2. Dice onion, celery, and tomato. Mince garlic.
3. Cut carrots and squash in half lengthwise. Place flat side down. Cut into thin, half-moon slices.
4. If using, rinse parsley. Pluck leaves from stems. Mince.
5. In a colander, drain and rinse beans.
6. In a large pot over medium heat, heat oil. Add carrots, onion, garlic, and celery. Cook until slightly soft.
7. Add dried herbs, salt, and pepper. Stir.
8. Add broth, water, tomatoes, squash, beans, and peas. Bring to a boil over high heat.
9. Add pasta. Reduce heat and simmer. Cook until pasta is tender, about 8–12 minutes.
10. If using parsley, stir into soup before serving.

Chef’s Notes
• Use any veggies you like. Adjust cooking time as needed for the veggies you use.
• Use any type of canned or cooked beans. Try black beans, chickpeas, cannellini beans, or lima beans.
• Try using fresh cilantro or basil instead of parsley.
• Double the recipe. Freeze leftovers for another night. Or, freeze in individual servings and pull out for quick lunches.

Nutrition Facts
Serving Size 1 cup
Servings Per Recipe 8

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 170</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat 30</td>
<td></td>
</tr>
<tr>
<td>Total Fat 3.5g</td>
<td>4%</td>
</tr>
<tr>
<td>Saturated Fat 0.5g</td>
<td>3%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 280mg</td>
<td>12%</td>
</tr>
<tr>
<td>Total Carbohydrate 28g</td>
<td>10%</td>
</tr>
<tr>
<td>Dietary Fiber 6g</td>
<td>21%</td>
</tr>
<tr>
<td>Sugars 3g</td>
<td></td>
</tr>
<tr>
<td>Protein 9g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 60% • Vitamin C 15%
Calcium 4% • Iron 10%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Black Bean and Vegetable Quesadillas
Chef Deborah Kelly • Chicago, Ill.
Serves 6, 1 folded quesadilla per serving
Prep time: 25 minutes • Cook time: 20 minutes

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

Optional Ingredients
3 Tablespoons fresh parsley or cilantro

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

Nutrition Facts
Serving Size 1 folded quesadilla Servings Per Recipe 6

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 250</td>
<td>Calories from Fat 60 % Daily Value*</td>
</tr>
<tr>
<td>Total Fat 7g</td>
<td>9%</td>
</tr>
<tr>
<td>Saturated Fat 2g</td>
<td>10%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 5mg</td>
<td>2%</td>
</tr>
<tr>
<td>Sodium 360mg</td>
<td>16%</td>
</tr>
<tr>
<td>Total Carbohydrate 36g</td>
<td>13%</td>
</tr>
<tr>
<td>Dietary Fiber 4g</td>
<td>14%</td>
</tr>
<tr>
<td>Sugars 5g</td>
<td></td>
</tr>
<tr>
<td>Protein 12g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 45%</td>
<td>Vitamin C 15%</td>
</tr>
<tr>
<td>Calcium 15%</td>
<td>Iron 15%</td>
</tr>
</tbody>
</table>

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

Directions
Have adults help with the steps marked with this symbol! A

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

Chef’s Notes
• Add your favorite veggies to the filling. In place of zucchini and spinach, use up leftover cooked veggies like collards, squash, or bell peppers.
• To cut costs, use frozen spinach. Defrost, drain, and squeeze completely dry before adding.
• When selecting whole wheat tortillas, compare Nutrition Facts labels and look for options lower in sodium and saturated fat and with no trans fat.
• Top with low-fat yogurt or salsa.
• Use the remaining beans in a soup or to top a salad.
Mini-Pizzas

Serves 6, 2 muffin halves per serving
Prep time: 25 minutes • Cook time: 25 minutes

**Ingredients**

1 medium red or green bell pepper
8 ounces button mushrooms
1 large tomato
1 (4-ounce) chunk part-skim mozzarella cheese
6 whole grain English muffins
1 Tablespoon canola oil
½ teaspoon dried oregano
½ teaspoon dried basil
1 (8-ounce) can tomato sauce, no salt added

**Optional Ingredients**

12 (2-inch-diameter) turkey pepperoni slices

**Materials**

Baking sheet • Box grater • Can opener • Colander • Cutting board • Large skillet • Measuring spoons • Medium bowl • Sharp knife • Small bowl

**Nutrition Facts**

Serving Size: 2 English muffin halves per recipe
Servings Per Recipe: 6

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>240</td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>80</td>
</tr>
<tr>
<td>Total Fat</td>
<td>9g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>3.5g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>15mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>380mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>33g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>2g</td>
</tr>
<tr>
<td>Sugars</td>
<td>9g</td>
</tr>
<tr>
<td>Protein</td>
<td>11g</td>
</tr>
</tbody>
</table>

Vitamin A 20% • Vitamin C 50%
Calcium 25% • Iron 15%

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

**Directions**

Have adults help with the steps marked with this symbol!

1. Preheat oven to 450°F.
2. Rinse bell pepper, mushrooms, and tomato.
3. Remove core and cut pepper into thin slices. Slice mushrooms ¼-inch thick. Remove core and dice tomato into ¼-inch pieces.
4. In a small bowl, grate cheese.
5. Split English muffins in half. Place them on a baking sheet. Bake until edges are lightly browned, about 10 minutes. Prepare sauce while muffins cook.
6. In a large skillet over medium heat, heat oil. Add peppers and mushrooms. Cook for 5 minutes. If needed, use a colander to drain vegetables.
7. Transfer veggies to a medium bowl. Add tomatoes. Stir to combine.
8. Stir spices into tomato sauce. Do this directly in the can.
9. When muffins are lightly browned, spoon 1 Tablespoon sauce over each muffin half. Coat evenly.
10. Layer veggies evenly over sauce. If using pepperoni, place one slice on each muffin half. Top with shredded cheese.
11. Bake muffins until cheese is melted and bubbly, about 6–8 minutes.
12. Let pizzas cool for 2 minutes before serving.

