

COOKING UP  
HEALTHY  
CHOICES







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Funded by UCANR #11-1018 and USDA 2011-38420-20082.

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**Last Updated June 2017**



# FACILITATOR TIPS

How to get the most from this curriculum

## Teaching and Learning Strategies

All activities in the *Cooking Up Healthy Choices* curriculum were designed using experiential learning and inquiry. Experiential learning is grounded in the idea that experience is essential to learning and understanding. Specifically, experiential learning involves a recurring sequence of three distinct steps: 1) an experience (“Procedure/Experiencing”) that involves learner exploration; 2) a period of discussion and reflection (“Sharing, Processing and Generalizing”) where learners share their reactions and observations, process their experience, and make generalizations to real-life examples; and 3) an opportunity to apply (“Apply”) new knowledge and skills in an authentic manner, which helps learners deepen and broaden their understanding (it helps learning last!).

Inquiry is a teaching and learning strategy whereby learners are engaged in activities that require the observation and manipulation of objects and ideas in order to construct knowledge and develop skills. Inquiry is grounded in experience, focuses on the use and development of critical thinking skills, and targets the learning and application of specific content knowledge. Furthermore, inquiry starts with a question, and effective questioning strategies are critical when facilitating inquiry-based learning. Open-ended questions or prompts (e.g., *Explain what you know about...; or Discuss your understanding of...*) promote learner inquiry and are considered more effective than closed-ended questions or prompts (e.g., *Name the parts of...; or What is the name of...?*).

The inquiry-based activities in the *Cooking Up Healthy Choices* curriculum were designed using the 5-step Experiential Learning Cycle by Pfeiffer and Jones (1983): Experience, Sharing, Processing, Generalizing, and Application. It is recommended that adequate time be allotted for youth learners to proceed through each step in order for learning to be maximized.

## Organization of Learning Environment:

### *Creating the environments where learning happens*

The activities in the *Cooking Up Healthy Choices* curriculum were designed to be facilitated in a group-learning environment. Learners construct understanding through inquiry using observations, manipulation of objects and ideas, and personal reflection. However, learning is a social enterprise where dialogue and reflection with others are critical elements. Therefore, creating physical and social environments where learners can carry out inquiry will help them organize their thoughts and develop an understanding of the content and processes being emphasized in specific curriculum activities. Please see the recommended sequence to implement these components together on page 9.

## Extending the Curriculum

*Cooking Up Healthy Choices* was developed as part of the Shaping Healthy Choices Program. The Shaping Healthy Choices Program is a multi-component approach to improve children’s food choices. The Shaping Healthy Choices Program also includes an inquiry-based nutrition curriculum *Discovering Healthy Choices*, and newsletters for the family called *Team Up for Families*.

*Cooking Up Healthy Choices* is intended to reinforce foundational concepts that students learn in *Discovering Healthy Choices* activities.

*Discovering Healthy Choices* uses experiential learning strategies to engage students in learning about nutrition concepts and developing problem-solving skills to help them make healthy dietary and lifestyle choices.

The *Team Up for Families* newsletters include messages about what the youth are learning in the *Cooking Up Healthy Choices* and *Discovering Healthy Choices* curricula, in addition to nutrition parenting practices. *Team Up for Families* also includes recipes from the cooking demonstrations in *Cooking Up Healthy Choices*.

## **Organization of the Curriculum**

The cooking demonstrations are sequenced so that foundational concepts are discovered first, and then built upon in subsequent cooking demonstrations. Although *Cooking Up Healthy Choices* can be used as a stand-alone curriculum, it was designed to be paired with activities from *Discovering Healthy Choices*, an inquiry-based, garden-enhanced nutrition curriculum.

## **Curriculum Activity Layout**

- **Cooking Demonstration Title**

The cooking demonstration title introduces the facilitator to the topic that will be addressed during the demonstration.

- **Background Information**

This introductory section provides facilitators with a brief overview of the subject matter covered in *Cooking Up Healthy Choices* and provides examples that help to explain the importance of the topic. This should not be provided to the youth as a reading assignment. This information is what the youth discovered or will discover in *Cooking Up Healthy Choices*.

- **Concepts and Vocabulary**

Facilitators are provided with a list of defined concepts and vocabulary that is meant to be discovered by the youth during their exploration and completion of the cooking demonstration activities. The list should not be provided to the youth at the beginning of the activity. At the end of each activity, the facilitators should ensure that the appropriate terms and concepts have been discovered by or introduced to the youth.

- **California Nutrition Education Competencies**

The matrix of California Nutrition Education Competencies on page 6 of *Cooking Up Healthy Choices* displays which Nutrition Education Competencies are met by each of the cooking demonstration activities. Learn more about the California Nutrition Education Competencies at <http://www.cde.ca.gov/ls/nu/he/nerg.asp>.

- **Time Required**

Each cooking demonstration includes an estimate of the time needed to complete the demonstration and activities. The actual time required will vary based on level of learner interest, size of the group, age of the group members, and the setting in which the demonstration and activities take place.

- **Country Connection**

Each cooking demonstration was selected to represent food from cultures around the world. This section includes information about the country from which the recipe originates. Each of the countries selected are aligned with one of the cooking demonstrations, which students explore in Module 1 of *Discovering Healthy Choices*. In that module, students participate in different activities that help them learn about different countries, including agricultural practices, traditions, and cultural foods of that country.



- **Vegetable/Garden Connection**

*Cooking Up Healthy Choices* recipes feature produce that students may be growing in an instructional garden or have learned about during activities in *Discovering Healthy Choices*. If using *Cooking Up Healthy Choices* in conjunction with *Discovering Healthy Choices*, this section provides information to the facilitator about how the ingredients connect with modules of *Discovering Healthy Choices*.

- **Ingredients**

This provides information to the facilitator about the ingredients needed to complete the demonstration. The ingredient amounts are designed to provide enough samples for 30 students during a cooking demonstration. Note: these are intended to be small samples, and not a meal.

- **Materials**

This is a list of the materials needed for the facilitator to complete the demonstration and activities. The list describes the materials to be used, like cookware and utensils.

- **Getting Ready**

This list describes what needs to be done by the facilitator to prepare for the activity, how many of the materials to prepare, and what tasks need to be completed prior to the beginning of the demonstration.

- **Opening Questions/Prompts**

Questions or prompts presented at the beginning of each activity are meant to draw the youth into the topic being addressed in the activity. Responses to the questions will provide the facilitator with an understanding of what the youth already know about the topic. Facilitators should encourage the youth to record their answers to these introductory questions on the blank page of the demonstration handout, as this is an important part of the learning process. Note: These questions/prompts are not intended to “quiz” the youth; rather, through their open-ended design they are meant to help facilitators understand youths’ prior knowledge and/or misconceptions they may have about the topic. Learning has to begin somewhere, and it is important to understand where our learners are along the continuum of knowledge and skills.

- **Procedure (Experiencing)**

This is the part of the curriculum when the youth experience and complete the activity itself. It is important for youth to record their observations, ideas, and other thoughts during the procedure on the handout provided, as this is an important part of the learning process.

- **Sharing, Processing, and Generalizing**

Following the Procedure, there is a period of discussion and reflection, during which time the youth share their observations with each other. Again, through open-ended questioning this provides youth an opportunity to communicate their findings, listen to what others discovered, consider the various thought processes, and learn from each other. This section helps to solidify what the youth have learned throughout the course of the activity and correct misconceptions. This phase also contains prompts that allow the youth to engage in thinking about the demonstration.

- **Master Recipe**

The master recipe provides the facilitator with an overview of the recipe, and a reference for purchasing ingredients. Although this provides the recipe, the activity should be conducted by following the procedure. Note: the listed ingredient amounts differ as compared to the recipe in the student handout, as the master recipe is for 30 small tastings and the student handout recipe is for a family.

- **Student Handouts**

For every cooking demonstration, there is a handout intended for students to actively record their thoughts and observations throughout the cooking demonstration, and then take it home to share with their families. The recipe on the handout reflects the ingredients necessary for a family to make the dish at home.

# CALIFORNIA NUTRITION EDUCATION COMPETENCIES SUPPORTED

	Cooking Demonstration	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>1. Overarching Nutrition Competency: Essential Nutrition Concepts - All students will know the relationships among nutrition, physiology, and health.</b>														
1a. Know the six nutrient groups and the functions.	1, 2		●	●	●	●	●	●	●	●	●	●	●	●
1b. Know nutrition and health guidelines.	1, 2, 3	●	●	●	●	●	●	●	●	●	●	●	●	●
1c. Know factors affecting energy balance.	5						●	●	●	●				
1e. Identify the physiological processes in digestion, absorption, and metabolism of nutrients.	1, 2, 3, 4, 5	●	●	●				●	●	●				
1f. Explain the influence of nutrition and physical activity on health.	1, 2, 3, 4, 5	●	●	●	●	●	●	●	●	●				
1g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.	1, 2, 3, 4, 5	●	●	●	●	●	●	●	●	●	●	●	●	●
1h. Consider the interactions among nutrition science, ecosystems, agriculture, and social systems that affect health, including local, national, and global perspectives.	1, 2, 3, 4, 5	●			●	●	●	●	●	●	●	●	●	●
<b>2. Overarching Nutrition Competency: Analyzing Nutrition Influences</b>														
All students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.	1, 2, 3, 4, 5	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>3. Overarching Nutrition Competency: Accessing Valid Nutrition Information</b>														
All students will demonstrate the ability to access and analyze nutrition information, products, and services to analyze the accuracy and validity of nutrition claims.	5	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>4. Overarching Nutrition Competency: Interpersonal Communication about Nutrition</b>														
All students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.	1, 2, 3, 4, 5	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>5. Overarching Nutrition Competency: Decision Making for Nutrition Choices</b>														
All students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.	1, 2, 3, 4, 5	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>6. Overarching Nutrition Competency: Goal Setting for Nutrition</b>														
All students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.	1, 2, 3, 4, 5	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>7. Overarching Nutrition Competency: Practicing Nutrition-Enhancing Behaviors</b>														
All students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.	1, 2, 3, 4, 5	●	●	●	●	●	●	●	●	●	●	●	●	●
<b>8. Overarching Nutrition Competency: Nutrition Promotion</b>														
All students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.	1, 2, 3, 4, 5	●	●	●	●	●	●	●	●	●	●	●	●	●

- Supports standard for grade level
- Can be adapted to support standard for grade level



