Cooking Matters

FOR CHEFS AND KIDS

Facilitator Guide

SHARE OUR STRENGTH'S
COOKING MATTERS®

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Introduction

Welcome to *Cooking Matters for Chefs and Kids*! Share Our Strength® is proud to make this guide available. It is built on the proven success of Share Our Strength's Cooking Matters® courses that teach families how to cook and eat healthy on a budget.

Adapted from our *Cooking Matters for Kids* and *Cooking Matters for Teens* curricula, this easy-to-use guide helps chefs and others provide hands-on instruction that will help kids develop a love of cooking and the skills to make healthy food choices wherever they go. Within this guide you will find a variety of resources to help you engage kids, including tips and advice for planning fun activities, materials lists and activity instructions, appealing and interactive recipes for kids, and fun handouts that supplement the lessons of each activity. Keep in mind that while this guide may be used to lead activities with a variety of audiences, it has been created to reach kids from the limited-resource families that Cooking Matters serves. All activities and recipes are designed to be accessible and affordable for these families.

We hope that you find this guide useful as you plan and carry out your activities with kids. Thank you for sharing your strength with kids in your community and for your commitment to ensuring that all kids get the nutritious foods they need to learn, grow, and thrive!

About Share Our Strength and Cooking Matters

No child should grow up hungry in America, but one in five children struggles with hunger. Share Our Strength's No Kid Hungry® campaign is ending childhood hunger in this nation by connecting kids in need with nutritious food and teaching families how to cook healthy, affordable meals. You can help surround kids with the nutritious food they need where they live, learn and play. Pledge to make No Kid Hungry a reality at **NoKidHungry.org**.

Share Our Strength's Cooking Matters empowers low-income families with the skills to stretch their food budgets so their children get healthy meals at home, as part of the No Kid Hungry campaign to end childhood hunger in America. 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. To learn more, visit **Cooking Matters.org**.

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I. Planning Your Activity

Proper planning is crucial for ensuring a successful activity. To help you plan effectively, use the Initial Planning Checklist on page 9.

Working With a Community Partner

As you begin planning, it's a good idea to partner with a community-based organization that serves kids. A good community partner will have extensive experience working with this audience. Your partner can help you identify the right group of kids to work with, communicate with kids and parents as needed, provide support during your activities, and fulfill many other important functions. Potential partners in your community may include, but are not limited to, organizations such as:

- Schools (including after-school programs)
- Head Start centers
- Community-based agencies with youth-focused programming (e.g., Boys & Girls Club, YMCA)
- Food banks or food pantries
- Farmers' markets (particularly those located in low-income neighborhoods)
- Hospitals

At a Glance:

- ✔ Identify a community partner that serves kids
- ✔ Find a champion or key contact within the partner organization
- ✔ Talk to your partner about their goals for improving kids' health and wellness
- ✔ Look for ways that you can help your partner achieve these goals

Try working with a community partner serving low-income kids — they may need your help the most! Use the links below to check out the WhyHunger Resource Directory or the Share Our Strength "Get Local" directory to identify organizations addressing hunger and poverty in your community:

www.whyhunger.org/findfood

getlocal.nokidhungry.org

Interested in working in schools? Check out *Chefs Move to Schools,* part of the *Let's Move!* initiative launched by the First Lady and dedicated to solving the problem of obesity within a generation. Visit the website to find out more and to sign up to be matched to a school in your community:

www.letsmove.gov/chefs-move-schools

Communicate regularly with your community partner to create a shared vision of the partnership and your involvement with kids. It helps to identify a champion or key contact within the organization that is committed to helping you organize your activities, learn the ins and outs of the organization, and build enthusiasm. This champion may be a teacher, administrator, program coordinator, or other staff member.

Begin the relationship by asking questions like:

- What are your goals for improving health and wellness for the kids you serve?
- Do you have a wellness policy or wellness standards for your organization and/or the food served here? What does it include? How well is it enforced?
- What type of food and wellness programs already exist here? For example, is there a current nutrition or wellness class, a gardening program, or a teacher who incorporates food or health messages in the classroom?
- Have any food and wellness programs been tried before? Were they successful? Why or why not?

It's important to understand the goals of your community partner, what's been tried before, and what opportunities there may be to integrate your activities into existing programs. If your partner does have existing programming, ask to shadow or observe to see first-hand what opportunities exist to make a good program even better. Look for ways that your work can fit into the goals and mission of the organization.

Supporting Federal Meal Programs

If your community partner is a school, look for ways that you can help promote the National School Lunch Program or the School Breakfast Program. Consider these facts:

- Roughly 60% of school lunches and 80% of school breakfasts are provided free or at a reduced cost, meaning they are a significant source of nutrition for low-income children.
- Many children who are eligible for these programs do not take advantage of them due to stigma, cumbersome paperwork, lack of awareness, or other issues.

Talk to your community partner about ways you can promote these programs, such as helping kids pick out healthy choices in the cafeteria line, doing a tasting of fruits or vegetables offered in the cafeteria, or preparing samples of a new cafeteria menu offering. Similarly, if your community partner offers the Child and Adult Care Food Program or is a summer meals feeding site, discuss promotion opportunities.

Choosing an Activity

As you select an activity for your group, consider the following steps:

- **Choose a topic area.** Within this guide, you'll find activities and recipes to reinforce lessons in three topic areas: Healthy Snacks, Healthy Drinks, and Exploring Fruits and Vegetables. Select activities from a single topic area or mix and match depending on your audience, the time you have available, and the number of sessions you will hold with your group.
- **Consider the interests of your group.** Hold conversations with your community partner about what activities kids have done with food in the past, what types of foods are popular with this group, or what goals they have for teaching kids about food.
- **Select an activity appropriate for the grade or maturity level of your group.** Each activity in this guide lists a range of grade levels for which the activity is particularly appropriate. Talk to your community partner about the maturity level of your group and whether an activity seems like the right fit.

Keep in mind that every group of kids is different, and you may need to make small adjustments to the activity to make it a hit with your group. Each activity provides suggested modifications for working with different audiences. Check out the Tips for Working with Kids (pages 13-14) for additional ideas.

Choosing a Location

Talk to your community partner about spaces at their site that can be used for holding the activities. Keep the following space considerations in mind:

- Spaces should have sinks available for hand washing.
- Additional kitchen equipment can be helpful but is not necessary. Many of the activities in this guide can be done without it. If using, check whether there are sufficient electrical outlets for burners, blenders, or other equipment.
- Spaces should have adequate room for working with the number of children expected.
- If using, check whether there is sufficient room to set up different tables or stations for activities.
- Consider whether distractions at the space can be limited (e.g., located away from other groups of kids, door can be closed to cut down on noise, etc.).

If you do plan to bring equipment on-site, be sure to check with your partner about any regulations they have on using equipment such as knives and burners.

Prior to your activity, do a thorough walk-through of the space to learn the location of the restrooms, emergency exits, trash cans, recycling bins, etc.

Choosing a Date and Time

Check with your community partner well in advance about the best date and time for holding your activity. Ask questions like:

- **When do kids have regularly scheduled programming?** You may wish to time your activity to reach a group that already meets at a regular date and time.
- **What holidays, early release days, teacher work days, or other events are coming up?** Avoid scheduling your activity during events that could impact regular programming.
- **What other eating occasions do kids have throughout the day?** Consider how the timing of these meals or snacks may impact your activity. For instance, you may wish to schedule an activity about snacks a couple of hours before or after lunchtime, rather than immediately before or after.
- **How long will kids be available**? Select a time frame that allows you enough time to complete the scheduled activity. The activities in this guide provide approximate completion times, but timing can vary based on how many foods you choose to explore or prepare, how in depth you go on certain discussions, or various other factors. If you have time leftover at the end of your activity, this guide provides a variety of suggested "Time Fillers" (pages 32-36).

Staffing Your Activity

Depending on the size of your group, you may need to arrange for additional facilitators or assistants to be present during the activity. You may also need assistance prior to the activity to prep your materials (e.g., shopping for groceries, prepping ingredients). Consider asking your community partner if they can provide staff, such as a teacher, aide, or coordinator, who will help oversee and manage the children participating. These individuals will typically have a prior relationship with the kids and can be particularly helpful for managing any behavior issues in the group. You may also consider tapping into your professional networks to recruit additional volunteers who are able to supervise or prepare for culinary activities.

A good goal is to have one adult present for every 4-6 kids, though this may not be possible at every location. Talk to your community partner about whether they can provide staff for your activity.

Choosing Foods for Your Activity

A complete list of guidelines for choosing foods and creating your own recipes can be found on page 18.

The recipes in this guide, as well as the suggested foods to use in the activities, have been chosen based on their proven appeal to kids and their adherence to Cooking Matters standards. While recommended that you use the recipes included here, this guide does allow plenty of flexibility for choosing foods that are in season, commonly available within your geographic location, made available through donations, or that may otherwise vary from the foods seen in this guide. When choosing foods, you will want to consider kids' food allergies, access to ingredients, budgetary constraints, and cooking skills, among other things.

Determine in advance whether refrigeration is available at your site. If not, select foods that do not require refrigeration or that can be safely transported and stored in a cooler for the amount of time required.