**Chef’s Notes**

- Use mini pitas in place of English muffins, if you like.
- Use any seasonal veggies you like. Try broccoli, onion, or spinach.
- Use leftover cooked ground meat, chicken, or turkey sausage in place of pepperoni.
- Leftover pizza sauce will hold well in the refrigerator for a few days. Make just enough pizzas for dinner. Use leftover sauce to make more for lunch or a snack the next day.
Pasta With Roasted Vegetables

Serves 8, 1 1/2 cups per serving
Prep time: 25 minutes • Cook time: 40 minutes

Directions

Have adults help with the steps marked with this symbol!

1. Preheat the oven to 425°F.

2. Rinse and peel onion. Rinse squash, mushrooms, and cauliflower. Chop vegetables into bite-size pieces, all equal size.

3. In a medium bowl, add oil, salt, pepper, and cut veggies. Stir until veggies are well coated.

4. Spray a baking sheet with non-stick cooking spray. Spread veggies on the baking sheet in a single layer. Roast until veggies are browned at the edges, about 30–35 minutes.

5. During last 10 minutes of baking time, cook pasta following package directions. Reserve 1/2 cup of pasta water. Drain pasta.

6. In a large skillet, add veggies and drained pasta. Heat over medium heat for 2–3 minutes. Stir frequently. Add some of the reserved pasta water to moisten and make a sauce.

7. Transfer mixture to a serving bowl. If using grated cheese and fresh herbs, add now. Serve hot.

Chef’s Notes

• To cut costs, use whatever veggies are in season or on sale. Try different combinations like halved plum tomatoes and broccoli, or red onion and chunks of butternut squash. Or, use thawed frozen veggies. Be sure to pat dry before using.

• Try serving this dish with marinara sauce.

• Use any whole wheat pasta you like, such as penne, rigatoni, shells, or bow tie.

• For more heat, add 1/4 teaspoon ground cayenne pepper to the veggies in step 3.

Ingredients

1 medium onion
1 small summer squash, or ½ medium winter squash
1 handful mushrooms
1 small head cauliflower
1/4 cup canola oil
1/4 teaspoon salt
1/4 teaspoon ground black pepper
Non-stick cooking spray
1 (16-ounce) package whole wheat pasta

Optional Ingredients
1 1/2 cups grated Parmesan or Romano cheese
1/4 cup torn fresh basil or parsley leaves

Materials
Baking sheet • Colander • Cutting board • Large pot • Large skillet • Measuring cups • Measuring spoons • Medium bowl • Sharp knife

Nutrition Facts

Serving Size 1 1/2 cups
Servings Per Recipe 8

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 310</th>
<th>Calories from Fat 90</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Daily Value*</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Fat 10g</td>
<td>13%</td>
<td>0%</td>
</tr>
<tr>
<td>Saturated Fat 1g</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td>5%</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 85mg</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate 50g</td>
<td>18%</td>
<td>0%</td>
</tr>
<tr>
<td>Dietary Fiber 7g</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>Sugars 3g</td>
<td>10g</td>
<td>0%</td>
</tr>
<tr>
<td>Protein 10g</td>
<td>25%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Vitamin A 0% • Vitamin C 25%
Calcium 2% • Iron 15%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Tuna Boats
Serves 4, ½ cucumber and 6 ounces filling per serving
Prep time: 15 minutes • Cook time: None

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

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

**Directions**
Have adults help with the steps marked with this symbol!

1. Rinse cucumbers. Peel off skin every ¼ inch, all the way around. Cut lengthwise. Scoop out the seeds with a small spoon.


3. Rinse and chop green onions.

4. Drain tuna. In a colander, drain and rinse beans.

5. In a medium bowl, mash beans lightly with a fork.

6. Add green onions, tuna, oil, mustard, salt, pepper, lemon zest, and 2 Tablespoons of the lemon juice to beans. Mix with a fork.

7. Fill each cucumber half with ¼ tuna mixture. Serve.

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

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving Size 1/2 cucumber</th>
<th>and 6 ounces filling</th>
<th>Servings Per Recipe 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 220</th>
<th>Calories from Fat 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Daily Value*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>4.5g</td>
<td>6%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>10mg</td>
<td>3%</td>
</tr>
<tr>
<td>Sodium</td>
<td>500mg</td>
<td>22%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>26g</td>
<td>9%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>6g</td>
<td>21%</td>
</tr>
<tr>
<td>Sugars</td>
<td>3g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>19g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 4% • Vitamin C 20%
Calcium 8% • Iron 20%

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

**Chef Carolyn Tesini • Portland, Maine**

Serves 4, 1 sandwich per serving  
Prep time: 15 minutes • Cook time: 20 minutes

### Nutrition Facts

<table>
<thead>
<tr>
<th>Serving Size</th>
<th>Amount Per Serving</th>
<th>Calories</th>
<th>Calories from Fat</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 open-faced sandwich</td>
<td>220 Calories</td>
<td>35</td>
<td>15%</td>
<td>25%</td>
</tr>
</tbody>
</table>

| Total Fat | 4g | 5% |
| Saturated Fat | 1g | 5% |
| Trans Fat | 0g | |
| Cholesterol | 30mg | 10% |
| Sodium | 440mg | 19% |
| Total Carbohydrate | 17g | 6% |
| Dietary Fiber | 1g | 4% |
| Sugars | 3g | |
| Protein | 29g | |

**Vitamin A 10%**  
**Vitamin C 15%**  
**Calcium 10%**  
**Iron 10%**

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

### Ingredients

- 1 large or 2 small stalks celery
- 1 large tomato
- ½ medium lemon
- 2 (5- or 6-ounce) cans light tuna, packed in water, no salt added
- 2 ounces low-fat cheddar cheese
- ¼ cup low-fat mayonnaise
- ¼ teaspoon ground black pepper
- 4 slices whole wheat sandwich bread

**Optional Ingredients**

- ¼ teaspoon dried dill or tarragon
- Hot sauce, to taste

**Materials**

- Box grater
- Can opener
- Colander
- Cutting board
- Fork
- Large skillet with lid
- Measuring cups
- Measuring spoons
- Medium bowl
- Sharp knife
- Small bowl

### Directions

Have adults help with the steps marked with this symbol!