# SEQUENCE FOR THE SHAPING HEALTHY CHOICES PROGRAM IMPLEMENTATION

1. Discovering Healthy Choices Module 1
2. Team Up For Families Newsletter 1
3. Discovering Healthy Choices Module 2
4. Team Up For Families Newsletter 2
5. Cooking Up Healthy Choices Demonstration 1
6. Discovering Healthy Choices Module 3
7. Team Up For Families Newsletter 3
8. Cooking Up Healthy Choices Demonstration 2
9. Discovering Healthy Choices Module 4
10. Team Up For Families Newsletter 4
11. Cooking Up Healthy Choices Demonstration 3
12. Discovering Healthy Choices Module 5
13. Team Up For Families Newsletter 5
14. Cooking Up Healthy Choices Demonstration 4
15. Discovering Healthy Choices Module 6
16. Team Up For Families Newsletter 6
17. Cooking Up Healthy Choices Demonstration 5
18. Discovering Healthy Choices Module 7
19. Team Up For Families Newsletter 7
20. Discovering Healthy Choices Module 8
21. Team Up For Families Newsletter 8



# 1 COOKING DEMONSTRATION: FRESH FALL SALAD

## INTRODUCTION

The food that we eat supplies us with nutrients we need to grow and stay healthy. People in different countries eat different foods, but with the same goal of meeting their nutrient needs. Different fruits and vegetables grow in different regions depending on environmental factors like geography and climate. Due to these factors, fruits and vegetables cultivated may vary between different countries. In addition to the variation of fruits and vegetables between countries and cultures, there are also differences in the foods that are prepared. The uniqueness of different cultural foods is due to many influences, such as native plants and animals available for food, the religious practices of the people, and their exposure to other cultures.

MyPlate is a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet using a familiar image – a place setting for a meal. The five food groups included in MyPlate are: fruits, vegetables, grains, protein, and dairy. MyPlate includes recommendations relative to the amounts of each food that should be consumed within each group depending on age, gender, and amount of physical activity. One of the recommendations illustrated by MyPlate is to make half of a person's plate fruits and vegetables.

Fresh Fall Salad is a great way to introduce vegetables with something youth are familiar with: salad. However, this salad is packed with vegetables and fruit that youth may not have eaten before. In this cooking demonstration youth will explore some of the foods they learned about that are grown around the world in the *Discovering Healthy Choices* Module 1. Youth will also be introduced to food safety recommendations.



## CONCEPTS AND VOCABULARY

- **Chop:** a cutting technique that results in irregularly shaped pieces. The size may be specified in a recipe, for example: chopped fine for small pieces, chopped coarsely/roughly for large pieces, and chopped medium for a size in between small and large.
- **Cultivate:** to prepare and use land for growing crops.
- **Culture:** the beliefs and practices of social groups.
- **Cultural foods:** foods that are prepared by a specific cultural group.
- **Dice:** a cutting technique that results in cubed pieces between a half-inch and a quarter-inch in size.
- **Harvest:** to gather ripe crops that are ready for consumption.
- **MyPlate:** a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet.
- **Native:** something that is original to a specific place or region.
- **Nutrients:** substances our bodies need to grow and stay healthy.
- **Observation:** the act or instance of noticing, perceiving, or attentively watching an occurrence.
- **Region:** a specific area with identified boundaries.

## CALIFORNIA NUTRITION EDUCATION COMPETENCIES SUPPORTED

*Cooking Up Healthy Choices* supports California Nutrition Education Competencies. Please see page 6 for more information about which competencies are supported.

## TIME REQUIRED

45 to 60 minutes

## DISCOVERING HEALTHY CHOICES MODULES REINFORCED

Modules 1, 5

## COUNTRY CONNECTION

### United States

Many regions in the U.S. grow a variety of different crops, depending on the climate of that region. Produce in the Fresh Fall Salad can be grown in the U.S. and most is often harvested in the fall, depending on the region. All of the produce in the recipe can be grown in California and can be purchased locally at farmer's markets and grocery stores in the fall.

## VEGETABLE AND GARDEN CONNECTION

Highlights fall crops that can be grown in the instructional garden.

Vegetable	Discovering Healthy Choices Connections
Garlic	<ul style="list-style-type: none"><li>• Warm season crop; grown in China and the United States (Module 1)</li><li>• A good source of carbohydrates, protein, B-vitamins, vitamin C, and calcium (Module 3)</li><li>• MyPlate Vegetable Subgroup: Other (Module 5)</li><li>• Nutrient information provided to calculate and create a Nutrition Facts Label for garlic (Module 6)</li></ul>
Lettuce	<ul style="list-style-type: none"><li>• Cool season crop; grown in France, Mexico, and the United States (Module 1)</li><li>• A good source of water (Module 3)</li><li>• MyPlate Vegetable Subgroup: Other (Module 5)</li><li>• Nutrient information provided to calculate and create a Nutrition Facts Label for lettuce (Module 6)</li><li>• Optional large-leaf greens for finger salad recipe (Module 8)</li></ul>
Onion	<ul style="list-style-type: none"><li>• Warm season crop; grown in Australia, France, Iraq, Kenya, Mexico, and the United States (Module 1)</li><li>• A good source of vitamin C (Module 3)</li><li>• MyPlate Vegetable Subgroup: Other (Module 5)</li><li>• Nutrient information provided to calculate and create a Nutrition Facts Label for onion (Module 6)</li></ul>
Spinach	<ul style="list-style-type: none"><li>• Cool season crop; grown in France and the United States (Module 1)</li><li>• A good source of vitamin A and vitamin C (Module 3)</li><li>• MyPlate Vegetable Subgroup: Dark Green (Module 5)</li><li>• Nutrient information provided to calculate and create a Nutrition Facts Label for spinach (Module 6)</li><li>• Optional ingredient for finger salad recipe (Module 8)</li></ul>



## GETTING READY

1. Make copies of the *Fresh Fall Salad* handout (Appendix 1B); one for each youth.
2. Make a copy of the *MyPlate* reference sheet (Appendix 1C); one for the facilitator's use.
3. Prepare vegetables by rinsing them thoroughly with water.  
**Facilitator Tip:** If time is limited, chop one apple and one pear before beginning the demonstration.
4. Provide each youth with a copy of the *Fresh Fall Salad* handout. Explain that the youth are to keep the handout upside down until asked to turn it over. Explain that the youth will answer the opening question on the blank side of the handout.

**Facilitator Tip:** Encourage youth to ask questions and share personal experiences and interactions with the ingredients throughout the demonstration.

## OPENING QUESTIONS/PROMPTS

Ask the youth to respond to each question/prompt below by recording them on the blank back side of the *Fresh Fall Salad* handout individually, and then sharing their ideas verbally.

- Explain what you know about salads.
- Explain what you know about growing different foods that make a salad.

## PROCEDURE (EXPERIENCING)

1. Begin by washing your hands in front of youth. Explain the importance of safe food handling practices by washing hands, washing fruits and vegetables, and properly handling and storing the produce and other ingredients.
2. Show each of the ingredients individually and ask youth to share the name, and what they know about it. Confirm the names of the ingredients to the youth.
3. Ask the youth to flip over their handouts. Ask a youth to read the name of the recipe.
4. Explain that the youth need to answer the first question on the handout throughout the cooking demonstration. Discuss what an observation is with the youth.

**Facilitator Tip:** If the youth are having difficulty describing their observations using their five senses, use the following prompts. When we make observations, we are using our five senses to understand the world around us. Observations are made using sight, smell, taste, touch, and sound. Observations using sight include color, size, and texture. Observations using smell include good or bad smells or comparing it to other familiar smells. Observations using taste may include the flavor and texture. Observations of touch are texture, weight, temperature, and softness. Observations using sound can include things you hear during the demonstration.

## Ingredients

(Recipe makes enough for 30 youth to taste)

- 5 ounces baby spinach
- 5 ounces spring mix lettuce
- 2 medium pears, cored & medium chopped
- 2 medium apples, cored & medium chopped
- 2 green onions, medium chopped
- 6 ounces Blue cheese
- 1/2 cup olive oil
- 1/4 cup rice vinegar
- 2 lemons, juiced
- 2 tablespoons honey
- 2 tablespoons Dijon mustard
- 2 cloves of garlic, roughly chopped
- Salt and pepper

**Facilitator Tip:** If any of the ingredients are being grown in the garden and are ready to be harvested, they can be used for this recipe. If possible have youth help with harvesting the vegetables. Be sure to wash the vegetables before use.

**Facilitator Tip:** Keep refrigerated foods cold at 40°F or below to ensure food safety.

## Materials

\*Materials provided in curriculum

- \**Fresh Fall Salad* master recipe (Appendix 1A)
- \**Fresh Fall Salad* youth handout (Appendix 1 B)
- \**MyPlate* reference sheet (Appendix 1C)
- Food processor or blender (extension cord may be needed)
- 1 large bowl
- 1 set, measuring cups
- 1 set, measuring spoons
- 1 cutting board
- 1 chef's knife
- 1 set of tongs for serving
- 1 rag
- Trash bags, as needed
- Small plates, one per youth
- Disposable forks, one per youth
- Napkins, one per youth
- Containers in case there are leftovers



5. Begin preparing the recipe, according to the Master Recipe (Appendix 1A).
6. Throughout the cooking demonstration describe what you are doing and use the following prompts to generate discussion:
  - Encourage youth to ask questions and share previous experiences and interactions with the ingredients throughout the demonstration.
  - Ask the youth to explain what they know about where these ingredients come from and how they are grown.
  - Ask the youth to explain what they know about which of these ingredients are grown in California.
  - Tell the youth about the using different utensils and cookware.
  - Have the youth explain what they know about how to safely handle knives when cooking. Emphasize the importance of keeping knife tip pointed down at the cutting surface, keeping fingers away from area being cut.
  - Have the youth explain what they know about different ways to cut vegetables. Tell the youth about the various cooking techniques being used, for example: chopping versus dicing.
  - Which of these ingredients have you tasted before?
  - (If growing an instructional garden) Which of these ingredients are growing in your garden?
  - Have you ever had apples in your salad?
  - Ask the youth to explain what they know about MyPlate.

*Facilitator Tip:* Use the MyPlate reference sheet (Appendix 1C) to assist in describing MyPlate recommended servings for each of the food groups.
7. Before serving the samples, ask youth to wash their hands before receiving a sample of the salad.
8. Serve a small portion of the prepared food on individual plates for each youth.
9. Remind the youth to record their observations during the “Fresh Fall Salad Experience” using their five senses: sight, smell, taste, touch, and sound.