Securing Resources

Each activity and recipe in this guide provides a list of foods and materials needed. Recipes have been chosen for their appropriateness for low-income families so food costs should be reasonable; however, all materials and foods will have some cost, particularly for larger groups of kids. Thus, you may wish to seek sources of support for implementing your activities, for instance:

- Talk to your community partner about what resources they already have on hand (such as equipment, paper plates, or utensils) or what they are willing to offer (such as funding to offset food costs).
- Ask a local food bank, farmers' market, or grocery store if they would be willing to donate or provide food at a discount for the activities.
- Look for small grant opportunities available through service or grant-making organizations in your community, or talk to your community partner about including these costs in larger school or agency wellness grants.

However you choose to secure resources, we do not recommend charging families as this can result in lower participation and exclude the kids who need this instruction the most.

Limiting Liability

Though the risks are small, take necessary precautions to limit liability:

- Check to be sure you are covered for liability through your employer or community partner. If you're not, ask your partner to send home liability waivers to parents or guardians in advance of the activity. A sample waiver is provided on page 11.
- Follow proper food safety protocol at all times.
- Read through the tips on page 17 regarding safely working with kids in the kitchen.

Waivers for each child should be signed and returned prior to the activity. Make sure parents and guardians understand that their child will have to sit out if they do not have a signed waiver. Ask your community partner to keep the waivers on file for at least three years following the activity.

Preparing to Lead Your Activity

Consider the following steps as you make final preparations to lead your activity:

- **Review responsibilities with everyone involved.** Run through the plan with your community partner and anyone else involved in the activity. Ensure that everyone understands their role. Use the Final Planning Checklist on page 10 to assist you.
- **Review nutrition messages as needed.** Research strongly supports the idea that kids don't need to know detailed facts about vitamins and nutrients to make healthy food choices or to develop a love of healthy foods. The nutrition messages in this guide are designed to be simple and easily understood by kids. In order to ensure all chefs feel comfortable with the nutrition messages covered in these activities, we have provided a brief primer on pages 15-16.
- **Review the tips for working with kids.** Chefs tell us that working with kids is a rewarding, and often life-changing, experience. In order to feel confident leading kids in food-related activities, we have compiled a list of tips (pages 13-14) based on the experiences of Cooking Matters chef volunteers and other partners across the country. Review these tips in advance of your activity and build these suggestions into your plan for the event as needed.
- **Collect the materials and foods you will need.** The materials and foods you will need are listed on each activity and recipe. Be sure you have reviewed these lists thoroughly and know who will be responsible for bringing each item to the activity. Brainstorm any additional materials you may want (e.g., small plates for passing out samples or bowls to collect cut ingredients). Remember to bring any materials needed for down-time activities chosen from the "Time Fillers" section of this guide (pages 32-36).

II. Planning Tools

Initial Planning Checklist

Planning Steps	Expected Completion Date	Check When Complete
Identify a community partner and talk to them about their goals for the activity.	____ /____ /_____	
Choose an activity appropriate for your group.	____ /____ /_____	
Choose a location for your activity.	____ /____ /_____	
Choose a date and time for your activity.	____ /____ /_____	
Identify additional facilitators or assistants as needed.	____ /____ /_____	
Choose foods for your activity.	____ /____ /_____	
Secure resources for purchasing foods and materials.	____ /____ /_____	
Investigate whether you are covered for liability already. If not, have waivers for each participating child sent home to be signed and returned.	____ /____ /_____	
Run through roles and responsibilities with all involved parties (page 10).	____ /____ /_____	

Final Planning Checklist

Confirm with your community partner:

- ❑ Activity date and time are final.
- ❑ All waivers or other paperwork have been sent home and returned.
- ❑ The activity space will be cleared and made ready in advance.
- ❑ Kids will be brought to the location by _____ (name) at _____ (time).
- ❑ Kids will be picked up by _____ (name) at _____ (time).
- ❑ If kids do not show up on time, I can contact _____ (name) at _____ (phone number).

Confirm for yourself:

- ❑ All materials and food needed for the activity are gathered or purchased.
- ❑ Advanced prep work for food is completed.
- ❑ Photocopies of any handouts and recipes being used for the activity have been made for each child.
- ❑ Nutrition messages and tips for working with kids have been reviewed (pages 13-16).

Confirm with your assistants:

- ❑ Assistants know the date and time of the activity.
- ❑ Assistants have directions to the space.
- ❑ Assistants know which tasks they are responsible for (e.g., which foods to prep, which stations to supervise).
- ❑ Assistants know which portions of the activity they will be leading (if applicable).

Sample Waiver

[INSERT NAME OF COMMUNITY PARTNER AND/OR ACTIVITY]

Participation Waiver and Release

Child/Teen Name: _____

Activity Description: [INSERT BRIEF DESCRIPTION OF THE ACTIVITY YOU HAVE CHOSEN TO DO]

Please read, and if you agree to the statement, please initial each line and sign and date at the bottom of the page.

Participation Waiver

Liability Waiver: I give my child permission to participate in this activity, and recognize that this activity could present potential cooking hazards, including but not limited to: cuts, burns, slips, falls, allergic reactions, and other injuries as a result of activities, products, and equipment used. I release [INSERT NAME OF CHEF], [INSERT NAME OF COMMUNITY PARTNER], its agents, representatives, employees, volunteers, and any sponsors from any and all damages, causes of action, claims, and liability that might arise from my child's participation in this activity.

Initials of Parent/Guardian: _____

Media Release

I consent to and allow any use and reproduction by [INSERT NAME OF CHEF] or [INSERT NAME OF COMMUNITY PARTNER] of any and all photographs or videotapes taken of my child(ren) during their participation in this activity. I understand that [INSERT NAME OF CHEF] and [INSERT NAME OF COMMUNITY PARTNER] will own the photographs and videotape and the right to use or reproduce such photographs and videotape in any media, as well as the right to edit them or prepare derivative works, for the purposes of promotion, advertising, and public relations. I hereby consent to this use of my child's name, likeness, or voice, and I agree that such use will not result in any liability for payment to any person or organization, including myself.

Initials of Parent/Guardian: _____

_____

Signature Date

_____

Name of parent/guardian (please print)

notes

III. Leading Your Activity

Tips for Working With Kids

The activities included in this guide have been tested with our partners across the country to ensure that kids find them exciting and engaging. However, no group of kids is the same. You will want to make small adjustments to the activity instructions to ensure it runs smoothly with your group. The following tips can help you set up an effective learning experience for kids.

Our most important tip is to ***relax and have fun!*** Kids look up to chefs — you're a rock star to them as soon as you step in the room. It's natural to feel nervous if you're not used to working with kids, but let their enthusiasm and excitement put you at ease. Kids won't notice if you leave out an ingredient or forget a talking point — they are just eager to learn about and get their hands on the food!

1. **Let kids explore.** Children are natural explorers. They are always asking questions and discovering the world around them. Have kids learn about food by using their senses: touch, smell, taste, sight, and hearing. Allow kids to handle food — let them mix it, prepare it, smell it, and taste it. The more hands-on the activity, the more likely kids are to retain the messages and create a positive association with new, healthy foods. If there's not enough time or space for each kid to handle food at every step, be sure everyone at least has a turn as a "helper" so kids will stay engaged and feel confident working with the foods on their own at home.

2. **Plan activities that match kids' abilities and interests.** The activities in this guide include suggested grade ranges, so you can choose the activities that are most suitable for your group. However, even within a particular grade range you will encounter groups with differing abilities, maturity levels, and literacy levels. You may need to make slight modifications to make activities more appropriate for the kids in your group, for example:
   - **Younger or low-literate kids** may benefit from doing activities (like Name That Fruit or Vegetable, page 31) verbally instead of writing their answers. Engage younger kids as a group and write their verbal responses on a chalkboard or poster board instead.
   - **Older kids** may move through the activities at a faster pace. Review the tips on each activity for how to increase the difficulty, such as preparing a more complex recipe or going more in depth on different parts of the food label.
   - If you are working with **groups of mixed ages or ability levels**, try setting up stations around the room and group kids with similar abilities at the same station. Go more in depth with older kids to keep their interest while younger kids learn the basics.
3. **Build on what kids already know.** When you introduce a new topic about food or eating, connect it to something already familiar to kids. For example, relate to younger kids using examples like "these bell peppers are the same colors as a stop light" or "food makes people 'go' just like gas makes cars 'go'." Relate to older kids by asking them questions like "What do you usually eat for breakfast or dinner?," "What do you know how to cook already?," or "What would you like to learn how to cook?" Try incorporating their interests into the discussion or activity.
4. **Set ground rules.** When working with older kids, it's particularly important to establish a respectful environment before beginning any activities. One way to do this is to involve kids in creating a Code of Conduct. Examples of good ground rules include "respect others when they are talking," "try at least a bite of each food," "if you don't like a food, keep negative comments to yourself so that others can feel free to enjoy it." You may also wish to develop a quiet signal if the group gets rowdy, like flashing the lights or holding up three fingers.

Nutrition Basics for Chefs

Kids don't need a lot of complex, scientific information about food. They eat certain foods because they like them, and having the opportunity to taste foods (especially with friends and supportive adults) helps them learn to like a variety of healthy foods. In keeping with the way kids learn about food, the nutrition messages in this guide are deliberately simple and easy for kids to understand. Chefs may wish to review the basics of these messages prior to engaging kids in the activities in order to feel confident answering questions or reinforcing messages in a variety of ways. For chefs who want to know more, we recommend checking out the resources and information available at www.choosemyplate.gov.

Message 1: Eat from every food group, every day.