1. Rinse and dice celery. Rinse, core, and cut tomato into 4 thick slices.
2. Rinse lemon and cut in half. In a small bowl, squeeze juice. Discard seeds.
3. In a colander, drain tuna.
4. Grate cheese.
5. In a medium bowl, add tuna. Flake apart with a fork. Add celery, lemon juice, mayonnaise, and black pepper. Mix with fork until combined. If using dried herbs and hot sauce, stir in now.
6. In a large skillet over medium heat, add 2 slices bread. Cook until toasted on bottom, about 5 minutes. Remove from pan. Repeat with other 2 slices. Remove pan from heat.
7. On the toasted side of each bread slice, add ½ cup tuna salad. Top with tomato slice and sprinkle with cheese (about 2 Tablespoons each).
8. Return skillet to medium heat. Place 2 sandwiches in skillet. Cover and cook until cheese is melted and underside is browned, about 3–5 minutes. Remove from pan. Repeat with other 2 sandwiches.

### Chef’s Notes

- Tuna salad is also great for cold sandwiches. Or, use to make a pasta salad. Combine with leftover whole wheat pasta, a handful of thawed frozen peas, and a little extra low-fat mayonnaise and lemon juice.
- Use diced radishes in place of celery, if you like.
- To make all 4 sandwiches at once, use the oven. Toast bread on a baking sheet at 450°F for 10 minutes. Remove from oven and turn each slice over. Top with tuna salad, tomato slices, and cheese. Return to oven and bake until cheese is melted, about 3–5 minutes.
Turkey Chili With Vegetables

Serves 6, 1 ¼ cups per serving
Prep time: 20 minutes • Cook time: 20–25 minutes

Directions
Have adults help with the steps marked with this symbol: 

1. Rinse and peel onion and carrots. Peel garlic.
2. Rinse bell pepper. Remove core and seeds.
3. Dice onion, carrots, and bell pepper. Mince garlic.
4. If using lime, rinse now. Cut into wedges.
5. In a colander, drain and rinse beans.
6. In a large pot over medium-high heat, heat oil. Add turkey and brown.
7. Add onion, carrots, bell pepper, and garlic to pot. Cook until onions are soft and carrots are somewhat tender, about 5 minutes.
8. Add beans, tomatoes, water, chili powder, and cumin to pot. Season with salt.
9. Lower heat to medium. Cook until all flavors have blended, about 15 minutes.
10. If using lime and yogurt, squeeze juice from lime wedges on top of chili or serve on the side. Top each serving with 1 Tablespoon yogurt.

Chef’s Notes
• Serve with cornbread, brown rice, or whole wheat noodles. Or, use to top baked potatoes.
• Try black beans or chickpeas in place of the kidney beans.
• Chili can be frozen in batches to eat later. Store in an airtight container in the freezer for up to 2 weeks.

Nutrition Facts
Serving Size 1 ¼ cups
Servings Per Recipe 6

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 270</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat 80</td>
<td></td>
</tr>
<tr>
<td>Total Fat 9g</td>
<td>12%</td>
</tr>
<tr>
<td>Saturated Fat 2g</td>
<td>10%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 50mg</td>
<td>17%</td>
</tr>
<tr>
<td>Sodium 480mg</td>
<td>21%</td>
</tr>
<tr>
<td>Total Carbohydrate 26g</td>
<td>9%</td>
</tr>
<tr>
<td>Dietary Fiber 8g</td>
<td>29%</td>
</tr>
<tr>
<td>Sugars 6g</td>
<td></td>
</tr>
<tr>
<td>Protein 22g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 100% • Vitamin C 70%
Calcium 8% • Iron 15%

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

Ingredients
1 medium onion
2 medium carrots
3 cloves garlic
1 large green bell pepper
1 (15 ½-ounce) can red or white kidney beans, no salt added
1 Tablespoon canola oil
1 pound ground turkey
2 (14 ½-ounce) cans diced tomatoes, no salt added
1 cup water
3 Tablespoons chili powder
1 Tablespoon ground cumin
¼ teaspoon salt

Optional Ingredients
1 medium lime
½ cup low-fat plain yogurt

Materials
Can opener • Colander • Cutting board • Large pot • Measuring cups • Measuring spoons • Sharp knife • Vegetable peeler

REV031918
Turkey Tacos

Chef John Haddock • Baltimore, Md.
Serves 8, 2 tacos per serving
Prep time: 20 minutes • Cook time: 25 minutes

Ingredients
1 medium carrot, small sweet potato, or small zucchini
¼ medium head lettuce
2 large tomatoes
4 ounces low-fat cheddar cheese
1 (15½-ounce) can low-sodium pinto beans
Non-stick cooking spray
1 pound lean ground turkey
1 (15½-ounce) can chopped or crushed tomatoes, no salt added
1 Tablespoon chili powder
1 teaspoon garlic powder
1 teaspoon dried oregano
½ teaspoon salt
½ teaspoon ground black pepper
16 taco shells

Materials
Box grater • Can opener • Colander • Cutting board • Large skillet • Measuring spoons • Sharp knife • Vegetable peeler

Nutrition Facts
Serving Size 2 tacos
Servings Per Recipe 8

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 330</td>
<td></td>
</tr>
<tr>
<td>Total Fat 12g</td>
<td>15%</td>
</tr>
<tr>
<td>Saturated Fat 4g</td>
<td>20%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 45mg</td>
<td>15%</td>
</tr>
<tr>
<td>Sodium 500mg</td>
<td>22%</td>
</tr>
<tr>
<td>Total Carbohydrate 35g</td>
<td>13%</td>
</tr>
<tr>
<td>Dietary Fiber 8g</td>
<td>29%</td>
</tr>
<tr>
<td>Sugars 4g</td>
<td></td>
</tr>
<tr>
<td>Protein 21g</td>
<td></td>
</tr>
<tr>
<td>Vitamin A 60% • Vitamin C 15%</td>
<td></td>
</tr>
<tr>
<td>Calcium 10% • Iron 15%</td>
<td></td>
</tr>
</tbody>
</table>

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

Directions
Have adults help with the steps marked with this symbol!

1. Rinse, peel, and grate carrot, sweet potato, or zucchini (if using zucchini, grate but do not peel). Squeeze dry with paper towels.
2. Rinse and shred lettuce. Rinse, core, and chop tomatoes.
3. Grate cheese.
4. In a colander, drain and rinse beans.
6. Add grated veggies, beans, canned tomatoes, chili powder, garlic powder, oregano, salt, and black pepper. Stir well.
7. Reduce heat to medium. Cook until thickened, about 20 minutes.
8. Add 2 Tablespoons cooked meat mixture to each taco shell. Top each with 1 Tablespoon grated cheese, 1 Tablespoon shredded lettuce, and 1 Tablespoon fresh tomatoes.