## SHARING, PROCESSING AND GENERALIZING

1. Have youth share their observations from the cooking demonstration (question 1 on the *Fresh Fall Salad Youth* handout).
2. Have youth share their “Fresh Fall Salad Experience” using their five senses (question 2 on the *Fresh Fall Salad Youth* handout).
3. Ask youth if they tasted any new foods today. And if so, what they thought of those new foods.
4. Ask youth to share their overall opinions of the Fresh Fall Salad.

**Facilitator Tip:** This can be done by asking youth to show two thumbs up if they like it or two thumbs down if they did not; you can ask them to record it on their handouts, or have them vote and record on the board the number of youth who liked it and those who did not.
5. Ask youth to discuss how they might change this recipe to include other healthy ingredients. Some examples may include:
  - Nuts: raw or toasted walnuts, almonds, pistachios
  - Other fruits: figs, peaches, pomegranate seeds, raspberries, strawberries, dried fruit (raisins, dried cranberries)
  - Other vegetables: broccoli, cauliflower, carrots, radishes
  - Create your own healthy dressing

## CONCEPT AND TERM DISCOVERY/INTRODUCTION

Make sure that key concepts and vocabulary terms are either discovered by the students or introduced to them: **food safety**, and **cooking techniques**.



# APPENDIX 1A: FRESH FALL SALAD

1A

## Cooking Demonstration 1 Master Recipe

\*Recipe makes enough for 30 tastings

### INGREDIENTS

#### Salad:

5 ounces baby spinach  
5 ounces spring mix lettuce  
2 medium pears, cored & medium chopped  
2 medium apples, cored & medium chopped  
2 green onions, medium chopped  
6 ounces Blue cheese

#### Dressing:

1/2 cup olive oil  
1/4 cup rice vinegar  
2 lemons, juiced  
2 tablespoons honey  
2 tablespoons Dijon mustard  
2 cloves of garlic, roughly chopped  
Salt and pepper

### INSTRUCTIONS

1. Blend olive oil, rice vinegar, lemon juice, honey, mustard, chopped garlic, salt, and pepper in a food processor or blender. Set salad dressing aside.
2. In a large bowl combine baby spinach, spring mix lettuce, pears, apples, and green onions. Pour dressing over salad and serve. Serve blue cheese separately.

# APPENDIX 1B: FRESH FALL SALAD

1B

## Youth Handout

Recipe serves 4-6 people

### Salad:

- 1 cup baby spinach
- 1 cup spring mix lettuce
- 2 medium pears, cored & medium chopped
- 2 medium apples, cored & medium chopped
- 1 green onion, medium chopped
- 6 ounces Blue cheese (optional)

### Dressing:

- 1 clove garlic, finely chopped
- 1/8 cup rice vinegar
- 1/8 cup lemon juice from 1 lemon
- 1 tablespoon honey
- 1 tablespoon mustard
- 1/4 cup extra virgin olive oil
- Salt and pepper to taste

1. Blend or whisk together olive oil, rice vinegar, lemon juice, honey, mustard, chopped garlic, salt, and pepper. Set aside.
2. In a large bowl combine baby spinach, spring mix lettuce, pears, apples, and green onions. Pour dressing over salad and serve. Serve blue cheese separately.

### MyPlate Servings in Recipe

Fruits: 1 1/2 C

- Pear
- Apple

Vegetables: 1 – 1 1/4 C

- Baby spinach, spring mix, green onion

Dairy: 1/2 - 1 C

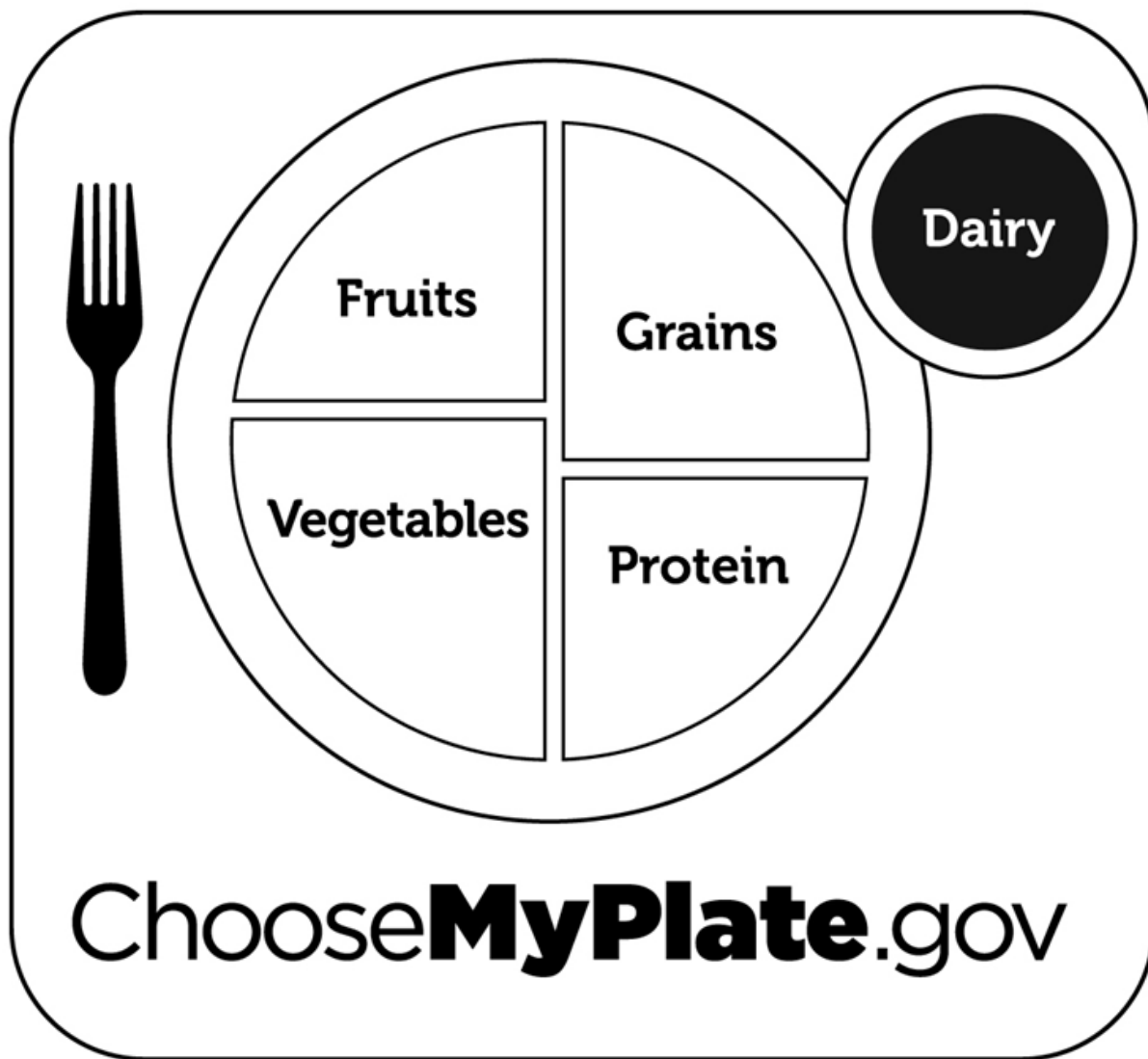
- Blue cheese

Oils: 1 tsp

- Olive oil

1. Observations throughout the cooking demonstration.

2. My Fresh Fall Salad Experience – Use your 5 senses to describe your food experience in words and pictures.





# 2 COOKING DEMONSTRATION: BLACK BEAN AND VEGGIE TOSTADA OLÉ

## INTRODUCTION

Nutrients play an important role in the lives of all living organisms. Nutrients that we obtain from food provide our bodies with the means and materials to grow, stay healthy, and give us **energy** to think, learn, and play. In order to maintain healthy bodies, it is important to understand the roles different nutrients play in our bodies and what foods can provide them.

There are six classes of nutrients: carbohydrates, protein, fat, water, minerals, and vitamins. These six types of nutrients serve different functions in our bodies. The main function of **carbohydrates** is to provide our bodies with energy. Carbohydrates are classified into two categories: simple and complex. Simple carbohydrates are found in foods like fruit, milk, and vegetables. These carbohydrates provide energy slightly faster than complex carbohydrates. Complex carbohydrates are present in foods like starchy vegetables, beans, and whole wheat products. **Fiber**, which is found in foods like fruit, vegetables, and beans, is a special type of carbohydrate that is not typically digested in humans, but is important for our digestive system to function properly. **Proteins**, which are found in beans and meat products, provide our bodies with another source of energy, help build and repair our muscles, and are important parts of cell structure and function. **Fats** from foods like avocados, nuts, and meat products are stored in the body and also provide a source of energy. Fats are also an important part of the structure of cells in our bodies. There are two types of fats: **oils** are fats that are liquid at room temperature, and **solid fats** are solid at room temperature. **Water** is a nutrient that helps transport materials through our body and helps regulate body temperature. **Minerals**, like calcium and iron, are important for growth, development, and maintenance of the tissues and cells in our bodies. **Vitamins**, like vitamin A and vitamin C, are important for growth, development, and maintenance of the tissues and cells in our bodies.

Some of the nutrients are considered **essential**. This means that our bodies cannot make enough of it (or cannot make it at all), so we must obtain them from food. Regardless of the specialized functions of nutrients, all are needed in certain amounts for maintaining health.

**MyPlate** is a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet using a familiar image – a place setting for a meal. The five food groups included in MyPlate are: fruits, vegetables, grains, protein, and dairy. MyPlate includes recommendations relative to the amounts of each food that should be consumed within each group depending on age, gender, and amount of physical activity. One of the recommendations illustrated by MyPlate is to make half of a person's plate fruits and vegetables.

Flavors and textures of a bean and vegetable tostada combine to create a delicious, personal, finger-food snack youth will be excited to taste. The crispy tostada may remind youth of a taco, allowing them to taste a combination of vegetables and protein atop the crunchy shell. Preparation of the tostada recipe provides opportunity to revisit nutrients the youth learned about in *Discovering Healthy Choices*. The vegetables contain carbohydrates, fiber, water, minerals, and vitamins. Fiber, protein, carbohydrates, and minerals are found in the black beans. There are carbohydrates in the tostada shell and fats in the oil used to cook the vegetables and other ingredients. In this cooking demonstration youth will explore more of the foods they learned about that are grown around the world in the *Discovering Healthy Choices* Module 1.