The five food groups outlined in MyPlate (page 42) are Grains, Fruits, Vegetables, Protein, and Dairy. Kids will likely know the basics of the food groups already. It's not necessary to go into detail about each group. Instead, have kids think about how they can eat foods from all five food groups every day. Remind them that all food groups provide important nutrients that help them grow strong and give them the energy they need to live active, healthy lives. No single food group can provide everything they need to be healthy, so it's important to eat from all five food groups. Reinforce this message by having kids name the food groups of each food used in a recipe or activity. Ask them what other food groups they would need to eat from today in order to eat from all five.

Message 2: Eat a variety of colorful fruits and vegetables.

Fruits and vegetables of similar colors have similar vitamins and nutrients that provide important functions in our body. For instance, yellow and orange fruits and vegetables contain nutrients that provide us with a healthy heart, good vision, and strength to fight off colds. As with food groups, remind kids that no single color fruit or vegetable can provide us with everything we need to be healthy. We need to eat from different color groups each day. It's not necessary for kids to know the specific vitamins and nutrients in each color group. Instead, focus on the simple message of choosing a variety of colorful fruits and vegetables. Reinforce the message by having kids call out each color of the produce used in the activities. Divide them into teams and have them brainstorm as many fruits and vegetables as they can for a particular color (e.g., red, yellow/orange, white, blue/purple, green). Emphasize the visual appeal of "making your plate a rainbow" and filling at least half your plate with colorful fruits and vegetables.

Message 3: Choose whole grains as often as you can.

Whole grains are called "whole" because they contain the entire kernel of grain. Refined grains are called "refined" because during processing, parts of the grain kernel are removed. The parts that are removed contain important vitamins and nutrients. "Enriched" grains add back in only some of the vitamins and nutrients; they do not contain the entire grain kernel and are not whole grains. When working with kids, use simple analogies that will help kids understand the importance of choosing whole grains. For instance, kids typically like the analogy that whole grains are like a broom that sweeps through their body and removes the "bad stuff," just like a broom removes dirt from a house. When working with older kids, it's appropriate to teach them how to identify whole grain foods. The trick is simple — have them look at the first ingredient in the ingredients list. If the first ingredient is a whole grain (like whole wheat flour, whole grain oats, brown rice, or bulgur), then the food is a whole grain. Most importantly, let kids taste how delicious whole grains can be! Some kids will have very little experience with whole grains — you can open up a whole new world of tastes by letting them explore these foods.

Message 4: Compare food labels to make healthier choices.

Food labels may seem complicated, but simple messages about comparing labels are fairly easy for kids to understand. Show kids a sample label from an actual food package, or use the sample label on page 40. Start by focusing on the number of servings in the package. Kids often do not realize that a single package or bottle (for instance a 20-ounce soda) can actually contain multiple servings. Engage kids by showing them the amount in one serving (for instance, by pouring out 8 ounces of the soda into a glass) and the amount in the entire package and asking them how much they would typically eat or drink. If there are two servings within the package and kids say they would eat it all, then everything on the label must be multiplied by 2 to give you the nutrition facts for the amount they would eat.

Next, explain that kids can compare labels for different foods and beverages to find out which one has lower amounts of less desirable nutrients (such as sugar, sodium, and saturated fat). When working with younger kids, it's usually best to focus on a single nutrient, such as sugar for beverages. Have them compare the amounts of that nutrient across multiple packages, keeping in mind the number of servings per package. Ask them to choose the one with the lower number. With older or more mature groups, ask them to evaluate the foods across several different nutrients.

Wrap up discussions about labels by reminding kids that many healthy foods, like fruits and vegetables, do not even have labels. Encourage them to make their own foods and drinks when they can and to include plenty of fruits, vegetables, and whole grains.

Safely Working with Kids in the Kitchen

Let kids know you are here to help! After demonstrating a skill, tell them you will come around and offer suggestions or lend a hand when needed. Use these tips to help kids safely build their skills.

Chopping

- Use sharp knives only when working with kids who have the motor skills to use them safely (typically fourth grade and up). Plastic knives, table knives, or pizza cutters can be used by younger kids to cut a wide range of foods.
- The first few times you help kids chop foods, stand behind them and guide their hands with yours.

Grating

- Help kids by placing one of your hands against the grater and your other hand over their hand holding the food.
- Watch their fingers carefully so that they don't get cut or scraped.

Stirring and Mixing Ingredients

- Help kids stir thicker mixtures by placing your hand over their hand that's holding the spoon. Hold the bowl with your other hand.

Cracking Eggs

- Many kids will need assistance cracking eggs, until they get the hang of it. Show them how to gently tap the shell to crack the surface and use their thumbs to pull apart the shell.
- Have kids crack each egg into a separate bowl. Help them check for shell pieces before adding each one to a larger bowl.

Rinsing Fresh Produce

- Rinsing is a great task for all ages, but you may need to help with extra-dirty greens or heavier items.

Measuring

- Introduce kids to measuring by showing them how to pour out ingredients you've already measured.
- Let them build confidence by measuring small amounts of dry ingredients before moving to wet ingredients.

Peeling

- Show older kids how to safely angle a peeler downward to remove the skins from fruits or vegetables.
- With foods like oranges and onions, get kids started by lifting a piece of the skin so they can easily peel off the top layer by hand.

Squeezing Citrus

- Cut citrus fruits into wedges and remove seeds, so that kids can help squeeze out the juice. To make citrus fruit easier to juice, heat in the microwave for 15-20 seconds or roll the fruit on a counter or cutting board for 15 seconds before slicing.

! Before you begin your activity, review basic hand washing rules with kids (e.g., use warm, soapy water; wash for 20 seconds; re-wash hands if you touch hair or skin, use the bathroom, etc.). Have them wash hands before introducing them to any foods. Be sure they are supervised by an adult.

Guidelines for Choosing Foods

The foods and recipes suggested in this guide are chosen based on their accessibility and affordability for the limited-resource families that Cooking Matters serves. We recommend using the recipes included here whenever possible, but the guide leaves plenty of flexibility for choosing your own foods as needed. When doing so, be sure to consider kids' food allergies, budgetary constraints, cooking skills, and access to ingredients. The following guidelines can help you select appropriate foods.

1. Use low-cost foods and ingredients.
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.
- Choose packaged ingredients that are available in a store-brand equivalent.
- Choose ingredients that are able to be used in multiple meals and snacks.
- Choose ingredients available for purchase in bulk when possible.
- Choose dried spices instead of fresh.
- Consider whether a less expensive form of an ingredient can be used (e.g., chicken pieces instead of chicken breasts).

2. Use ingredients that are accessible to kids.
Keep in mind where kids and their families are likely to 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. Use ingredients that are tasty and nutritious.
Keep simple nutrition messages in mind, for example:

- Vary the forms, types, and colors of fruits and vegetables.
- Choose whole grains instead of refined grains.
- Minimize the use of added sugars.
- Use leaner cooking techniques and ingredients.
- Limit sodium.
- Use multiple food groups.

4. Avoid food allergens for the kids in your group.
Food allergies can be associated with any food, but most reactions are triggered by just eight foods: milk, eggs, fish, shellfish, soy, wheat, peanuts, and tree nuts. Have parents or guardians document their kids' food allergies on the liability waivers sent home (page 11), or ask your community partner about known allergens for the kids in your group. Choose foods and recipes that avoid these allergens.

5. Limit the use of special equipment.
Equipment should be accessible and affordable for kids and their families. Consider whether the tools you use are really necessary and whether they 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 when the recipe cannot be made properly without it — but avoid calling for food processors, which are less common.

ACTIVITIES

Make Your Own Veggie Super Hero

Suggested Grades: K–3

Estimated Time: 30 minutes

Materials:

- ❍ Paper plates, one for each child
- ❍ Small bowls
- ❍ Serving spoons

Foods:

- ❍ 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
- ❍ Low-fat ranch, French, or other dressings or hummus for dipping vegetables

TIPS:

- Substitute produce that is in season or on sale, if needed.
- Consider preparing dips from the **Delicious Dips & Spreads handout** (page 38) instead of using store-bought dips. If time permits, invite kids to help prepare the dips for this activity.

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 kids.
4. Pour dressings or dips into small bowls for sharing. Place a serving spoon in each bowl.

With Kids

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. Have them give their hero a name.
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. Point out that colorful veggies make fun and delicious snacks. Encourage them to make and enjoy a veggie super hero at home with their parents or guardians.

TIP: If you have extra time, use the Food Riddles (page 33) with kids or have them create Fruit & Vegetable Placemats (page 32).

Make Your Own Fruit Clown Face

Suggested Grades: K–3

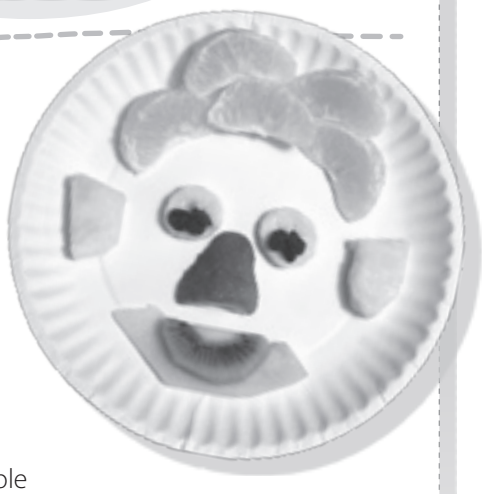
Estimated Time: 30 minutes

Materials:

- ❍ Paper plates, one for each child
- ❍ Small bowls
- ❍ Serving spoons

Foods:

- ❍ A variety of colorful fresh fruits, such as pineapple, blueberries, grapes, kiwi, strawberries, oranges, cantaloupe, and raisins
- ❍ Low-fat yogurt, for dipping



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. Place a serving spoon in each bowl.