Chef’s Notes
• Top tacos with any of your favorite veggies, hot sauce, salsa, low-fat sour cream, or low-fat plain yogurt.
• Use any type of cooked beans you like.
• Make soft tacos using corn or whole wheat tortillas. Or, serve over brown rice or cornbread.
• For more heat, add minced hot peppers to sauce in step 6.
Ingredients
1 cup brown rice
½ pound broccoli
2 medium celery stalks
1 medium carrot
1 small jalapeño or other chili pepper
1 clove garlic
6 ounces boneless chicken pieces or firm tofu
2 Tablespoons + 2 teaspoons low-sodium soy sauce
1 Tablespoon brown sugar
1 Tablespoon cornstarch
2 Tablespoons canola oil
½ teaspoon ground ginger

Materials
Cutting board • Measuring cups • Measuring spoons • Medium pot with lid • Medium skillet • Sharp knife • Small bowl • Vegetable peeler

Directions
Have adults help with the steps marked with this symbol: ●

1. Cook rice following package directions. Set aside. Cover to keep warm. While rice is cooking, make veggie mixture.
2. Rinse and chop broccoli and celery. Peel, rinse, and chop carrots. Rinse and mince jalapeño. Peel and finely chop garlic.
3. If using chicken, remove any skin. Cut chicken into small pieces.
4. In a small bowl, stir together soy sauce, brown sugar, and cornstarch. Add 1 teaspoon of the minced jalapeño. Stir.
5. In a medium skillet over medium-high heat, heat oil. Add ground ginger and stir. Add chicken or tofu. Cook, stirring occasionally, until slightly browned and starting to cook through, about 2 minutes.
6. Add chopped veggies. Stir frequently. Cook until veggies are tender and chicken is completely cooked but not dry, about 5–7 minutes.
7. Add soy sauce mixture. Bring to a boil. Reduce heat. Simmer until sauce is slightly thickened, about 2 minutes.
8. Serve over warm brown rice.

Chef’s Notes
• Use any veggies you like. Be sure to cut all veggies into equal-size pieces so they cook evenly. Add denser veggies, like broccoli, celery, and root veggies, to the skillet first. Add veggies with a high water content, like squash or spinach, last.
• Cook more rice than you need for this recipe. Use it in another recipe later in the week. Or, flavor with herbs and cheese and use to fill veggie burritos.
• Use fresh ginger instead of ground. Peel and finely chop a 1-inch piece of fresh ginger. Add 2 teaspoons to the soy sauce mixture in step 4. Stir.

Nutrition Facts
Serving Size 1 1/2 cups
Servings Per Recipe 4

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 360</td>
<td>Calories from Fat 90</td>
</tr>
<tr>
<td>Total Fat 11g</td>
<td>14%</td>
</tr>
<tr>
<td>Saturated Fat 1.5g</td>
<td>8%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 30mg</td>
<td>10%</td>
</tr>
<tr>
<td>Sodium 470mg</td>
<td>20%</td>
</tr>
<tr>
<td>Total Carbohydrate 52g</td>
<td>19%</td>
</tr>
<tr>
<td>Dietary Fiber 5g</td>
<td>18%</td>
</tr>
<tr>
<td>Sugars 6g</td>
<td></td>
</tr>
<tr>
<td>Protein 15g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 70% • Vitamin C 70%
Calcium 4% • Iron 10%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Veggie Wraps
Lynn Fredericks • Family Cook Productions
Serves 4, 3 pinwheels each
Prep time: 15 minutes • Cook time: None

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

**Optional Ingredients**
- 5 ounces thinly sliced roasted turkey

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

**Directions**

Have adults help with the steps marked with this symbol!


2. Use a vegetable peeler to peel radishes and carrots into long, thin strips. In a medium bowl, collect veggie strips.

3. Rinse herbs. Pluck leaves off stems. Tear leaves into smaller pieces.

4. Rinse lemon. Zest using the small holes of a box grater. Cut in half and remove seeds.

5. Grate cheese.


7. In a small bowl, use a fork to mash avocado. Stir in yogurt.

8. Squeeze a little lemon juice onto avocado mixture. Add herbs and a pinch of lemon zest. Stir.

9. Warm 1 tortilla in the microwave for 30 seconds, or longer as needed.

10. Place the warm tortilla on a cutting board. Spread ⅓ avocado mixture over center of tortilla. Layer with ⅓ greens, ⅓ grated veggies, and ⅓ cheese. If using turkey, add ⅓ turkey now. Squeeze more lemon juice over the mixture.

11. Roll tortilla and toppings into a log shape. Use a knife to slice wrap into four “pinwheels.”

12. Repeat process for the other 2 tortillas. You will end up with a total of 12 pinwheels.

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

**Nutrition Facts**

<table>
<thead>
<tr>
<th>Serving Size 3 pinwheels</th>
<th>Servings Per Recipe 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amount Per Serving</td>
<td></td>
</tr>
<tr>
<td>Calories 220</td>
<td>Calories from Fat 100</td>
</tr>
<tr>
<td>% Daily Value*</td>
<td></td>
</tr>
<tr>
<td>Total Fat 11g</td>
<td>14%</td>
</tr>
<tr>
<td>Saturated Fat 2.5g</td>
<td>13%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 5mg</td>
<td>2%</td>
</tr>
<tr>
<td>Sodium 350mg</td>
<td>15%</td>
</tr>
<tr>
<td>Total Carbohydrate 25g</td>
<td>9%</td>
</tr>
<tr>
<td>Dietary Fiber 4g</td>
<td>14%</td>
</tr>
<tr>
<td>Sugars 3g</td>
<td></td>
</tr>
<tr>
<td>Protein 9g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 50% • Vitamin C 25%
Calcium 10% • Iron 6%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Desserts
Apple Crisp
Chef Randy Stahl • Baltimore, Md.
Serves 10, 1 piece (¼ of crisp) per serving
Prep time: 15 minutes • Cook time: 40 minutes