## CONCEPTS AND VOCABULARY

- **B-vitamins:** a group of many vitamins that help break down fat, protein and carbohydrates for energy. They are also important for the growth, maintenance and repair of the cells in our bodies.
- **Baked foods:** foods that are cooked in an oven, using dry heat.
- **Blend:** to mix different ingredients together.
- **Calcium:** a mineral that helps us build strong bones and teeth.
- **Carbohydrates:** a nutrient that provides the first source of energy that our bodies use; they provide energy to the body when needed immediately.
- **Cultivate:** to prepare and use land for growing crops.
- **Culture:** the beliefs and practices of social groups.
- **Cultural foods:** foods that are prepared by a specific cultural group.
- **Energy:** something needed to fuel all processes in the body, from regulating our body temperature to being physically active.
- **Essential nutrients:** nutrients that our bodies cannot make enough of, or do not make it at all and so we must obtain them from food.
- **Fat:** a nutrient used as a source of energy; it is also important for protecting the cells in our bodies.
- **Fiber:** a nutrient that helps our digestive system to function properly.
- **Food processor:** an electric tool that mixes, chops, and purees foods.
- **Fried foods:** foods that are cooked in hot oil.
- **Iron:** a mineral that is an important part of the blood because it carries oxygen to all of the tissues.
- **Minerals:** elements that are needed for growth, development and maintenance of the body's tissues, like iron and calcium.
- **MyPlate:** a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet.
- **Native:** something that is original to a specific place or region.
- **Nutrients:** substances our bodies need to grow and stay healthy.
- **Observation:** the act or instance of noticing, perceiving, or attentively watching an occurrence.
- **Oils:** fats that are liquid at room temperature.
- **Protein:** a nutrient that is used for energy; it helps to build and repair tissues and organs like muscles and the heart.

## CONCEPTS AND VOCABULARY (CONTINUED)

- **Refined grain:** a type of grain that has been processed and the bran and germ layers are removed, leaving only the endosperm. These grains have less fiber and nutrients than a whole grain.
- **Solid fats:** fats that are solid at room temperature.
- **Vitamin A:** a vitamin that is important for our night vision.
- **Vitamin C:** a vitamin that is important to keep our gums healthy and help our wounds heal.
- **Vitamin D:** a vitamin that is needed to help our bodies use calcium.
- **Vitamins:** molecules needed for growth, development, and maintenance of the body's tissues, like vitamin A and vitamin C.
- **Whole grain:** includes all parts of the grain: the outer layer, called the bran, which has fiber; the inner layer, called the endosperm; and the most inner part, called the germ, which contains a lot of nutrients including B-vitamins.

## CALIFORNIA NUTRITION EDUCATION COMPETENCIES SUPPORTED

*Cooking Up Healthy Choices* supports California Nutrition Education Competencies. Please see page 8 for more information about which competencies are supported.

## TIME REQUIRED

45 to 60 minutes

## DISCOVERING HEALTHY CHOICES MODULES REINFORCED

Modules 3, 5

## COUNTRY CONNECTION

### **Mexico**

The climate in most of Mexico is warm year-round, however there are some places in central Mexico where it snows. A small part of the country is used for farming. The native people of Mexico cultivated a variety of vegetables, but the major staple of their diet was corn, chilies, beans, and squash. Corn grown in Mexico is primarily used for making tortillas. Many crops grown in Mexico are also grown in California, including: tomatoes, corn, avocados, chiles, onion, lettuce, garlic, and squash. Mexican cooking is known for using many herbs and spices like chilies, chipotle, oregano, cilantro, and epazote.

# VEGETABLE AND GARDEN CONNECTION

Highlights fall/winter crops that can be grown in the instructional garden.

Vegetable	Discovering Healthy Choices Connections
Black Beans	<ul style="list-style-type: none"> <li>• Warm season crop; grown in Australia, Chile, and the United States (Module 1)</li> <li>• A good source of protein, B-vitamins, fiber, and iron (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Beans &amp; Peas (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for black beans (Module 6)</li> <li>• Optional ingredient for finger salad recipe (Module 8)</li> </ul>
Cilantro	<ul style="list-style-type: none"> <li>• Cool to warm season crop; grown in Chile, India, Mexico, and the United States; herb (Module 1)</li> <li>• Optional ingredient for finger salad recipe (Module 8)</li> </ul>
Corn	<ul style="list-style-type: none"> <li>• Warm season crop; grown in Australia, Chile, Mexico, and the United States (Module 1)</li> <li>• A good source of B-vitamins and vitamin C (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Starchy (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for corn (Module 6)</li> <li>• Optional ingredient for finger salad recipe (Module 8)</li> </ul>
Garlic	<ul style="list-style-type: none"> <li>• Warm season crop; grown in China and the United States (Module 1)</li> <li>• A good source of carbohydrates, protein, B-vitamins, vitamin C, and calcium (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Other (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for garlic (Module 6)</li> </ul>
Onion	<ul style="list-style-type: none"> <li>• Warm season crop; grown in Australia, France, Iraq, Kenya, Mexico, and the United States (Module 1)</li> <li>• A good source of vitamin C (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Other (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for onion (Module 6)</li> </ul>
Summer Squash	<ul style="list-style-type: none"> <li>• Warm season crop; grown in Chile, Mexico, and the United States (Module 1)</li> <li>• A good source of vitamin C (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Other (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for summer squash (Module 6)</li> </ul>
Tomato	<ul style="list-style-type: none"> <li>• Warm season crop; grown in Australia, Chile, France, Iraq, Kenya, Mexico, and the United States (Module 1)</li> <li>• A good source of vitamin A and vitamin C (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Red &amp; Orange (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for tomato (Module 6)</li> <li>• Optional ingredient for finger salad recipe (Module 8)</li> </ul>



## GETTING READY

1. Make copies of the *Black Bean & Veggie Tostada Olé* handout (Appendix 2B); one for each youth.
2. Make a copy of the *MyPlate* reference sheet (Appendix 2C); one for the facilitator's use.
3. Prepare vegetables by washing them.

**Facilitator Tip:** If time is limited, chop some of the vegetables prior to beginning the demonstration.

4. Provide each youth with a copy of the *Black Bean & Veggie Tostada Olé* handout. Explain that the youth are to keep the handout upside down until asked to turn it over. Explain that the youth will answer the opening questions on the blank side of the handout.

**Facilitator Tip:** Encourage youth to ask questions and share personal experiences and interactions with the ingredients throughout the demonstration.

## OPENING QUESTIONS/PROMPTS

Ask the youth to respond to each question/prompt below by recording them on the blank back side of the *Black Bean & Veggie Tostada Olé* handout individually, and then sharing their ideas verbally.

- Explain what you know about fruits and vegetables grown in Mexico.
- Explain where else in the world produce native to Mexico can grow.
- Explain what you know about nutrients.

## PROCEDURE (EXPERIENCING)

1. Begin the demonstration by washing your hands in front of youth. Explain the importance of safe food handling practices by washing hands, washing fruits and vegetables, and properly handling and storing the produce and other ingredients.
2. Show each of the ingredients individually and ask youth to share the name of each vegetable, and what they know about it. Confirm the names of the ingredients to the youth.
3. Ask the youth to flip over their handouts. Ask a youth to read the name of the recipe.
4. Explain that the youth need to answer the questions on the handout throughout the cooking demonstration. Discuss what an observation is with the youth.

### Ingredients

(Recipe makes enough for 30 youth to taste)

#### Tostada:

- 1 tablespoon canola oil, separated
- 1 medium yellow onion, medium chopped
- 2 red bell peppers, seeds removed, medium chopped
- 2 cups kernel corn, canned, frozen, or fresh
- 2 zucchini, medium chopped
- 2 yellow squash, medium chopped
- 1 tablespoon of garlic, finely chopped
- 28-ounce can vegetarian refried black beans or pinto beans
- Salt and pepper
- Baked corn tostadas, 1 per youth
- 6 ounces Queso fresco

#### Salsa:

- 2 cloves of garlic, roughly chopped
- 4 medium tomatoes, roughly chopped
- 1 medium yellow onion, medium chopped
- 1 bunch cilantro or epazote (an herb from Mexico), roughly chopped

**Facilitator Tip:** If any of the ingredients are being grown in the garden and are ready to be harvested, they can be used for this recipe. If possible have youth help with harvesting the vegetables. Be sure to wash the vegetables before use.

**Facilitator Tip:** Keep refrigerated foods cold at 40°F or below to ensure food safety.

### Materials

\*Materials provided in curriculum

- \**Black Bean & Veggie Tostada Olé* master recipe (Appendix 2A)
- \**Black Bean & Veggie Tostada Olé* youth handout (Appendix 2B)
- \**MyPlate* reference sheet (Appendix 2C)
- Portable burner
- Skillet
- Cutting board
- Chef's knife
- Can opener
- Food processor or blender
- Measuring cups
- Measuring spoons
- Rag
- Trash bags
- Small plates
- Disposable forks
- Napkins



**Facilitator Tip:** If the youth are having difficulty describing their observations using their five senses, use the following prompts. When we make observations, we are using our five senses to understand the world around us. Observations are made using sight, smell, taste, touch, and sound. Observations using sight include color, size, and texture. Observations using smell include good or bad smells or comparing it to other familiar smells. Observations using taste may include the flavor and texture. Observations of touch are texture, weight, temperature, and softness. Observations using sound can include things you hear during the demonstration.

5. Ask the youth to answer the first question on the handout. Ask them to use what they know about nutrients found in different foods to record their thoughts about which nutrients they would expect to be in the foods in this recipe.
6. Begin preparing the recipe, according to the Master Recipe (Appendix 2A).
7. Throughout the cooking demonstration describe what you are doing and use the following prompts to generate discussion:
  - Encourage the youth to ask questions and share previous experiences and interactions with the ingredients throughout the demonstration.
  - Ask the youth to explain what they know about where these ingredients come from and how they are grown.
  - Ask the youth to explain what they know about which of these ingredients are grown in California.
  - Tell the youth about using different utensils and cookware.
  - Have the youth explain what they know about how to safely handle knives when cooking. Emphasize the importance of keeping knife tip pointed down at the cutting surface, keeping fingers away from area being cut.
  - Have the youth explain what they know about different ways to cut vegetables. Tell the youth about the various cooking techniques being used.
  - Which of these ingredients have you tasted before?
  - (If growing an instructional garden) Which of these ingredients are growing in your garden?
  - Ask the youth to describe what they think a “whole grain” is. Ask them to describe what they think is the difference between a whole grain and a refined grain.
  - Ask the youth to explain what they know about MyPlate.