With Kids

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. Point out that colorful fruits make fun and delicious snacks. Encourage them to make and enjoy a fruit clown face at home with their parents or guardians.

TIPS:

- Substitute produce that is in season or on sale, if needed.
- Consider preparing dips from the **Delicious Dips & Spreads handout** on page 38, rather than using store-bought dips. If time permits, 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.
- If you have extra time, use the Food Riddles (page 33) with kids or have them create Fruit & Vegetable Placemats (page 32).

Super Snackers

Suggested Grades: 3–5

Estimated Time: 30 minutes

Materials:

- ❍ Ingredients and equipment to prepare a selection of healthy snacks

Handouts:

- ❍ Snack Smart, pages 43-44
- ❍ Delicious Dips & Spreads, page 38
- ❍ Super Snackers, page 45

TIPS:

- As needed, do a brief review of the food groups with kids using the **MyPlate handout** on page 42. Or, ask the teacher or coordinator to conduct this review in advance of the activity.
- Be sure you have enough adult assistants on hand. Determine in advance who will be placed at each station. If stations are not possible, choose 2-3 snacks for the entire group to prepare together.

In Advance

1. Choose a selection of no-cook or low-prep snacks from the **Snack Smart handout**, the **Delicious Dips & Spreads handout**, or the Recipes section of this guide. **Choose snacks that include foods from at least two food groups**.
2. Secure needed ingredients and equipment.
3. Set up stations around the room, with a different snack recipe to be prepared at each station. Place ingredients and equipment needed for the recipe being made at each station.

With Kids

1. Ask kids what they typically choose for a snack. Have them identify the food groups included in the snacks they named.
2. Explain that a balanced snack includes foods from at least two food groups. Divide kids into small groups and pass out a copy of the **Super Snackers handout** to each group. Ask groups to come up with at least three balanced snacks they could create using the ideas on the handout or by suggesting their own ideas.
3. Give groups 5 minutes to work together. Next, call on each group to report the tastiest snack idea they came up with.
4. Congratulate kids on their ideas. Explain that today they are going to practice making their own balanced, healthy snacks.
5. Have kids wash their hands in preparation for making snacks. Explain how the snacks at each station will be prepared. Assign kids to a station and ask them to make enough snacks for each child in the room.
6. When kids are finished, have them rotate to the next station and try the snack that was made by the previous group. Let them rotate through all stations until they have sampled all the snacks. When the activity is finished, ask them questions like: Which snacks were your favorites? Why? Do you think you could make these snacks at home on your own or with your family? Why or why not? Encourage kids to try making a balanced, healthy snack at home.

TIPS:

- If you have extra time, use the Food Riddles (page 33) with kids or have them create Fruit & Vegetable Placemats (page 32).
- Depending on the level of your group, ask kids why the ingredients in each recipe or on the Super Snackers handout are smart choices. Point out the use of healthier ingredients like low-fat cheese or yogurt, whole grain crackers, and fruits and vegetables.

Snack Attack

Suggested Grades: 6–12

Estimated Time: 45 minutes

Materials:

- ❍ A variety of empty snack food packages
- ❍ Ingredients and equipment to prepare a selection of healthy snacks

Handouts:

- ❍ Snack Smart, pages 43-44
- ❍ Delicious Dips & Spreads, page 38
- ❍ Label Lingo, page 40

TIPS:

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

In Advance

1. Collect a variety of empty packaging for popular snack foods, for example, potato chips, cheese straws, cookies, or candy.
2. Choose a selection of no-cook or low-prep snacks from the **Snack Smart handout**, the **Delicious Dips & Spreads handout**, or the Recipes section of this guide. If possible, select snack recipes that provide a comparable but healthy alternative to some of the packaged snacks (e.g., Fruit and Cheese Kabobs as an alternative to cheese straws or cheesy crackers).
3. Gather needed ingredients and equipment.
4. Set up stations around the room, with a different snack recipe to be prepared at each station. Place ingredients and equipment needed for the recipe being made at each station.

With Kids

1. Ask kids what they typically choose for a snack. Display empty packages of commonly consumed snack foods. Have kids pair up. Assign each pair a snack food package, if possible, based on what they said they enjoy the most.
2. Refer to the **Label Lingo handout**. Clarify the difference between one serving and the number of servings provided in a package.
3. Ask kids to compare the serving size listed on their package with the amount they would typically eat. Next, ask them to determine how much fat, sugar, or sodium would be in their typical portion. Finally, ask them to check the ingredient list and determine whether their snack includes any whole grains, fruits, or vegetables.
4. Point out that packaged snacks are typically high in fat and other less desirable nutrients and usually contain very few fruits, vegetables, or whole grains. Explain that a balanced snack includes foods from at least two food groups, and snacks are a great time to add more fruits and vegetables to your day.
5. Divide kids into teams and give them 3 minutes to brainstorm healthy, balanced snacks they could make at home on their own — as many as they can think of. The team with the most ideas will get first choice of a snack recipe to prepare.
6. When 3 minutes is up, call time. Have kids share their snack ideas out loud. Announce the winning team. Use the **Snack Smart handout** to point out additional simple, balanced snacks kids could make.
7. Have kids wash their hands in preparation for making snacks. Explain how the snacks at each station will be prepared. Allow the winning team to pick which station to start at, then assign the rest of the groups to a station. Ask them to make enough snacks for each person in the room.

continued >>>

8. When kids are finished, have them rotate to the next station and try the snack that was made by the previous group. Let them rotate through all stations until they have sampled all the snacks. When the activity is finished, ask them questions like: Which snacks were your favorites? Why? Would you make these snacks at home yourself? Why or why not? Encourage kids to try preparing at least one healthy snack at home this week.

TIPS:

- Be sure you have enough adult assistants on hand. Determine in advance who will be placed at each station. If stations are not possible, choose 2-3 snacks for the entire group to prepare together.
- As needed, do a brief review of the food groups with kids using the **MyPlate handout** on page 42. Or, ask the teacher or coordinator to conduct this review in advance of the activity.
- If you prefer, ask the teacher or coordinator to introduce label reading in advance of the activity. Reinforce label reading concepts as you discuss packaged snacks.
- If you have extra time, have kids work on the Snacks & Drinks Crossword (page 35) or the Label Reading Word Search (page 36).

Blubber Burger

Suggested Grades:
6–12

Estimated Time:
25 minutes

Materials:

- ❍ Poster board
- ❍ Marker
- ❍ Printed fast-food menus
- ❍ Teaspoon measure
- ❍ Plastic knife for spreading
- ❍ Calculator

Foods:

- ❍ Hamburger buns
- ❍ Small bowl of shortening

Handouts:

- ❍ Menu Mania, page 41

TIP: Download and print nutrition information for one or more fast-food restaurants from the company websites.

In Advance

1. On a chalkboard or poster board, write a sample meal and the grams of fat:

Whopper with cheese:	**44 grams of fat**
Medium French fries:	**20 grams of fat**
Medium chocolate shake:	**18 grams of fat**
Total fat:	**82 grams**

2. Below that, write:

Grams of fat	÷	4	=	teaspoons of shortening
Ex: 82 grams of fat	÷	4	=	20.5 teaspoons of shortening

With Kids

1. Ask kids to look at the fast-food menus and choose a meal they would eat in one sitting. Have them add up the total grams of fat in the chosen meal. Walk around the room and assist with the calculator as necessary.
2. Ask for a few kids to volunteer to give the total grams of fat in their meal. Use the equation to calculate the teaspoons of shortening that represent the amount of fat in their meals. Have kids volunteer to come up and spread the calculated amount of shortening onto a bun for their meal.
3. By the end kids will have created several "blubber burgers," each representing the fat content of various sample meals. Compare the results and point out how quickly fat can add up in their favorite fast-food meals.
4. Have kids review the menus and locate alternatives to the selected meals with less fat and healthier ingredients. Discuss making smart choices when eating out by choosing fruits, vegetables, whole grains, low-sugar beverages, and lean proteins. Refer to the **Menu Mania handout** as needed.
5. Ask kids to share reasons why they purchase fast foods. Acknowledge their reasons but encourage them to consider the tradeoffs.
   - **Taste:** Healthier, tasty versions of fast-food favorites can be made at home. Consider preparing some healthy favorites with kids as a follow up to this activity.
   - **Cost:** Point out that many fast foods or other convenience foods can actually be made at home for less money.
   - **Time:** Point out that in the time it takes kids to walk or drive to a fast-food restaurant, wait in line, and order, they could prepare many great meals and snacks. Consider preparing some healthy, quick meals or snacks with kids as a follow up to this activity.

Fruit vs. Juice

Suggested Grades: K–3

Estimated Time: 25 minutes

Materials:

- ❍ Napkins
- ❍ Small paper cups
- ❍ One 6–8 oz. glass cup

Foods:

- ❍ 1 orange for every three kids
- ❍ A whole orange, a whole apple, and some grapes
- ❍ 6 oz. of orange juice

In Advance

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

With Kids

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 by explaining that fiber is like a broom that sweeps through your body and removes the "bad stuff." 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.
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.

TIPS:

- Tell kids that limiting themselves to 6-8 ounces (i.e., the amount in the clear cup) of 100% juice per day is a good rule of thumb.
- If you have extra time, use the Food Riddles (page 33) with kids or have them create Fruit & Vegetable Placemats (page 32).