Directions
Have adults help with the steps marked with this symbol! ▲

▲ 1. Preheat oven to 350°F.
▲ 2. Rinse and cut apples in half, lengthwise. Remove any stems. Cut out center core of apple that contains the seeds. Do not peel.
▲ 3. Place apples cut side down. Use a sharp knife to cut apples into ⅛-inch slices.
▲ 4. In a large bowl, combine sliced apples, ¼ cup of brown sugar, 1 Tablespoon of flour, cinnamon, and nutmeg, if using. Mix well.
▲ 5. Spray baking dish with non-stick cooking spray.
▲ 6. Pour apple mixture into baking dish. Spread evenly.
▲ 7. Dice butter into smaller cubes, using a sharp knife. In a medium bowl, combine remaining brown sugar and flour, oats, and butter. Mix with hands until crumbly.
▲ 8. Spread oat and flour mixture over apple mixture. Bake uncovered on middle rack of oven for 40 minutes or until top is lightly browned or bubbly.

Chef’s Notes
• Use any apples you like. Or, try a mix of apples for different textures and flavors.
• Top with low-fat vanilla frozen yogurt if you like.
• Use other fruits, such as peaches, pears, or berries, when in season.

Ingredients
5 medium apples
¾ cup light brown sugar, packed and divided
½ cup whole wheat flour, divided
½ teaspoon ground cinnamon
Non-stick cooking spray
½ stick (2 ounces) cold, unsalted butter
1½ cups quick oats
Optional Ingredients
¼ teaspoon ground nutmeg

Materials
9-inch square baking dish • Cutting board • Large bowl • Measuring cups • Measuring spoons • Medium bowl • Sharp knife

Nutrition Facts
Serving Size 1/10 of apple crisp
Servings Per Recipe 10

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories</td>
<td>220</td>
</tr>
<tr>
<td>Calories from Fat</td>
<td>50</td>
</tr>
<tr>
<td>Total Fat</td>
<td>6g</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>3g</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>10mg</td>
</tr>
<tr>
<td>Sodium</td>
<td>5mg</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>41g</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>3g</td>
</tr>
<tr>
<td>Sugars</td>
<td>26g</td>
</tr>
<tr>
<td>Protein</td>
<td>3g</td>
</tr>
<tr>
<td>Vitamin A</td>
<td>4%</td>
</tr>
<tr>
<td>Vitamin C</td>
<td>6%</td>
</tr>
<tr>
<td>Calcium</td>
<td>2%</td>
</tr>
<tr>
<td>Iron</td>
<td>6%</td>
</tr>
</tbody>
</table>

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Baked Apples
Serves 6, 1 apple per serving
Prep time: 10 minutes • Cook time: 45 minutes

Ingredients
6 small apples
1 large lemon
¾ cup chopped walnuts
½ cup raisins
¼ cup brown sugar
½ teaspoon ground cinnamon

Materials
2 small bowls • 9-by-13-inch baking dish • Measuring cups • Measuring spoons • Sharp knife

Nutrition Facts
Serving Size 1 apple
Servings Per Recipe 6

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 250</th>
<th>Calories from Fat 90</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 apple</td>
<td></td>
<td>% Daily Value*</td>
</tr>
<tr>
<td>Total Fat</td>
<td>10g</td>
<td>13%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>1g</td>
<td>5%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td>0%</td>
</tr>
<tr>
<td>Cholesterol</td>
<td>0mg</td>
<td>0%</td>
</tr>
<tr>
<td>Sodium</td>
<td>5mg</td>
<td>0%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>43g</td>
<td>16%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>5g</td>
<td>18%</td>
</tr>
<tr>
<td>Sugars</td>
<td>33g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>3g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 2% • Vitamin C 20%
Calcium 4% • Iron 6%

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

Directions
Have adults help with the steps marked with this symbol!

1. Preheat oven to 350°F.
2. Rinse apples.
3. Remove stems by cutting a 1-inch-wide hole out of the top of each apple. Cut into the hole to remove and scoop out the core and seeds.
4. Rinse lemon and cut in half. In a small bowl, squeeze the juice from each half. Discard seeds.
5. In a second small bowl, mix walnuts, raisins, and brown sugar.
6. Stuff the center of each apple with 1 heaping Tablespoon of the walnut mixture. Sprinkle a pinch of cinnamon over the top of each apple.
7. Place stuffed apples upright in the baking dish. Pour the lemon juice around them. Bake for 35–40 minutes, or until the skin is wrinkly. Spoon some of the pan juice over the apples about halfway through cooking time to keep the apples moist.
8. Remove from oven. Let cool slightly before serving.

Chef’s Notes
• Eat as a dessert or an after-school snack.
• Use whatever sugar you have at home. White, raw, or light or dark brown sugar will all work. Or, try drizzling pure maple syrup over apples in place of sugar.
• For best flavor, use tart-sweet apples like Honeycrisp, Jonagold, Pink Lady, or McIntosh.
• Bake once, eat twice! Double the recipe. Store leftover apples in an air-tight container in the fridge. Reheat in the microwave for 1 minute.
• Double this recipe for a crowd. Bake on a cookie sheet instead of in a baking dish.
Banana Pudding in a Bag
Virginia Cooperative Extension
Serves 4, ½ cup per serving
Prep time: 10 minutes • Cook time: None

Directions

Have adults help with the steps marked with this symbol! 

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

Chef’s Notes

• Make your own granola if you like.

Nutrition Facts

Serving Size 1/2 cup
Servings Per Recipe 4

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 160</th>
<th>Calories from Fat 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Daily Value*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fat 1g</td>
<td></td>
<td>1%</td>
</tr>
<tr>
<td>Saturated Fat 0g</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholesterol 0mg</td>
<td></td>
<td>0%</td>
</tr>
<tr>
<td>Sodium 45mg</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Total Carbohydrate 39g</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Dietary Fiber 3g</td>
<td></td>
<td>11%</td>
</tr>
<tr>
<td>Sugars 19g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein 3g</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 6% • Vitamin C 15%
Calcium 4% • Iron 6%

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

Ingredients

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

Materials

Large zip-top plastic bag • Measuring cups
Chocolate Banana Pudding

Chef Sarah Copeland • New York, N.Y.
Serves 6, ½ cup per serving
Prep time: 10 minutes • Cook time: 15 minutes

Ingredients
- 1 ripe banana
- ½ cup unsweetened cocoa powder
- 2 Tablespoons cornstarch
- Pinch ground cinnamon
- Pinch salt
- 2 large eggs
- 2 cups low-fat milk
- 1/3 cup honey

Directions
Have adults help with the steps marked with this symbol!.