**Facilitator Tip:** Use the MyPlate reference sheet (Appendix 2C) to assist in describing MyPlate recommended servings for each of the food groups.

8. Before serving, ask youth to wash their hands before receiving a sample of the tostada.
9. Serve a sample of the prepared food on individual plates for each youth. If the youth are unfamiliar with tostadas, they may need some instruction on how to eat it. Explain that the youth can eat the tostada like a slice of pizza.
10. Ask youth to wash hands before receiving a sample of the tostada.
11. Explain that the youth need to answer the second question using their five senses to describe their “Black Bean & Veggie Tostada Olé Experience.”

## SHARING, PROCESSING AND GENERALIZING

1. Have youth share what they observed during the cooking demonstration (question 2 on the *Black Bean & Veggie Tostada Olé* handout).
2. Have youth share what nutrients they think might be in this recipe (question 1 on the *Black Bean & Veggie Tostada Olé* handout).

**Facilitator Tip:** The youth may need prompting about which nutrients might be in the foods in this recipe.

- What do you know about foods that provide protein?
  - What do you know about foods that provide us with vitamin C?
  - What do you know about the types of foods that have a lot of fiber?
3. Have youth share their “Black Bean & Veggie Tostada Olé Experience” using their five senses (question 3 on the *Black Bean & Veggie Tostada Olé* handout).
  4. Ask youth to share if they tasted any new foods today. And if so, what they thought about those new foods.
  5. Ask youth to share their overall opinions of the Black Bean & Veggie Tostada Olé.

**Facilitator Tip:** This can be done by asking youth to show two thumbs up if they like it or two thumbs down if they did not; you can ask them to record it on their handouts, or have them vote and record on the board the number of youth who liked it and those who did not.

6. Ask youth to discuss how they might change this recipe to include other healthy ingredients. Some examples may include:
  - Other vegetables: lettuce, eggplant, spinach, mushrooms
  - Other proteins: chicken, tofu, beef, fish
  - Other grains: serve it over whole grain brown rice or with a whole wheat flour tortilla
  - Create your own healthy salsa; include fruits like mangos and pomegranate seeds

## CONCEPT AND TERM DISCOVERY/INTRODUCTION

Make sure that key concepts and vocabulary terms are either discovered by the students or introduced to them: **baked foods**, **fried foods**, **whole grains**, **refined grains**, the various **nutrients found in each the foods** (for example, beans have fiber and protein, corn and tortillas have carbohydrates, squash has vitamin C, and bell pepper has vitamin C).

# APPENDIX 2A: BLACK BEAN AND VEGGIE TOSTADA OLÈ

2A

## Cooking Demonstration 2 Master Recipe

\*Recipe makes enough for 30 tastings

### INGREDIENTS

#### Tostada:

- 1 tablespoon canola oil, separated
- 1 medium yellow onion, medium chopped
- 2 red bell peppers, seeds removed, medium chopped
- 2 cups kernel corn, canned, frozen, or fresh
- 2 zucchini, medium chopped
- 2 yellow squash, medium chopped
- 1 tablespoon garlic, finely chopped
- 30 ounce can vegetarian refried black beans or pinto beans
- Salt and pepper
- Baked corn tostadas, 1 per person
- 6 ounces queso fresco (optional)

#### Salsa:

- 2 cloves of garlic, roughly chopped
- 4 medium tomatoes, roughly chopped
- 1 medium yellow onion, medium chopped
- 1 bunch of cilantro or epazote (an herb that can be found in Mexican Markets), roughly chopped

### INSTRUCTIONS

1. Heat 2 teaspoons canola oil in medium skillet over medium heat. Add onion, bell peppers, corn, zucchini, and yellow squash. Season with salt and pepper. Cook, stirring occasionally, until vegetables are softened, about 6 minutes.
2. Heat 1 teaspoon canola oil in medium skillet and then add garlic and cook for 30 seconds. Add can of refried beans. Mix beans and garlic together until garlic is well incorporated and heat until the mixture is hot. Set aside.
3. For the salsa: place ingredients in food processor or blender and blend until smooth.
4. Spread a thin layer of the bean and garlic mixture on top of a tostada. Add a spoonful of the cooked vegetables. Top with salsa and queso fresco (if using).

# APPENDIX 2B: BLACK BEAN AND VEGGIE TOSTADA OLÈ

2B

## Youth Handout

Recipe serves 4-6 people

### Black Bean & Veggie Tostada Ole

1 tablespoon canola oil, separated  
¼ cup yellow onion, medium chopped  
1 cup red bell peppers, medium chopped  
1 cup kernel corn, canned, frozen, or fresh  
1 cup zucchini, medium chopped  
1 cup yellow squash, medium chopped  
1 clove garlic, finely chopped  
15 ounce can vegetarian refried black beans or pinto beans  
Queso fresco or feta cheese (optional)  
Corn tostadas (1 for each person)\*

\*Corn tostadas can be purchased from the store or made at home. To prepare baked tostadas, preheat oven to 400 degrees. Place corn tortillas on a baking sheet and bake for 10-15 minutes, until golden brown and crisp.

### Salsa

2 cloves garlic, finely chopped  
4 medium tomatoes, roughly chopped  
1 medium yellow onion, medium chopped  
1 bunch cilantro, roughly chopped

### MyPlate Servings in Recipe

Vegetables: 1 – 1 ½ C

- Bell pepper, corn, zucchini, yellow squash, tomato, onion

Grains: 1 oz equivalent

- Corn tostada

Proteins: 1 – 2 oz equivalents

- Beans

Dairy: ½ - 1 C

- Queso fresco

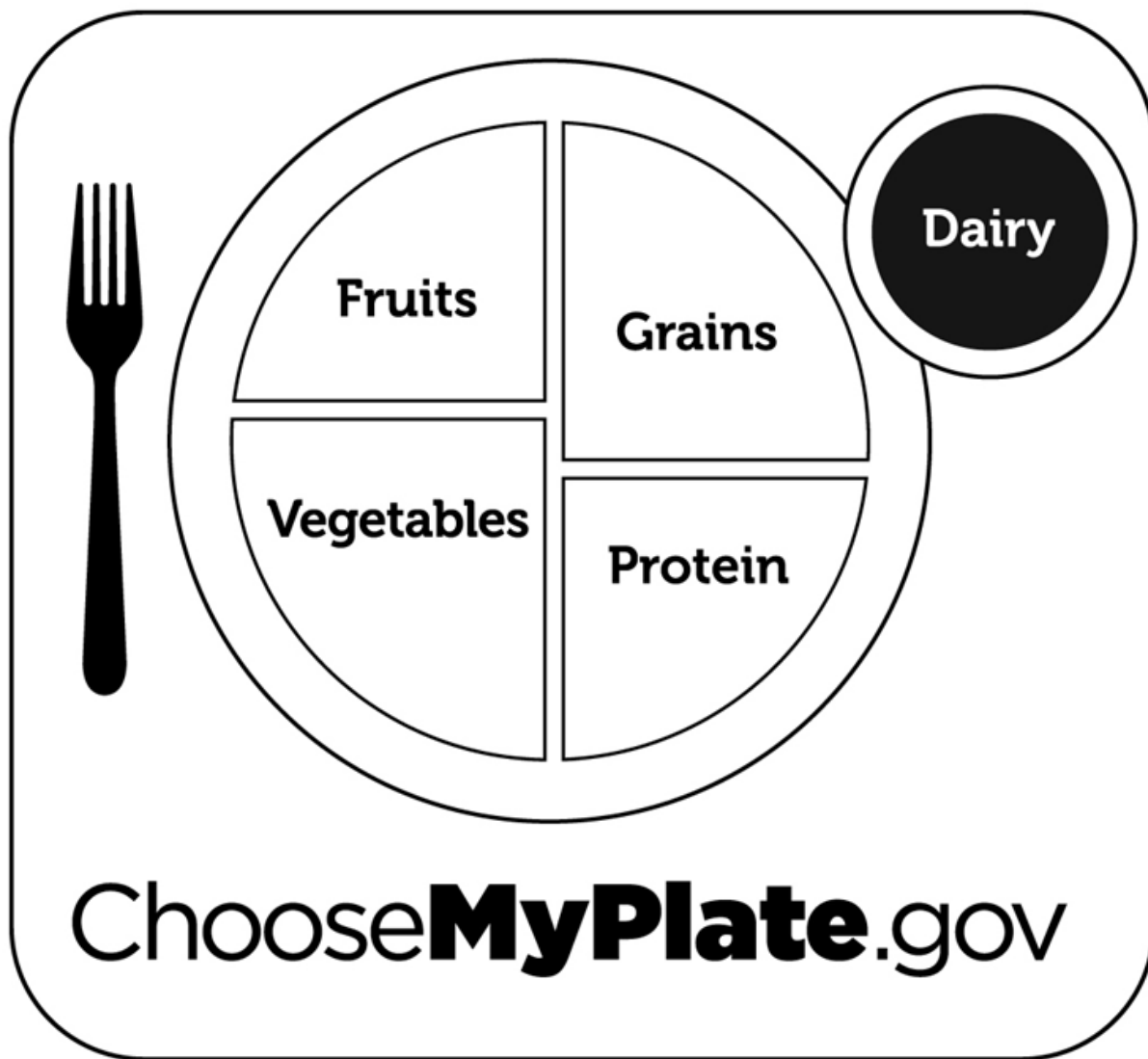
Oils: <1 tsp

1. Heat 2 teaspoons canola oil in medium skillet over medium heat. Add onion, bell peppers, corn, zucchini, and yellow squash. Season with salt and pepper. Cook, stirring occasionally, until vegetables are softened, about 6 minutes.
2. Heat 1 teaspoon canola oil in medium skillet and then add garlic and cook for 30 seconds. Add can of refried beans. Mix beans and garlic together until garlic is well incorporated and heat until the mixture is hot. Set aside.
3. For the salsa: place ingredients in food processor or blender and blend until smooth.
4. Spread a thin layer of the bean and garlic mixture on top of a tostada. Add a spoonful of the cooked vegetables. Top with salsa and queso fresco (if using).

1. List nutrients you think are found in the foods in this recipe.

2. Observations throughout the cooking demonstration.

3. My Black Bean & Veggie Tostada Olè Experience – Use your 5 senses to describe your food experience in words and pictures.