Sugar Overload

Suggested Grades: 4–12

Estimated Time: 30 minutes

Materials:

- ❍ Clear plastic cups, one for each empty can or bottle
- ❍ Teaspoon
- ❍ Calculator
- ❍ Poster board

Foods:

- ❍ Bag of sugar
- ❍ Empty cans or bottles of a variety of popular sugary drinks

Handouts:

- ❍ Label Lingo, page 40
- ❍ Drink Smart, page 39

TIPS:

- To choose drinks, ask your community partner which sugary drinks they see kids with most often. Use empty containers to avoid having kids ask if they can drink them when the activity is done.
- If time permits, follow this activity with the Healthy Drinks Taste Test on page 28.
- If you have extra time, have kids work on the Snacks & Drinks Crossword (page 35) or the Label Reading Word Search (page 36).

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.
2. Set out the empty bottles for the beverages.
3. Write the following on a chalkboard or poster board:

Grams of sugar in one serving	×	Number of servings	=	Grams of sugar in total package
Grams of sugar in total package	÷	4	=	Teaspoons of sugar

With Kids

1. **Ask:** What do you normally drink when you're thirsty? What do you drink with meals and snacks? Show kids the empty bottles of commonly consumed drinks. **Ask**: How would you decide which of these drinks is healthier? Explain that many popular drink choices are loaded with sugar, and we can use labels to find out which choices have less sugar.
2. Refer to the **Label Lingo handout**. Clarify the difference between one serving and the number of servings provided in a package. Show kids how to calculate the amount of sugar in an entire package.
3. Have kids 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.
4. Have kids 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.
5. 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.

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

6. 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 sugar and take the place of other drinks that are good for our bodies. Point out the drinks with sugar that provide important nutrients (e.g., chocolate milk, orange juice), but encourage kids to get these nutrients from sources with less added sugar or more fiber (e.g., plain low-fat milk, whole fruit). Refer to the **Drink Smart handout** and suggest kids make their own healthy drinks at home when they can.

Healthy Drinks Taste Test

Suggested Grades: 4–12

Estimated Time: 25 minutes

Materials:

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

Handouts:

- ❍ Drink Smart, page 39

TIP: If you have extra time, have kids work on the Snacks & Drinks Crossword (page 35).

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.

TIP: Be sure you have enough adult assistants on hand. Determine in advance who will be placed at each station.

Beverage	Ingredients	How to Prepare
Fruit smoothies	See the Fruit Smoothies recipe.	See the Fruit Smoothies recipe (page 51).
Flavored water	• Lemons • Limes • Oranges • Cucumbers • Fresh mint, rosemary, or other fresh herbs	• Rinse and slice fresh lemons, limes, oranges, and cucumbers. • Snip mint leaves, rosemary, or other fresh herbs. • Fill several pitchers with ice water. Add any combination of the ingredients to each pitcher.
Fruit-juice sodas	• Seltzer • Variety of 100% juices or cocktail juices • Lime • Optional: Lemon, orange, or other citrus slices	• Fill a large pitcher, ½ juice and ½ seltzer water. • Rinse the lime, cut in half, and squeeze the juice from the two halves into the pitcher. • Mix well. Add ice before serving. Add fruit slices, if using.

With Kids

1. Explain how each beverage is prepared. Assign kids to a starting station.
2. Have each group of kids prepare a beverage at their station, making enough for the entire group 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 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? Pass out the **Drink Smart handout** and encourage kids to make these healthy drinks at home.

Your Veggies, Your Way

Suggested Grades: K–3

Estimated Time: 30 minutes

Materials:

- ❍ Large pot
- ❍ Wooden spoon
- ❍ Sharp knife
- ❍ Colander
- ❍ 5 small bowls
- ❍ 5 index cards
- ❍ Stickers
- ❍ Plates, napkins, and forks, one for each child

Foods:

- ❍ 2 medium carrots per child
- ❍ 5 bunches of fresh herbs of different types (e.g., basil, dill, sage, cilantro, mint, oregano, rosemary, parsley, etc.)
- ❍ 1-2 Tablespoons canola oil

In Advance

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

With Kids

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 so that they are coated evenly with the 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 they liked best.
5. Provide everyone with another taste of one or two of the "most popular" flavors. Congratulate kids on experimenting with many new flavors. Suggest other vegetables that they could help their parents flavor at home 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 oil and salt to soften before serving.
- If you have extra time, use the Food Riddles (page 33) with kids, or have them create Fruit & Vegetable Placemats (page 32).

Fruit & Vegetable Mystery Bag

Suggested Grades: K–3

Estimated Time: 20 minutes

Materials:

- ❍ Brown paper bag
- ❍ Chef's knife
- ❍ Small bowls
- ❍ Serving spoons
- ❍ Plates, one for each child

Foods:

- ❍ A variety of different fruits and vegetables
- ❍ Low-fat ranch, French, or other dressings or hummus for dipping vegetables
- ❍ Low-fat yogurt, for dipping fruits

In Advance

1. Place one whole fruit or vegetable into the brown paper bag.

With Kids

1. Explain that what is in the brown paper bag is a mystery.
2. Allow one child to place his or her hand in the bag and to describe the feel of the food. Prompt the child with questions to describe the feel, such as "Is it hard or soft?" or "Is it round like a ball?" As the child describes it, have the other children guess what it is.
3. Let each child take turns feeling the food and describing it.
4. When each child has had a chance to feel the food, say "Mystery solved!" and take the food out of the bag. Let children tell you the name of the food. Ask them simple questions like:
   - Have you ever eaten this food before?
   - If yes, what did it taste like?
   - If no, would you like to try it sometime?
5. Repeat the activity with additional foods as time permits.
6. When all the foods have been revealed, cut them into bite-size pieces and let children sample them. If using, pass out bowls of dips and serving spoons for kids to use as they sample the foods.

TIPS:

- Consider preparing dips from the **Delicious Dips & Spreads handout** (page 38) instead of using store-bought dips. If time permits, invite kids to help prepare the dips for this activity.
- If you have extra time, use the Food Riddles (page 33) with kids, or have them create Fruit & Vegetable Placemats (page 32).

Name That Fruit or Vegetable

Suggested Grades:
4–12

Estimated Time:
30 minutes

Materials:

- ❍ Bowls for any dips
- ❍ Serving spoons
- ❍ Pens or pencils
- ❍ Poster board

Foods:

- ❍ 6-8 colorful fruits and vegetables that may look or taste unfamiliar to kids
- ❍ Dips or sauces (see instructions)

Handouts:

- ❍ Delicious Dips & Spreads, page 38
- ❍ Taste Test: Name That Fruit or Vegetable, page 46

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

In Advance

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

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

2. Cut each food into bite-size pieces. 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 & Spreads handout** to offer with the food samples. Set out dips in bowls and place a serving spoon in each bowl.

With Kids

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 Fruit or Vegetable 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 the 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: 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 a chalkboard or poster board 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 a chalkboard or poster board. 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 activity with the group.

Fruit & Vegetable Placemats

Suggested Grades: K–3

Estimated Time: 20 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.

With Kids

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.

Food Riddles

Suggested Grades: K–5

Estimated Time: 20 minutes

Materials:

- ❍ Brown paper bags

Foods:

- ❍ A variety of foods from each food group corresponding to the riddles on page 34

In Advance

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

With Kids

1. Divide kids into two 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:

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

Food Riddles

I am in the vegetable group.
I grow underneath the ground.
I can be eaten raw or cooked.
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 popular in many breakfast recipes.
I can be served in many ways, like scrambled, poached, or boiled.
I am an … EGG.

I am in the fruit group.
I am in season most of the year.
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 vegetable 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.