1. In a small bowl, use a fork to mash the banana to a smooth pulp.
2. In a medium bowl, use a fork to whisk cocoa powder, cornstarch, cinnamon, and salt.
3. In a second medium bowl, lightly beat eggs. Whisk eggs into the cocoa mixture to make a smooth paste. Whisk out any pockets of flour and cocoa completely.
4. In a medium pot over medium heat, heat milk and honey. Bring to a simmer.
5. Pour a small amount of the hot milk mixture over the egg mixture. Whisk constantly until smooth. Continue adding milk, a little at a time, until about half the milk mixture is used.
6. Add egg mixture to pot with remaining milk. Cook over low heat, stirring constantly with a rubber spatula until it just begins to bubble and thicken. Remove from heat.
7. Whisk in mashed banana right away until fully combined.
8. Pour warm pudding into 6 small cups. Eat warm, or refrigerate until set, about 2 hours.

Chef’s Notes
- Be sure to stir in the banana and pour hot pudding into cups right away. You want to do this quickly, before the pudding sets.
- Use maple syrup in place of honey, if you like.
- If you have a blender, you may choose to blend the banana into the pudding in step 7. This helps create smooth, silky pudding.

Materials
- 2 medium bowls • Fork • Measuring cups • Measuring spoons • Medium pot • Rubber spatula • Small bowl

Nutrition Facts

Serving Size 1/2 cup
Servings Per Recipe 6

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calories 160</td>
<td></td>
</tr>
<tr>
<td>Calories from Fat 30</td>
<td></td>
</tr>
<tr>
<td>Total Fat 3.5g</td>
<td>4%</td>
</tr>
<tr>
<td>Saturated Fat 1.5g</td>
<td>8%</td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol 85mg</td>
<td>2%</td>
</tr>
<tr>
<td>Sodium 110mg</td>
<td>5%</td>
</tr>
<tr>
<td>Total Carbohydrate 31g</td>
<td>11%</td>
</tr>
<tr>
<td>Dietary Fiber 3g</td>
<td>11%</td>
</tr>
<tr>
<td>Sugars 22g</td>
<td></td>
</tr>
<tr>
<td>Protein 7g</td>
<td></td>
</tr>
</tbody>
</table>

Vitamin A 6% • Vitamin C 2%
Calcium 10% • Iron 6%

*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
 Rolled Oats and Peanut Butter Cookies
Chef Paulette Pashenee • Detroit, Mich.
Serves 18, 2 cookies per serving
Prep time: 20 minutes • Cook time: 15 minutes

Directions
Have adults help with the steps marked with this symbol!

1. Preheat oven to 375°F.
2. Mash the banana with a fork.
3. Cut butter in half. In a microwave-safe bowl, heat in microwave 10–15 seconds to soften. Be careful not to melt butter.
4. In a large bowl, use a mixing spoon to blend butter, banana, and sugar.
5. Add peanut butter and brown sugar. Continue mixing until completely combined.
6. Add egg and vanilla. Mix until smooth.
7. Add flours and baking soda. Mix until smooth.
8. Stir in rolled oats. If using chocolate chips or raisins, gently stir in now.
9. Scoop dough with a teaspoon. Shape into 1-inch balls. Place dough balls 2 inches apart on an ungreased baking sheet. Flatten dough balls by using a fork to make a criss-cross pattern on the cookies.
10. Bake on middle rack of oven until cookies are lightly browned on bottom, about 8–10 minutes. Remove from oven. Let sit 5 minutes to firm up. Remove from tray.

Chef’s Notes
• Cookies may take a little more or less time to brown depending on your oven.
• For a quick snack, crumble cookies on top of ½ cup low-fat plain yogurt

Ingredients
1 ripe banana
½ stick (4 Tablespoons) unsalted butter
½ cup granulated sugar
½ cup peanut butter
½ cup light brown sugar, packed
1 large egg
½ teaspoon vanilla extract
½ cup all-purpose flour
½ cup whole wheat flour
½ teaspoon baking soda
½ cup rolled oats
Optional Ingredients
½ cup raisins (or ½ cup chocolate chips)

Materials
Baking sheet • Fork • Large bowl • Measuring cups • Measuring spoons • Microwave-safe bowl • Mixing spoon • Sharp knife

Nutrition Facts
Serving Size 2 cookies
Servings Per Recipe 18

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 140</th>
<th>Calories from Fat 60</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Daily Value*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fat 7g</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Saturated Fat 2.5g</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Trans Fat 0g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cholesterol 15mg</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Sodium 70mg</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Total Carbohydrate 18g</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Dietary Fiber 1g</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Sugars 9g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Protein 3g</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vitamin A 2%</td>
<td></td>
<td>• Vitamin C 0%</td>
</tr>
<tr>
<td>Calcium 2%</td>
<td></td>
<td>• Iron 6%</td>
</tr>
</tbody>
</table>

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

### Numbers

#### 30-Minute Meals
- Chocolate Strawberry French Toast 46
- Orange Oatmeal Pancakes 48
- Peanut Butter and Banana Pockets 49
- Tuna Boats 60
- Veggie Wraps 65

#### 45-Minute Meals
- Baked Flaked Chicken 54
- Baked Flaked Fish with Tartar Sauce 55
- Black Bean and Vegetable Quesadillas 57
- Hearty Egg Burritos 47
- Tuna Melt 61
- Turkey Chili With Vegetables 62
- Turkey Tacos 63

### A

- Almonds. See Nuts
- Apple Crisp 68

### Apples

- Apple Crisp 68
- Apple Wraps 34
- Baked Apples 69
- Northwest Apple Salad 39

- Apple Wraps 34

### B

- Baked Apples 69
- Baked Flaked Chicken 54
- Baked Flaked Fish With Tartar Sauce 55
- Banana Pudding in a Bag 70