# 3 COOKING DEMONSTRATION: VEG-OUT CHILEAN STEW

## INTRODUCTION

The amount of nutrients you can obtain from a food depends on the size of a serving. This amount, called **servicing size**, is displayed on the **Nutrition Facts Label** found on food packaging. Serving sizes are standard reference amounts that are set by the United States Food and Drug Administration (FDA). Serving sizes differ depending on the type of food.

In contrast to serving sizes, which are standard measurements, **portions** are **subjective amounts**. Portion sizes vary from person to person, and can be as large or as small as someone chooses.

Portion sizes and serving sizes can be described using different measurements: length, weight, or volume. **Length measurements** are commonly used with fruits like bananas, vegetables such as whole carrots or celery, or dishes like casseroles and lasagnas. **Weight measurements** refer to the mass of a food and can be thought of in ounces or grams for dry products, and fluid ounces for liquids. **Volume measurements** refer to the amount of three-dimensional space a product takes up, like a tablespoon or cup, whether liquid or dry.

**MyPlate** is a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet using a familiar image – a place setting for a meal. The five food groups included in MyPlate are: fruits, vegetables, grains, protein, and dairy. MyPlate includes recommendations relative to the amounts of each food that should be consumed within each group depending on age, gender, and amount of physical activity. One of the recommendations illustrated by MyPlate is to make half of a person's plate fruits and vegetables.

Stew is a great cool-weather meal. The combination of familiar and new flavors is an excellent way to introduce new vegetables and herbs to the youths' palates. This colorful dish appeals to the eyes and provides youth an opportunity to discover how a variety of colors in a meal can indicate different nutrients. The array of colors also provides youth with their first exposure to the different **MyPlate** Vegetable Subgroups (Dark Green, Beans & Peas, Red & Orange, Starchy, and Other). In this cooking demonstration youth will explore more of the foods they learned about that are grown around the world in the *Discovering Healthy Choices* Module 1.



## CONCEPTS AND VOCABULARY

- **Chop:** a cutting technique that results in relatively large, irregularly shaped pieces. The size may be specified in a recipe, for example: chopped fine for small pieces, chopped coarsely/roughly for large pieces, and chopped medium for a size in between small and large.
- **Culture:** the beliefs and practices of social groups.
- **Cultural foods:** foods that are prepared by a specific cultural group.
- **Length:** a measurement that uses inches or centimeters to describe an object end to end.
- **MyPlate:** a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet.
- **Native:** something that is original to a specific place or region.
- **Nutrients:** substances our bodies need to grow and stay healthy.
- **Nutrition Facts Label:** a label on food packaging that lists a variety of nutrients.
- **Observation:** the act or instance of noticing, perceiving, or attentively watching an occurrence.
- **Portion:** a subjective amount of food that can vary in size from person to person.
- **Saute:** to cook food at a high heat using a small amount of oil.
- **Serving size:** a standardized amount of a food determined by the United States Food and Drug Administration (FDA); found on the Nutrition Facts label on food packaging.
- **Stew:** a method of slowly cooking foods, often meats and vegetables, in liquid.
- **Subjective:** something that is dependent upon the views or thoughts of an individual, and may be different from person to person.
- **Volume:** a measurement of the 3-dimensional space that a food takes up; measured using teaspoons, tablespoons, or cups for both liquid and dry foods.
- **Weight:** a measure of the mass of an object using grams, ounces, and pounds.

## CALIFORNIA NUTRITION EDUCATION COMPETENCIES SUPPORTED

*Cooking Up Healthy Choices* supports California Nutrition Education Competencies. Please see page 8 for more information about which competencies are supported.

## TIME REQUIRED

45 to 60 minutes

## DISCOVERING HEALTHY CHOICES MODULES REINFORCED

Modules 1, 3, 5

## COUNTRY CONNECTION

### Chile

Chile is located on the west coast of southern South America. Due to the different climates throughout Chile, crops grown vary from region to region. Central Chile is a long valley with a temperate climate, which is ideal for agriculture and, in many ways, is similar to the Central Valley of California. Traditional foods grown by the native people of Chile were corn, potatoes, beans, tomatoes, squash, and chiles, all of which can also be grown in California. A traditional Chilean dish called porotos ranados is similar to a stew that incorporates beans, squash, and corn, as well as other vegetables.



# VEGETABLE AND GARDEN CONNECTION

Vegetable	Discovering Healthy Choices Connections
Basil	<ul style="list-style-type: none"> <li>• Warm season crop; grown in France and the United States; herb (Module 1)</li> </ul>
Garlic	<ul style="list-style-type: none"> <li>• Warm season crop; grown in China and the United States (Module 1)</li> <li>• A good source of carbohydrates, protein, B-vitamins, vitamin C, and calcium (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Other (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for garlic (Module 6)</li> </ul>
Onion	<ul style="list-style-type: none"> <li>• Warm season crop; grown in Australia, France, Iraq, Kenya, Mexico, and the United States (Module 1)</li> <li>• A good source of vitamin C (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Other (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for onion (Module 6)</li> </ul>
Potatoes	<ul style="list-style-type: none"> <li>• Cool to warm season crop; grown in Australia, Chile, France, India, Iraq, Kenya, Mexico, and the United States (Module 1)</li> <li>• A good source of carbohydrates and fiber (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Starchy (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for potatoes (Module 6)</li> </ul>
Spinach	<ul style="list-style-type: none"> <li>• Cool season crop; grown in France and the United States (Module 1)</li> <li>• A good source of vitamin A and vitamin C (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Dark Green (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for spinach (Module 6)</li> <li>• Optional ingredient for finger salad recipe (Module 8)</li> </ul>
Swiss Chard	<ul style="list-style-type: none"> <li>• Cool to warm season crop; grown in France and the United States (Module 1)</li> <li>• A good source of vitamin A and vitamin C (Module 3)</li> <li>• A serving size of raw Swiss chard is 2 cups (Module 4)</li> <li>• MyPlate Vegetable Subgroup: Dark Green (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for Swiss chard (Module 6)</li> <li>• Optional large-leaf greens for finger salad recipe (Module 8)</li> </ul>
Tomato	<ul style="list-style-type: none"> <li>• Warm season crop; grown in Australia, Chile, France, Iraq, Kenya, Mexico, and the United States (Module 1)</li> <li>• A good source of vitamin A and vitamin C (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Red &amp; Orange (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for tomato (Module 6)</li> <li>• Optional ingredient for finger salad recipe (Module 8)</li> </ul>
Winter Squash	<ul style="list-style-type: none"> <li>• Warm season crop; grown in Chile, Mexico, and the United States (Module 1)</li> <li>• A good source of vitamin A and vitamin C (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Red &amp; Orange (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for winter squash (Module 6)</li> </ul>

## GETTING READY

1. Make copies of the *Veg-Out Chilean Stew* handout (Appendix 3B); one for each youth.
2. Make a copy of the *MyPlate* reference sheet (Appendix 3C); one for the facilitator's use.
3. Prepare vegetables by washing them.

**Facilitator Tip:** Save time by purchasing bagged pre-cubed butternut squash. If time is limited, chop vegetables prior to beginning the demonstration.

4. Provide each youth with a copy of the *Veg-Out Chilean Stew* handout. Explain that the youth are to keep the handout upside down until asked to turn it over. Explain that the youth will answer the opening question on the blank side of the handout.

**Facilitator Tip:** Encourage youth to ask questions and share personal experiences and interactions with the ingredients throughout the demonstration.

## OPENING QUESTIONS/PROMPTS

Ask the youth to respond to each question/prompt below by recording them on the blank back side of the *Veg-Out Chilean Stew* handout individually, and then sharing their ideas verbally.

- Explain what you know about serving sizes.
- Explain what you know about portions.

## PROCEDURE (EXPERIENCING)

1. Prepare for the demonstration by washing your hands in front of the youth. Explain the importance of safe food handling practices by washing hands, washing fruits and vegetables, and properly handling and storing the produce and other ingredients.
2. Show each of the ingredients individually and ask youth to share the name of each vegetable, and what they know about it. Confirm the names of the ingredients to the youth.
3. Ask the youth to flip over their handouts. Ask a youth to read the name of the recipe.
4. Explain that the youth need to answer the first question on the handout throughout the cooking demonstration. Discuss what an observation is with the youth.

**Facilitator Tip:** If the youth are having difficulty describing their observations using their five senses, use the following prompts. When we make observations, we are using our five senses to understand the world around us. Observations are made using sight, smell, taste, touch, and sound. Observations using sight include color, size, and texture. Observations using smell include good or bad smells or comparing it to other familiar smells. Observations using taste may include the flavor and texture. Observations of touch are texture, weight, temperature, and softness. Observations using sound can include things you hear during the demonstration.

## Ingredients

(Recipe makes enough for 30 youth to taste)

- 3 tablespoons olive oil
- 1 medium red onion, chopped
- 2 small bags of pre-cubed butternut squash
- 30 ounce can of diced tomatoes
- 1 cup vegetable broth or water
- 3 purple potatoes (or red potatoes), medium chopped
- 4 cloves of garlic, finely chopped
- Salt and pepper
- 4 leaves of collard greens or Swiss chard, center rib removed, medium chopped
- 6 mushrooms, medium chopped
- 2 cups baby spinach
- 6 fresh basil leaves, roughly chopped
- 6 ounces shaved parmesan cheese

**Facilitator Tip:** If any of the ingredients are being grown in the garden and are ready to be harvested, they can be used for this recipe. If possible have youth help with harvesting the vegetables. Be sure to wash the vegetables before use.

**Facilitator Tip:** Keep refrigerated foods cold at 40°F or below to ensure food safety.

## Materials

\*Materials provided in curriculum

- \**Veg-Out Chilean Stew master recipe* (Appendix 3A)
- \**Veg-Out Chilean Stew youth handout* (Appendix 3B)
- \**MyPlate reference sheet* (Appendix 3C)
- Portable burner
- Large pot, pan, or skillet
- Cutting board
- Chef's knife
- Can opener
- Measuring cups
- Measuring spoons
- Rag
- Trash bags
- Small bowls
- Disposable spoons
- Napkins



5. Begin preparing the recipe, according to the Master Recipe (Appendix 3A).
6. Throughout the cooking demonstration describe what you are doing and use the following prompts to generate discussion:
  - Ask the youth to explain what they know about Chile.
  - Ask the youth to explain what they know about foods from Chile.
  - Encourage youth to ask questions and share previous experiences and interactions with the ingredients throughout the demonstration.
  - Ask the youth to explain what they know about where these ingredients come from and how they are grown.
  - Ask the youth to explain what they know about which of these ingredients are grown in California.
  - Tell the youth about using different utensils and cookware.
  - Have the youth explain what they know about how to safely handle knives when cooking. Emphasize the importance of keeping knife tip pointed down at the cutting surface, keeping fingers away from area being cut.
  - Have the youth explain what they know about different ways to cut vegetables. Tell the youth about the various cooking techniques being used
  - Which of these ingredients have you tasted before?
  - (If growing an instructional garden) Which of these ingredients are growing in your garden?
  - Ask the youth to explain what they know about MyPlate.
7. Serve a sample of the prepared food on individual bowls for each youth.
8. Ask the youth to wash hands before receiving a sample of the stew.
9. Ask the youth to answer the second question using their five senses to describe their “Veg-Out Chilean Stew Experience.”