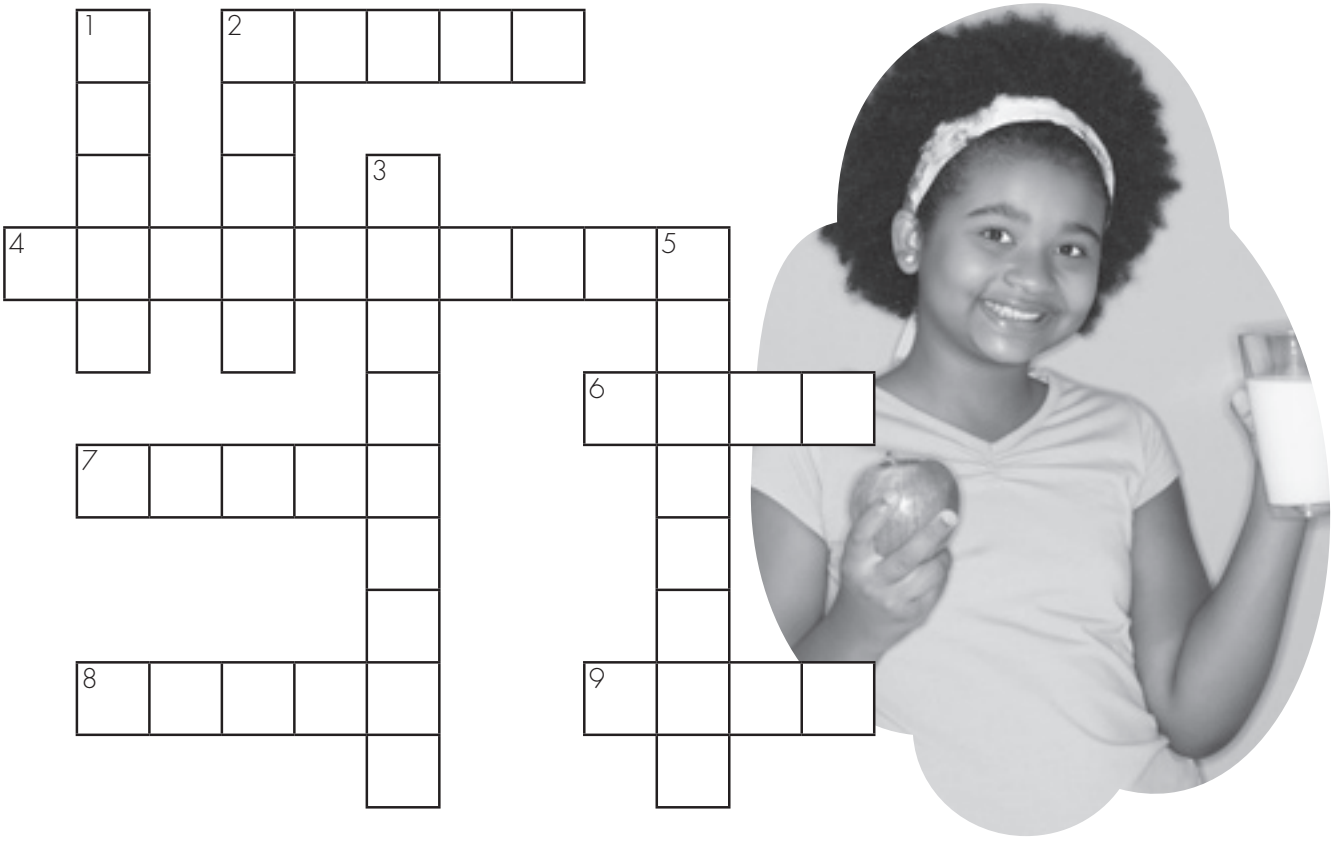
I am in the dairy group.
I help build strong bones and teeth.
Try my low-fat or nonfat varieties as a healthy substitute for sour cream.
I am delicious served with fruit.
Add granola and serve me as a parfait.
I am ... YOGURT.

I am in the fruit 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 fruit 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.

Snacks & 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 _____.

Label Reading Word Search

a	h	l	g	h	a	l	h	l	r
i	i	s	a	s	n	o	o	s	e
e	g	s	o	e	u	w	d	i	f
r	h	n	e	i	e	g	l	r	a
d	e	t	a	r	u	t	a	s	t
f	r	g	r	o	v	t	e	r	g
r	i	h	e	l	r	i	a	o	h
e	l	e	b	a	l	n	n	f	s
r	r	l	i	c	s	i	l	g	i
s	o	t	f	f	e	o	n	i	s

label
servings
calories
fat
sugar
fiber
lower
higher

HANDOUTS

Delicious Dips & Spreads

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

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

Bean Dip

- Using a blender, mix 1 (15½-ounce) can beans (cannellini, chickpeas, black beans, etc.) rinsed and drained, 1 minced garlic clove, 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 • *Chef Bob Casey, Boston, Mass.*

- Mix ½ cup plain nonfat yogurt, 1 Tablespoon mustard, and 1 Tablespoon honey.
- Serve with baked chicken fingers or soft pretzels.

Vegetable Dip • *Chef Alicia McCabe, Boston, Mass.*

- Mix ½ cup nonfat plain yogurt, ½ cup reduced-fat mayonnaise, and 1 Tablespoon Mrs. Dash seasoning (or use ½ teaspoon each of dried chives and parsley, ¼ teaspoon each of garlic and onion powder, and ⅛ teaspoon each of salt and pepper). Use low-fat sour cream in place of mayonnaise if you like.
- Serve with cut-up fresh veggies. Or, use as a topping for quesadillas, tacos, or chili.

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 ⅛ teaspoon ground nutmeg.
- Serve with whole wheat graham crackers or apple wedges. Or, use as a spread on whole wheat toast or bread.

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 or graham crackers. Or, use 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. Try apples, bananas, grapes, or strawberries.

Drink 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 fruit-flavored or sports drinks ...

- **Drink 100% juice**
- **Drink water**
- **Make your own fruit smoothies** **(page 51)**
- **Make your own flavored water**
  - Cut up fruit slices, like lemons, limes, oranges, watermelon, or cucumbers.
  - Pour a pitcher or glass of ice water. Add fruit slices and stir.
  - For a different flavor, add chopped fresh herbs like mint or rosemary to your water.

Label Lingo

Use the label to guide your food choices.

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

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

Look for foods with more fiber and less sugar.

Nutrition Facts

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

Amount Per Serving

Calories 230	Calories from Fat 40
	% Daily Value*
Total Fat 4.5g	**7**%
Saturated Fat 0.5g	**3**%
Trans Fat 0g	
Cholesterol 15mg	**5**%
Sodium 440mg	**18**%
Total Carbohydrate 41g	**14**%
Dietary Fiber 9g	**36**%
Sugars 5g	
Protein 9g	

Vitamin A 20% •	Vitamin C 80%
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.

Menu Mania

Order smart when you're out to eat.

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

- Choose a salad with dressing on the side for your main meal.
- 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.

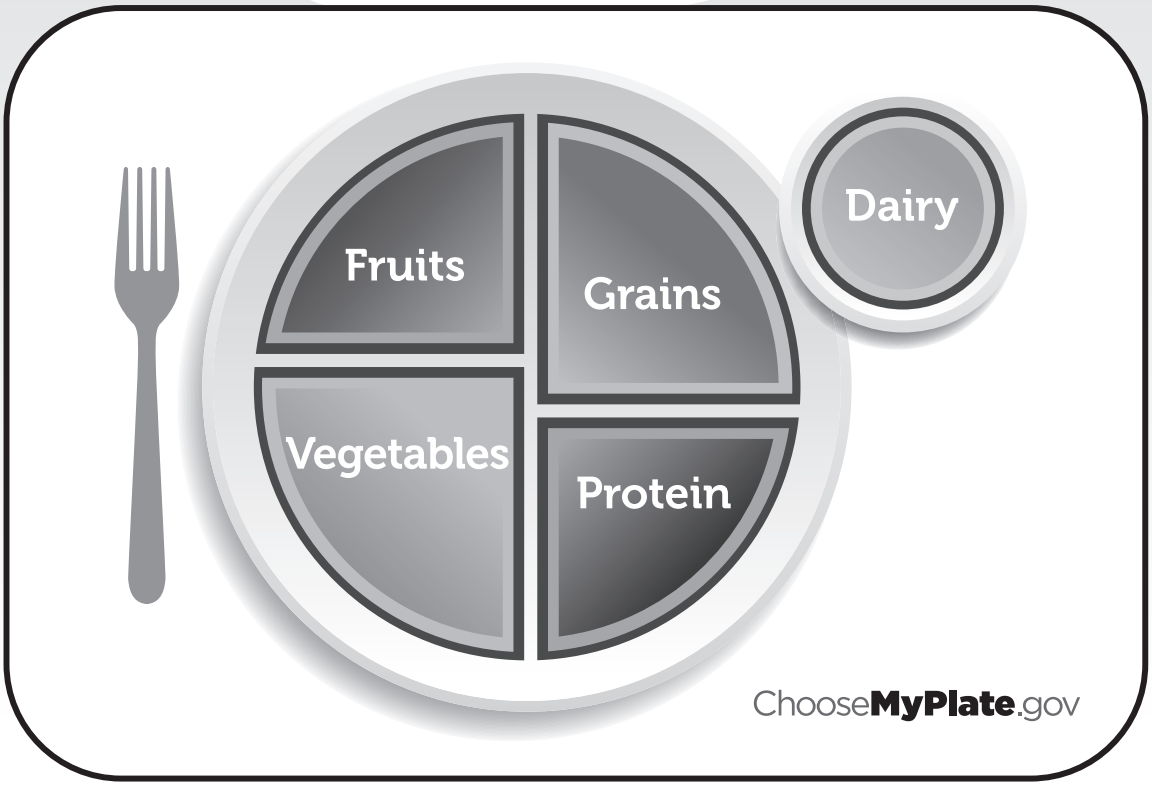
- Order low-fat milk, water, or 100% juice instead of sugary drinks.

Watch your portions.

- 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.

MyPlate

Eat right. Have fun.



Vegetables
Vary your veggies.

Make half your plate fruits and veggies.

Color your plate! Fill it with dark green (like broccoli or spinach), orange (like carrots or sweet potatoes), and other colorful veggies.

Fruits
Focus on fruits.

Make half your plate fruits and veggies.

Color your plate! Fill it with red, yellow, orange, blue, and purple fruits.

Whole fruits are a better choice than juice.

Grains
Make at least half your grains whole.

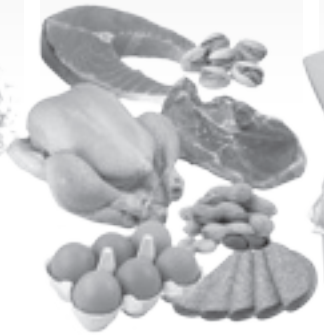
Start smart with breakfast. Look for whole grain cereals.

Just because bread is brown doesn't mean it's whole grain. Check the ingredients list to be sure the first word is "whole."

Protein
Go lean with protein.