### Bananas

- Apple Wraps 34
- Banana Pudding in a Bag 70
- Chocolate Banana Pudding 71
- Fruit Smoothies 36
- Peanut Butter and Banana Pockets 49
- Rolled Oats and Peanut Butter Cookies 72
- Yogurt Parfait 51

### Bean and Veggie Soup 56

### Beans

- Bean and Veggie Soup 56
- Black Bean and Vegetable Quesadillas 57
- Hearty Egg Burritos 47
- Tuna Boats 60
- Turkey Chili With Vegetables 62
- Turkey Tacos 63

### Bell Peppers

- Hearty Egg Burritos 47
- Mini-Pizzas 58
- Turkey Chili With Vegetables 62

### Berries

- Chocolate Strawberry French Toast 46
- Fruit Smoothies 36
- Yogurt Parfait 51

### Black Bean and Vegetable Quesadillas 57

### Black Beans. See Beans

### Black-Eyed Peas. See Peas

### Blueberries. See Berries

### Bread

- Chocolate Strawberry French Toast 46
- Confetti Pepper Cornbread 35
- Tuna Melt 61

### Broccoli

- Stove Top Macaroni and Cheese 41
- Veggie and Rice Stir-Fry 64

### Brown Rice

- Veggie and Rice Stir-Fry 64

### Burritos

- Hearty Egg Burritos 47

### C

### Canned Tomatoes

- Turkey Chili With Vegetables 62
- Turkey Tacos 63

### Cannellini Beans. See Beans

### Carrots

- Bean and Veggie Soup 56
- Pineapple Carrot Muffins 50
- Turkey Chili With Vegetables 62
- Turkey Tacos 63
- Veggie and Rice Stir-Fry 64
- Veggie Wraps 65

### Celery

- Bean and Veggie Soup 56
- Tuna Melt 61
- Veggie and Rice Stir-Fry 64

### Cereal

- Baked Flaked Chicken 54
- Baked Flaked Fish With Tartar Sauce 55
- Trail Mix 43

### Cheddar Cheese

- Black Bean and Vegetable Quesadillas 57
- Hearty Egg Burritos 47
- Stove Top Macaroni and Cheese 41
- Tuna Melt 61
- Turkey Tacos 63
- Veggie Wraps 65

### Cheese. See Cheddar Cheese; See Mozzarella Cheese

### Chicken

- Baked Flaked Chicken 54
- Veggie and Rice Stir-Fry 64

### Chicken Broth

- Bean and Veggie Soup 56

### Chili

- Turkey Chili With Vegetables 62

### Chocolate

- Chocolate Banana Pudding 71
- Chocolate Strawberry French Toast 46
- Trail Mix 43

### Chocolate Banana Pudding 71

### Chocolate Strawberry French Toast 46

### Collard Greens. See Greens

### Confetti Pepper Cornbread 35

### Cookies

- Rolled Oats and Peanut Butter Cookies 72

### Corn

- Black Bean and Vegetable Quesadillas 57

### Cornbread

- Confetti Pepper Cornbread 35

### Crowd-Friendly

- Apple Crisp 68
- Baked Apples 69
- Bean and Veggie Soup 56
- Chocolate Banana Pudding 71
- Confetti Pepper Cornbread 35
- Mini-Pizzas 58
- Mozzarella Sticks 38
- Northwest Apple Salad 39
- Pasta With Roasted Vegetables 59
- Pineapple Carrot Muffins 50
- Rolled Oats and Peanut Butter Cookies 72
- Stove Top Macaroni and Cheese 41
- Sweet Potato Fries 42
- Trail Mix 43
- Turkey Chili With Vegetables 62
- Turkey Tacos 63
- Veggie and Rice Stir-Fry 64

### Cucumbers

- Tuna Boats 60

### D

### Diabetes-Friendly

- Baked Flaked Chicken 54
- Baked Flaked Fish With Tartar Sauce 55
- Bean and Veggie Soup 56
- Black Bean and Vegetable Quesadillas 57
- Chocolate Strawberry French Toast 46
- Hearty Egg Burritos 47

---

©2009–2018 SHARE OUR STRENGTH, WWW.STRENGTH.ORG

Recipes • Cooking Matters for Kids 73
Mini-Pizzas  58
Mozzarella Sticks  38
Northwest Apple Salad  39
Orange Oatmeal Pancakes  48
Ratatouille  40
Rolled Oats and Peanut Butter Cookies  72
Stove Top Macaroni and Cheese  41
Sweet Potato Fries  42
Trail Mix  43
Tuna Boats  60
Tuna Melt  61
Turkey Chili With Vegetables  62
Turkey Tacos  63
Veggie and Rice Stir-Fry  64
Veggie Wraps  65

Eggs
Baked Flaked Chicken  54
Baked Flaked Fish With Tartar Sauce  55
Chocolate Banana Pudding  71
Chocolate Strawberry French Toast  46
Confetti Pepper Cornbread  35
Hearty Egg Burritos  47
Mozzarella Sticks  38
Orange Oatmeal Pancakes  48
Rolled Oats and Peanut Butter Cookies  72

English Muffins
Mini-Pizzas  58

Fish
Baked Flaked Fish With Tartar Sauce  55
Tuna Boats  60
Tuna Melt  61

Freezer-Friendly
Bean and Veggie Soup  56
Confetti Pepper Cornbread  35
Mozzarella Sticks  38
Orange Oatmeal Pancakes  48
Pineapple Carrot Muffins  50
Rolled Oats and Peanut Butter Cookies  72
Stove Top Macaroni and Cheese  41
Turkey Chili With Vegetables  62

French Fries
Sweet Potato Fries  42

French Toast
Chocolate Strawberry French Toast  46

Fresh Tomatoes
Bean and Veggie Soup  56
Mini-Pizzas  58
Ratatouille  40
Tuna Melt  61
Turkey Tacos  63

Fruit
Baked Apples  69
Homemade Granola  37
Northwest Apple Salad  39
Pineapple Carrot Muffins  50
Rolled Oats and Peanut Butter Cookies  72
Trail Mix  43