**Facilitator Tip:** Use the MyPlate reference sheet (Appendix 3C) to assist in describing MyPlate recommended servings for each of the food groups.

## SHARING, PROCESSING AND GENERALIZING

1. Have youth share their observations from the cooking demonstration (question 1 on the *Veg-Out Chilean Stew* handout).
2. Have youth share their “Veg-Out Chilean Stew Experience” using their five senses (question 2 on the *Veg-Out Chilean Stew* handout).
3. Ask youth if they tasted any new foods today. And if so, what they thought about those new foods.
4. Ask youth to share their overall opinions of the Veg-Out Chilean Stew.

**Facilitator Tip:** This can be done by asking youth to show two thumbs up if they like it or two thumbs down if they did not; you can ask them to record it on their handouts, or have them vote and record on the board the number of youth who liked it and those who did not.

5. Ask youth to discuss how they might change this recipe to include other healthy ingredients. Some examples may include:
  - Other vegetables: acorn squash, Swiss chard, sweet potatoes
  - Protein: cannellini beans, chicken, fish
  - Grains: slice of whole wheat bread, whole wheat fusilli pasta or other type of pasta

## CONCEPT AND TERM DISCOVERY/INTRODUCTION

Make sure that key concepts and vocabulary terms are either discovered by the students or introduced to them: **food safety**, and **cooking techniques**.

# APPENDIX 3A: VEG-OUT CHILEAN STEW MASTER RECIPE

3A

## Cooking Demonstration 3 Master Recipe

\*Recipe makes enough for 30 tastings

### INGREDIENTS

3 tablespoons olive oil  
1 medium red onion, medium chopped  
2 small bags of pre-cubed butternut squash  
30 ounce can of diced tomatoes, not drained  
1 cup water or vegetable broth  
3 purple potatoes (or red potatoes), medium chopped  
Salt and pepper  
4 cloves of garlic, finely chopped  
4 leaves of collard greens or Swiss chard, center rib removed, medium chopped  
6 mushrooms, medium chopped  
2 cups baby spinach  
6 fresh basil leaves, roughly chopped  
6 ounces shaved parmesan cheese

### INSTRUCTIONS

1. Heat 3 tablespoons olive oil in large wok or saucepan over medium heat. Add red onion and pre-cubed butternut squash and sauté about 4 minutes. Add can of diced tomatoes and the juice, water or vegetable broth, purple potatoes, and garlic. Continue cooking, stirring occasionally, for about 10 minutes. Season with salt and pepper.
2. Add collard greens/Swiss chard, mushrooms, and spinach. Cook for about 4 minutes, stirring occasionally. Add chopped fresh basil.
3. Top stew with shaved parmesan cheese separately.

# APPENDIX 3B: VEG-OUT CHILEAN STEW



3B

## Youth Handout

Recipe serves 4-6 people

3 tablespoons olive oil  
1 medium red onion, medium chopped  
1 small butternut squash, diced, or 10 ounces frozen precut butternut squash  
15-oz can diced tomatoes, not drained  
1 cup water or vegetable broth  
3 purple (or red) potatoes, medium chopped  
4 cloves garlic, finely chopped  
Salt and pepper  
1 cup collard greens or Swiss chard, center rib removed, medium chopped  
1 cup mushrooms, medium chopped  
1 cup baby spinach  
1 bunch fresh basil, roughly chopped  
½ cup shaved or grated parmesan cheese (optional)

1. Heat 3 tablespoons olive oil in large wok or saucepan over medium heat. Add red onion and pre-cubed butternut squash and sauté about 4 minutes. Add can of diced tomatoes and the juice, water or vegetable broth, purple potatoes, and garlic. Continue cooking, stirring occasionally, for about 10 minutes. Season with salt and pepper.
2. Add collard greens/Swiss chard, mushrooms, and spinach. Cook for about 4 minutes, stirring occasionally. Add chopped fresh basil.
3. Top stew with shaved parmesan cheese separately.

### MyPlate Servings in Recipe

Vegetables: 1 ¼ - 2 C

- Red onion, butternut squash, tomatoes, purple potatoes, garlic, collards, Swiss chard, mushrooms, spinach

Dairy: ½ - 1 C

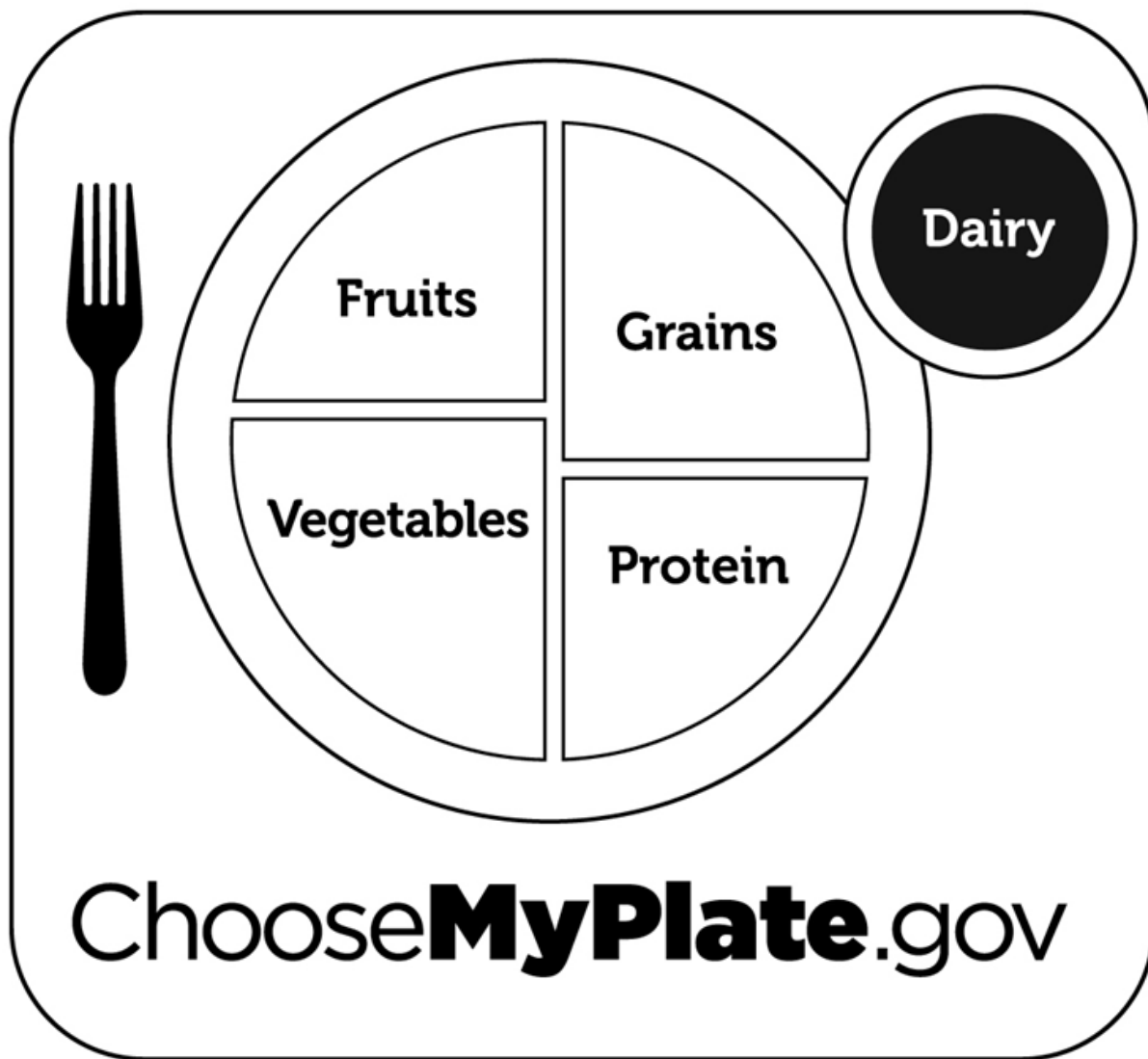
- Parmesan cheese

Oils: 1 ½ - 2 ¼ tsp

- Olive oil

- 
1. Observations throughout the cooking demonstration.

2. My Veg-Out Chilean Stew Experience – Use your 5 senses to describe your food experience in words and pictures.



Choose **MyPlate**.gov



# 4 COOKING DEMONSTRATION: DELICIOUS DUNKING DIP

## INTRODUCTION

**MyPlate** is a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet using a familiar image – a place setting for a meal. The five food groups included in MyPlate are: fruits, vegetables, grains, protein, and dairy. MyPlate includes recommendations relative to the amounts of each food that should be consumed within each group depending on age, gender, and amount of physical activity. One of the recommendations illustrated by MyPlate is to make half of a person's plate fruits and vegetables.

**Fruit: Focus on fruits.** Fruits are an important source of vitamins, minerals, and fiber. Servings of fruit can be from fresh, canned, dried, pureed, or frozen fruit, as well as 100% fruit juices. One serving size of fruit is ½ cup or 1 small apple.