Eat lean or low-fat meat, chicken, turkey, and fish. Ask for it baked, broiled, or grilled — not fried.

Mix it up! Beans, peas, nuts, seeds, and eggs are all great sources of protein, too.



Dairy
Get your calcium-rich foods.

Look at the carton or 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.

Snack Smart

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 to combine and enjoy!

Instead of snack or energy bars ...

Make Banana Crunch

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

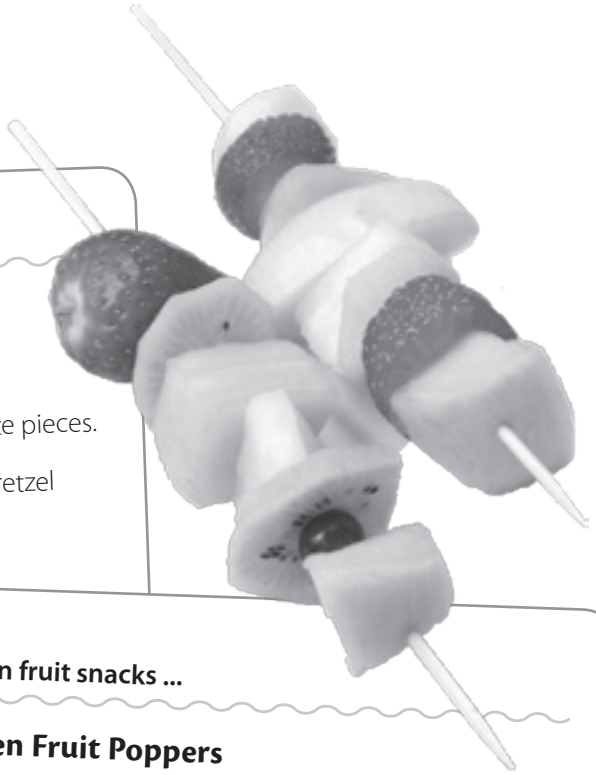
Make Avocado Crunch

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

Instead of peanut butter crackers ...

Make Peanut Butter Sticks

- Wash and cut celery into short sticks.
- Spread a thin layer of peanut butter onto celery sticks.
- Top peanut butter with raisins and enjoy!



Instead of cheesy crackers ...

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. Switch between fruit and cheese pieces.

Make Cucumber Sammies

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

Instead of frozen fruit snacks ...

Make Frozen Fruit Poppers

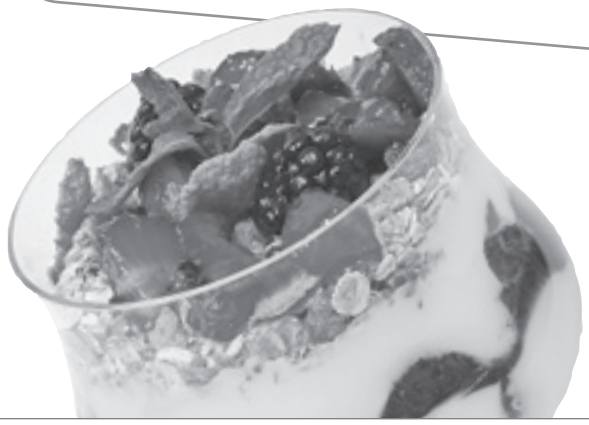
- Wash and peel a variety of colorful fruits.
- Cut fruits into bite-size pieces. Place in a freezer-safe plastic bag.
- Let freeze in the freezer. Pull out and enjoy!

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 ice cream ...

Make your own yogurt parfaits (page 58)



Instead of potato chips or salty snacks ...

Make your own trail mix (page 55)

Super Snackers

Power up with healthy snacks between meals.

- Make snacks using foods from at least two food groups.
- Go for the food groups you haven't eaten yet that day.
- Eat snacks 2-3 hours before meal time. Keep portions small.
- Check Nutrition Facts on the food package. Avoid snacks high in fat, sugar, or salt.
- Plan ahead so you always have healthy, tasty snacks on hand.

Draw a line between foods in each column to create healthy snacks. Connect foods from different food groups!

Whole wheat crackers	Low-fat cheese
Yogurt	Peanut butter
Fresh fruit slices	Low-fat milk
Veggie sticks	Granola
Pretzels	Mini-bagels
Raisins	Graham crackers
String cheese	Low-fat salad dressing
Turkey slices	Whole grain cereal
No-butter popcorn	Berries

Our other healthy snack ideas:

_____

_____

_____

Taste Test: Name That Fruit or Vegetable

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

Name That Food	Color	Shape	Texture	Taste
Example: Apple	Red	Round	Crisp	Like It / I'll Try Again Later
				Like It / I'll Try Again Later
				Like It / I'll Try Again Later
				Like It / I'll Try Again Later
				Like It / I'll Try Again Later
				Like It / I'll Try Again Later
				Like It / I'll Try Again Later
				Like It / I'll Try Again Later
				Like It / I'll Try Again Later

RECIPES

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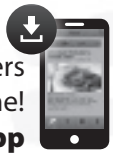


Apple Wraps

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

Directions

1. Rinse and cut apple in half, lengthwise. Remove any stems. Cut out center core that contains the seeds. Do not peel.
2. Lay apple halves flat side down. Cut into ¼-inch thick slices. Cut slices into small cubes.
3. Peel bananas. In a medium bowl, use your fingers to break bananas into pieces. Use your fingers or 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.

Nutrition Facts

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

Amount Per Serving	
Calories 190	Calories from Fat 50
	% Daily Value*
Total Fat 5g	**8%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 210mg	**9%**
Total Carbohydrate 35g	**12%**
Dietary Fiber 5g	**20%**
Sugars 15g	
Protein 5g	
Vitamin A 2% •	Vitamin C 15%
Calcium 8% •	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.

Banana Pudding in a Bag

Virginia Cooperative Extension

Serves 4, ½ cup per serving • Prep time: 10 minutes • Cook time: None

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

Directions

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! Use the recipe on page 52.

Nutrition Facts

Serving Size 1/2 cup per serving (160g)
Servings per Recipe 4

Amount Per Serving	
Calories 160	Calories from Fat 10
	% Daily Value*
Total Fat 1g	**2%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 25mg	**1%**
Total Carbohydrate 38g	**13%**
Dietary Fiber 4g	**16%**
Sugars 20g	
Protein 4g	
Vitamin A 2% • Vitamin C 15%	
Calcium 6% • Iron 4%	

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

Chinese Veggies & Rice

Chef Kaspar Donier • Seattle, Wash.

Serves 4, 1½ cups per serving • Prep time: 25 minutes • Cook time: 25 minutes

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
¼ cup 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

Nutrition Facts

Serving Size 1 1/2 cups (326g)
Servings per Recipe 4

Amount Per Serving	
Calories 330	Calories from Fat 80
	% Daily Value*
Total Fat 9g	**14%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 20mg	**7%**
Sodium 490mg	**20%**
Total Carbohydrate 50g	**17%**
Dietary Fiber 4g	**16%**
Sugars 7g	
Protein 13g	
Vitamin A 60% •	Vitamin C 100%
Calcium 6% •	Iron 10%

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

Directions

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.

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

Materials

Measuring cups

Special Materials
Blender

Directions

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

Serving Size 1 cup (299g)
Servings per Recipe 2

Amount Per Serving	
Calories 150	Calories from Fat 15
	% Daily Value*
Total Fat 1.5g	**2%**
Saturated Fat 1g	**5%**
Trans Fat 0g	
Cholesterol 10mg	**3%**
Sodium 65mg	**3%**
Total Carbohydrate 30g	**10%**
Dietary Fiber 2g	**8%**
Sugars 19g	
Protein 6g	
Vitamin A 4% •	Vitamin C 50%
Calcium 15% •	Iron 2%

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

Homemade Granola

Chef Joyce Roland • Seattle, Wash.

Serves 9, ⅓ 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

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.
4. Coat a baking sheet with non-stick cooking spray. Spread oat mixture evenly onto sheet.
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.
- Use homemade granola in the Yogurt Parfait (page 58) or Banana Pudding in a Bag (page 49) recipes.
- Use leftover rolled oats to make oatmeal for breakfast.

Nutrition Facts

Serving Size 1/3 cup (42g)
Servings per Recipe 9

Amount Per Serving	
Calories 170	Calories from Fat 50
	% Daily Value*
Total Fat 5g	**8**%
Saturated Fat 0g	**0**%
Trans Fat 0g	
Cholesterol 0mg	**0**%
Sodium 0mg	**0**%
Total Carbohydrate 27g	**9**%
Dietary Fiber 3g	**12**%
Sugars 14g	
Protein 4g	
Vitamin A 0% •	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.

Peanut Butter & Banana Pockets

Chef Lauren Klatsky • Boston, Mass.

Serves 4, 1 folded (8-inch) 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

Materials

Large skillet • Measuring spoons • Rubber spatula • Sharp knife • Small bowl

Directions

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.
5. Coat a large skillet with non-stick cooking spray. Heat over medium-high heat.
6. Place folded tortillas in the skillet. Cook for 1–2 minutes on each side, or until golden brown.