Fruit Smoothies  36

Granola
Banana Pudding in a Bag  70
Homemade Granola  37
Yogurt Parfait  51

Great Northern Beans. See Beans

Green Peppers. See Bell Peppers

Greens
Black Bean and Vegetable Quesadillas  57

Healthy Snacks
Apple Wraps  34
Baked Apples  69
Banana Pudding in a Bag  70
Fruit Smoothies  36
Homemade Granola  37
Northwest Apple Salad  39
Peanut Butter and Banana Pockets  49
Pineapple Carrot Muffins  50
Trail Mix  43
Tuna Boats  60
Yogurt Parfait  51

Hearty Egg Burritos  47
Homemade Granola  37

Kale. See Greens

Kid-Approved
Apple Crisp  68
Baked Flaked Chicken  54
Baked Flaked Fish With Tartar Sauce  55
Black Bean and Vegetable Quesadillas  57
Chocolate Strawberry French Toast  46
Confetti Pepper Cornbread  35
Fruit Smoothies  36
Hearty Egg Burritos  47
Homemade Granola  37
Mozzarella Sticks  38
Northwest Apple Salad  39
Orange Oatmeal Pancakes  48
Pasta With Roasted Vegetables  59
Peanut Butter and Banana Pockets  49
Pineapple Carrot Muffins  50

Kidney Beans. See Beans

Lettuce
Turkey Tacos  63
Veggie Wraps  65

Lima Beans. See Beans

Macaroni
Stove Top Macaroni and Cheese  41

Mango
Yogurt Parfait  51

Mini-Pizzas  58
Mozzarella Cheese
Mini-Pizzas  58
Mozzarella Sticks  38

Mozzarella Sticks  38

Muffins
Pineapple Carrot Muffins  50

Mushrooms
Mini-Pizzas  58
Pasta With Roasted Vegetables  59

No Cook
Apple Wraps  34
Banana Pudding in a Bag  70
Fruit Smoothies  36
Trail Mix  43
Tuna Boats  60
Veggie Wraps  65
Yogurt Parfait  51

Northwest Apple Salad  39

Nuts
Baked Apples  69
Homemade Granola  37
Northwest Apple Salad  39
Pineapple Carrot Muffins  50
Trail Mix  43
Yogurt Parfait  51
Oats  
Apple Crisp 68  
Homemade Granola 37  
Orange Oatmeal Pancakes 48  
Rolled Oats and Peanut Butter Cookies 72

One-Dish Meal  
Bean and Veggie Soup 56  
Black Bean and Vegetable Quesadillas 57  
Chocolate Strawberry French Toast 46  
Hearty Egg Burritos 47  
Orange Oatmeal Pancakes 48  
Peanut Butter and Banana Pockets 49  
Tuna Melt 61  
Turkey Chili With Vegetables 62  
Turkey Tacos 63

Orange Juice  
Fruit Smoothies 36  
Orange Oatmeal Pancakes 48

Orange Oatmeal Pancakes 48

Pancakes  
Orange Oatmeal Pancakes 48

Pasta  
Bean and Veggie Soup 56  
Pasta With Roasted Vegetables 59  
Stove Top Macaroni and Cheese 41

Pasta With Roasted Vegetables 59

Peanut Butter  
Apple Wraps 34  
Peanut Butter and Banana Pockets 49  
Rolled Oats and Peanut Butter Cookies 72

Peanut Butter and Banana Pockets 49

Peanuts. See Nuts

Peas  
Bean and Veggie Soup 56

Peppers. See Bell Peppers

Pineapple Carrot Muffins 50

Pinto Beans. See Beans

Pizza  
Mini-Pizzas 58

Potatoes  
Sweet Potato Fries 42  
Turkey Tacos 63

Pudding  
Chocolate Banana Pudding 71

Quesadillas  
Black Bean and Vegetable Quesadillas 57  
Peanut Butter and Banana Pockets 49

Raisins. See Dried Fruit

Ratatouille 40

Red Peppers. See Bell Peppers

Rice. See Brown Rice

Rolled Oats and Peanut Butter Cookies 72

Salad  
Northwest Apple Salad 39

Salmon. See Fish

Seafood. See Fish

Seasonal Special  
Apple Crisp 68  
Baked Apples 69  
Black Bean and Vegetable Quesadillas 57  
Chocolate Strawberry French Toast 46  
Northwest Apple Salad 39  
Pasta With Roasted Vegetables 59  
Ratatouille 40  
Sweet Potato Fries 42

Smoothies  
Fruit Smoothies 36

Snacks. See Healthy Snacks

Soup  
Bean and Veggie Soup 56

Spinach. See Greens

Squash. See Summer Squash; See Winter Squash

Stir-Fry

Veggie and Rice Stir-Fry 64

Stove Top Macaroni and Cheese 41

Strawberries. See Berries

Summer Squash  
Bean and Veggie Soup 56  
Black Bean and Vegetable Quesadillas 57  
Pasta With Roasted Vegetables 59  
Ratatouille 40  
Turkey Tacos 63

Sweet Potatoes  
Sweet Potato Fries 42  
Turkey Tacos 63

Sweet Potato Fries 42

Tacos  
Turkey Tacos 63

Tomatoes. See Canned Tomatoes; See Fresh Tomatoes

Tortillas  
Apple Wraps 34  
Black Bean and Vegetable Quesadillas 57  
Hearty Egg Burritos 47

Peanut Butter and Banana Pockets 49  
Veggie Wraps 65

Trail Mix 43

Tuna. See Fish

Tuna Boats 60

Tuna Melt 61

Turkey  
Turkey Chili With Vegetables 62  
Turkey Tacos 63  
Veggie Wraps 65

Turkey Chili With Vegetables 62  
Turkey Tacos 63

Veggie and Rice Stir-Fry 64

Veggie Wraps 65

Walnuts. See Nuts

Winter Squash  
Pasta With Roasted Vegetables 59

Wrap  
Apple Wraps 34  
Veggie Wraps 65

Yellow Squash. See Summer Squash

Yogurt  
Baked Flaked Fish With Tartar Sauce 55  
Banana Pudding in a Bag 70  
Confetti Pepper Cornbread 35  
Fruit Smoothies 36  
Northwest Apple Salad 39  
Veggie Wraps 65  
Yogurt Parfait 51

Yogurt Parfait 51

Zucchini. See Summer Squash

Zucchini. See Summer Squash