Chef's Notes

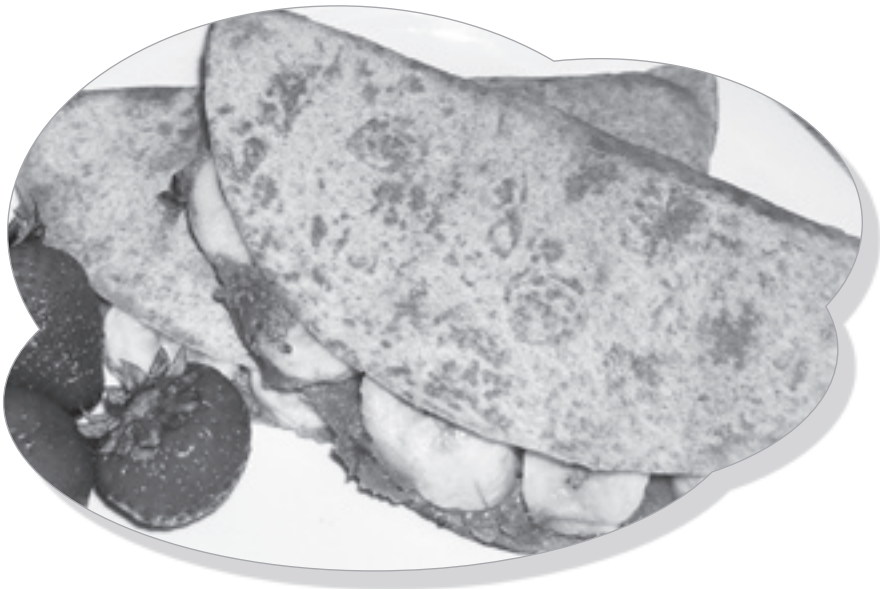
- For a richer flavor, stir 2 Tablespoons of low-fat cream cheese into the peanut butter mixture in step 2. Let cheese come to room temperature before adding.
- To serve as a dessert, add melted chocolate sauce. Or, sprinkle a few chocolate chips inside the quesadilla while cooking.

Nutrition Facts

Serving Size 1 folded quesadilla (163g)
Servings per Recipe 4

Amount Per Serving	
Calories 290	Calories from Fat 80
	% Daily Value*
Total Fat 8g	**12%**
Saturated Fat 1.5g	**8%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 340mg	**14%**
Total Carbohydrate 50g	**17%**
Dietary Fiber 6g	**24%**
Sugars 17g	
Protein 8g	
Vitamin A 2% •	Vitamin C 15%
Calcium 15% •	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.



Raspberry-Lime Fizz

Serves 5, 1 cup per serving • Prep time: 10 minutes • Cook time: None

Ingredients

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

Materials

Cutting board • Measuring cups • Mixing spoon • Sharp knife

Special Materials
Large pitcher

Directions

1. In a large pitcher, mix cranberry-raspberry juice with seltzer water.
2. Rinse lime and cut in half. Squeeze juice from each half into the pitcher, discarding seeds.
3. Mix well before serving.

Chef's Notes

- Pour over ice and garnish with a lime wedge.
- Replace cranberry-raspberry juice with any 100% juice you prefer.
- For more fruit flavor, increase juice or decrease seltzer water.
- Add thin slices of lemon, lime, or orange for more flavor.
- If you do not have a large pitcher, prepare in a large bowl. Use a measuring cup or ladle to serve.

Nutrition Facts

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

Amount Per Serving	
Calories 80	Calories from Fat 0
	% Daily Value*
Total Fat 0g	**0**%
Saturated Fat 0g	**0**%
Trans Fat 0g	
Cholesterol 0mg	**0**%
Sodium 20mg	**1**%
Total Carbohydrate 19g	**6**%
Dietary Fiber 0g	**0**%
Sugars 19g	
Protein 0g	
Vitamin A 0% •	Vitamin C 6%
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.

Trail Mix

Serves 8, ½ cup per serving • Prep time: 5 minutes • Cook time: None

Ingredients

¾ cup unsalted roasted peanuts
⅓ cup raisins
1¼ cup crispy whole wheat cereal squares
1 cup mini pretzels
⅓ cup chocolate chips

Materials

Large bowl • Measuring cups • Zip-top plastic bag

Directions

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.
- If peanut allergies are a concern, use almonds or sunflower seeds instead.
- Use any whole grain, low-sugar cereal instead of the crispy whole wheat cereal squares.
- This snack is a great way to add fruit, nuts, and whole grains to your day. However, it can also be high in calories. Pack ½-cup portions.

Nutrition Facts

Serving Size 1/2 cup (43g)
Servings per Recipe 8

Amount Per Serving	
Calories 190	Calories from Fat 90
	% Daily Value*
Total Fat 10g	**15%**
Saturated Fat 2.5g	**13%**
Trans Fat 0g	
Cholesterol 0mg	**0%**
Sodium 85mg	**4%**
Total Carbohydrate 25g	**8%**
Dietary Fiber 3g	**12%**
Sugars 11g	
Protein 5g	
Vitamin A 0% •	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.

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
½ 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

1. Rinse cucumbers. Peel off skin every ¼ inch, all the way around. Cut lengthwise. Scoop out the seeds with a small spoon.
2. Rinse lemon. Zest using the small holes of a box grater. Cut in half. In a small bowl, squeeze juice. Discard seeds.
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

Serving Size 1/2 cucumber and 6 ounces filling (316g)
Servings per Recipe 4

Amount Per Serving	
Calories 230	Calories from Fat 40
	% Daily Value*
Total Fat 4.5g	**7%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 15mg	**5%**
Sodium 410mg	**17%**
Total Carbohydrate 28g	**9%**
Dietary Fiber 7g	**28%**
Sugars 3g	
Protein 20g	
Vitamin A 4% •	Vitamin C 15%
Calcium 10% •	Iron 25%

*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

Chef's Notes

Box grater • Cutting board • Fork • Medium bowl • Measuring cups • Sharp knife • Small bowl • Vegetable peeler

Nutrition Facts

Serving Size 3 pinwheels (162g)
Servings per Recipe 4

Amount Per Serving	
Calories 220	Calories from Fat 90
	% Daily Value*
Total Fat 10g	**15%**
Saturated Fat 1.5g	**8%**
Trans Fat 0g	
Cholesterol 5mg	**2%**
Sodium 320mg	**13%**
Total Carbohydrate 28g	**9%**
Dietary Fiber 6g	**24%**
Sugars 5g	
Protein 9g	
Vitamin A 50% •	Vitamin C 20%
Calcium 30% •	Iron 8%

*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

1. Scrub and rinse radishes and carrots. Rinse salad greens. Pat all veggies dry.
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.
6. Slice avocado lengthwise. Remove pit. Scoop avocado out of shell.
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.

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

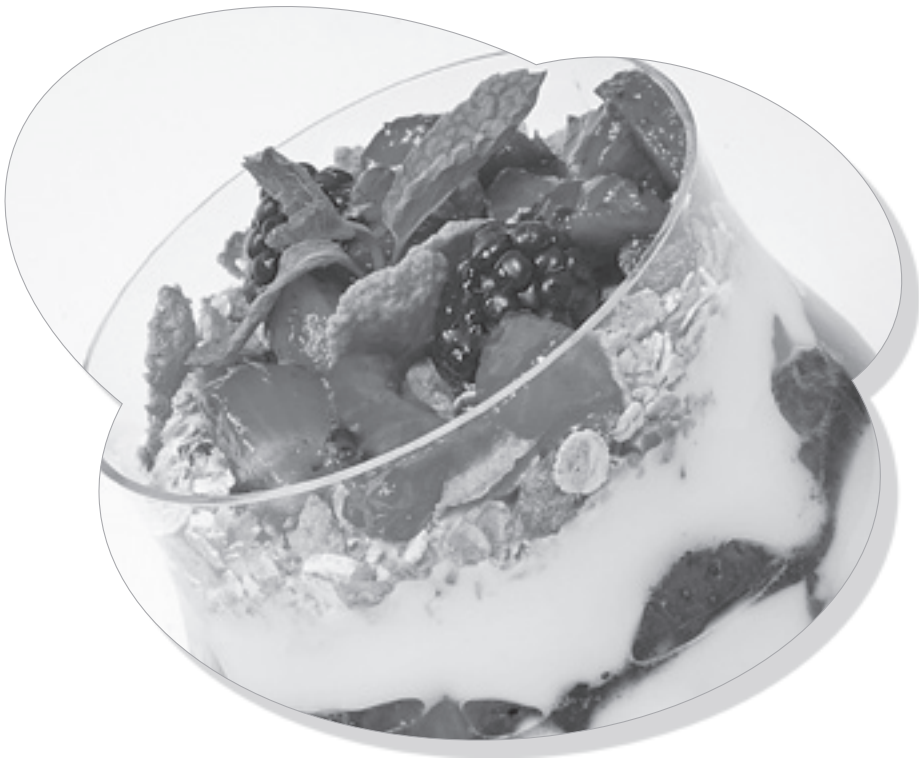
6 cups or bowls • Cutting board • Measuring cups • Measuring spoons • Sharp knife

Directions

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 (page 51).
- Use Homemade Granola (page 52).



Nutrition Facts

Serving Size 1 parfait (239g)
Servings per Recipe 6

Amount Per Serving	
Calories 260	Calories from Fat 40
	% Daily Value*
Total Fat 4.5g	**7%**
Saturated Fat 0g	**0%**
Trans Fat 0g	
Cholesterol 5mg	**2%**
Sodium 90mg	**4%**
Total Carbohydrate 47g	**16%**
Dietary Fiber 4g	**16%**
Sugars 34g	
Protein 9g	
Vitamin A 6% •	Vitamin C 100%
Calcium 25% •	Iron 6%

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