**Vegetables: Vary your veggies.** Vegetables offer many vitamins and minerals as well as fiber. Vegetables are divided into five subgroups, depending on nutrient content:

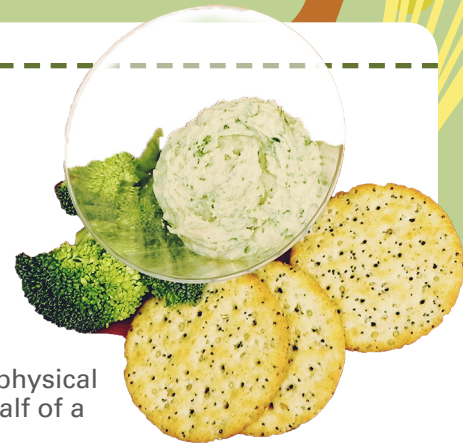
1. Dark green vegetables (e.g., spinach, kale)
2. Starchy vegetables (e.g., potatoes, corn)
3. Red/orange (e.g., carrots, red bell peppers, tomatoes)
4. Beans and peas (e.g., black beans, kidney beans)
5. Other (e.g., beets, avocados, bok choy)

Servings of vegetables can come from fresh, canned, dried, pureed, or frozen, as well as 100% vegetable juice. One serving of vegetables is 1 cup for most vegetables. However, one serving of raw leafy greens like spinach is 2 cups and one serving of cooked leafy greens is 1 cup.

**Grains: Make at least half your grains whole.** Grains are foods made from wheat, rice, oats, cornmeal, barley, or another cereal grain. They provide nutrients such as carbohydrates, B-vitamins, iron, and dietary fiber. Grains are organized into two groups: whole grains and refined grains. It is suggested that whole grains comprise at least half of the recommended serving of grains because they have more nutrients than refined grains. **Whole grains** include whole wheat flour, bulgur (cracked wheat), oatmeal, and brown rice. **Refined grains** are foods that have been milled to a finer texture, removing the bran and germ. This process removes nutrients like B-vitamins, iron, and fiber. Many refined grain products are enriched, meaning the vitamins and minerals are added back into the final product. However, fiber is not put back into the product. Refined grains include white flour and white rice. One serving of grains is ½ cup for cooked grains like rice, 1 slice of bread, and 1 cup of cereal.

**Protein: Go lean with protein.** Protein can come from animal and plant sources. Examples of food rich in protein include: meats, like beef and pork; poultry, like chicken and turkey; eggs; beans and peas; soy products; nuts and seeds; and seafood. In addition to the **amino acids** found in proteins that are important to humans' diets, these foods provide iron and B vitamins. Serving sizes are in ounces, with 1 ounce of protein being one serving.

**Dairy: Get your calcium-rich foods.** Dairy foods are important sources of calcium and also provide other nutrients like protein, vitamins, and minerals. Dairy foods include products made from milk that are high in calcium, including liquid milk, milk-based desserts, cheese, and yogurt. Calcium-fortified soy beverages also count as dairy foods. However, foods that are made from milk and are low in calcium, like cream, butter, and cream cheese, do not count as dairy foods. MyPlate recommends that calcium-rich foods should be fat-free or low-fat (1% milk fat). One serving of dairy is one and a half ounces of cheese, 8 ounces (1 cup) of yogurt, or 8 ounces (1 cup) of milk.



Although not included as one of the five food groups, **oils** are included in MyPlate because this food category can also provide important nutrients. Oils represent a type of fat that is liquid at room temperature. Oils can be found in foods like olives, avocados, nuts, and some fish.

Dips made out of beans and vegetables can provide a good source of protein and other nutrients. Blending vegetables into the dip can enhance flavor and increase the nutrient content. Preparing and tasting the Delicious Dunking Dip recipe provides youth with a chance to sort ingredients into the five food groups, reinforcing concepts explored in *Discovering Healthy Choices*. In this cooking demonstration youth will explore more of the foods they learned about that are grown around the world in the *Discovering Health Choices* Module 1.

## CONCEPTS AND VOCABULARY

- **Amino acids:** organic compounds that make proteins and provide energy to the body.
- **Blend:** to mix different ingredients together.
- **Chop:** a cutting technique that results in irregularly shaped pieces. The size may be specified in a recipe, for example: chopped fine for small pieces, chopped coarsely/roughly for large pieces, and chopped medium for a size in between small and large.
- **Culture:** the beliefs and practices of social groups.
- **Cultural foods:** foods that are prepared by a specific cultural group.
- **Dairy:** foods that are made from milk and are high in calcium, like liquid milk, cheese and yogurt. Calcium-fortified soy beverages count as dairy. Examples of 1 serving of dairy: 1 cup of milk; 1 cup of calcium-fortified soy beverage; 1 ½ ounces of cheese; or 1 cup of yogurt.
- **Food processor:** an electric tool that mixes, chops, and purees foods.
- **Fruits:** foods that are whole fruits, 100% fruit juice or dried fruit. Examples of 1 serving of fruit: 1 cup of fresh fruit; 1 cup of 100% fruit juice; or ½ cup of dried fruit.
- **Grains:** foods made from wheat, rice, oats, cornmeal, barley or another cereal grain. Examples of 1 serving of grains: 1 cup of cereal; 1 slice of bread; 1/2 cup of cooked rice; or 1/2 cup of oats.
- **MyPlate:** a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet.
- **Native:** something that is original to a specific place or region.
- **Nutrients:** substances our bodies need to grow and stay healthy.
- **Observation:** the act or instance of noticing, perceiving, or attentively watching an occurrence.
- **Oils:** fats that are liquid at room temperature and can provide important nutrients.
- **Protein foods:** foods that are good sources of protein, like meat, fish, eggs, peanut butter, nuts and beans. Examples of 1 serving of protein: 1 ounce of meat; 1 ounce of fish; 1 egg; 1 tablespoon of peanut butter; ½ ounce of nuts; or ¼ cup of cooked beans.
- **Refined grains:** grains that have been milled, a process that removes the bran and germ of the grain kernel. This process gives grains a finer texture and improves their shelf life, but it also removes dietary fiber, iron and many B-vitamins.
- **Vegetables:** foods that are whole vegetables or 100% vegetable juice. Examples of 1 serving of vegetables: 1 cup of raw or cooked vegetables; 1 cup of 100% vegetable juice; 2 cups of raw leafy greens; or 1 cup of cooked leafy greens.
- **Whole grains:** grains that contain the entire kernel, including the bran, germ and endosperm.

## CALIFORNIA NUTRITION EDUCATION COMPETENCIES SUPPORTED

*Cooking Up Healthy Choices* supports California Nutrition Education Competencies. Please see page 6 for more information about which competencies are supported.

## TIME REQUIRED

45 to 60 minutes



# DISCOVERING HEALTHY CHOICES MODULES REINFORCED

Modules 1, 3, 5

## COUNTRY CONNECTION

### Iraq

Iraq is in the Middle East and is bordered by Syria, Turkey, Iran, Kuwait, Saudi Arabia, and Jordan. It has mostly plains but there is a central valley where there are two major rivers, the Tigris and Euphrates. The climate of Iraq is mostly arid, with mostly warm weather and little rainfall. This climate makes it difficult to grow crops without an intervention like irrigation. The major agricultural crops in Iraq are wheat, tomatoes, barley, rice, dates, and cotton, and the livestock that is raised include chickens, sheep, goats, and cattle. All of these can also be grown and raised in California. Commonly eaten fruits and vegetables include chickpeas (garbanzo beans), fava beans, lentils, tomatoes, potatoes, onions, eggplant, green pepper, olives, celery, green onions, parsley, pickles, dates, figs, grapes, lemons, limes, apricots, and raisins.

## VEGETABLE AND GARDEN CONNECTION

Highlights some spring crops that can be grown in the instructional garden.

Vegetable	Discovering Healthy Choices Connections
Broccoli	<ul style="list-style-type: none"><li>• Cool season crop; grown in China and the United States (Module 1)</li><li>• A good source of B-vitamins and vitamin C (Module 3)</li><li>• MyPlate Vegetable Subgroup: Dark Green (Module 5)</li><li>• Nutrient information provided to calculate and create a Nutrition Facts Label for broccoli (Module 6)</li><li>• Optional ingredient for finger salad recipe (Module 8)</li></ul>
Carrots	<ul style="list-style-type: none"><li>• Cool season crop; grown in Australia, India, and the United States (Module 1)</li><li>• A good source of vitamin A, vitamin C, and fiber (Module 3)</li><li>• A serving size of carrots is 1 cup (Module 4)</li><li>• MyPlate Vegetable Subgroup: Red &amp; Orange (Module 5)</li><li>• Nutrient information provided to calculate and create a Nutrition Facts Label for carrots (Module 6)</li><li>• Optional ingredient for finger salad recipe (Module 8)</li></ul>
Garlic	<ul style="list-style-type: none"><li>• Warm season crop; grown in China and the United States (Module 1)</li><li>• A good source of carbohydrates, protein, B-vitamins, vitamin C, and calcium (Module 3)</li><li>• MyPlate Vegetable Subgroup: Other (Module 5)</li><li>• Nutrient information provided to calculate and create a Nutrition Facts Label for garlic (Module 6)</li></ul>
Radishes	<ul style="list-style-type: none"><li>• Cool season crop; grown in China, France, India, and the United States (Module 1)</li><li>• A good source of water (Module 3)</li><li>• MyPlate Vegetable Subgroup: Other (Module 5)</li><li>• Nutrient information provided to calculate and create a Nutrition Facts Label for radishes (Module 6)</li><li>• Optional ingredient for finger salad recipe (Module 8)</li></ul>
Spinach	<ul style="list-style-type: none"><li>• Cool season crop; grown in France and the United States (Module 1)</li><li>• A good source of vitamin A and vitamin C (Module 3)</li><li>• MyPlate Vegetable Subgroup: Dark Green (Module 5)</li><li>• Nutrient information provided to calculate and create a Nutrition Facts Label for spinach (Module 6)</li><li>• Optional ingredient for finger salad recipe (Module 8)</li></ul>

## GETTING READY

1. Make copies of the *Delicious Dunking Dip* handout (Appendix 4B); one for each youth.
2. Make a copy of the *MyPlate* reference sheet (Appendix 4C); one for the facilitator's use.
3. Prepare vegetables by washing them.

**Facilitator Tip:** If time is limited, chop vegetables prior to beginning the demonstration.

4. Provide each youth with a copy of the *Delicious Dunking Dip* handout. Explain that the youth are to keep the handout upside down until asked to turn it over. Explain that the youth will answer the opening questions on the blank side of the handout.

**Facilitator Tip:** Encourage youth to ask questions and share personal experiences and interactions with the ingredients throughout the demonstration.

## OPENING QUESTIONS/PROMPTS

Ask the youth to respond to each question/prompt below by recording them on the blank back side of the *Delicious Dunking Dip* handout individually, and then sharing their ideas verbally.

- Explain what you know about the different vegetable categories in MyPlate.
- Explain what else you know about MyPlate.

## PROCEDURE (EXPERIENCING)

1. Begin the demonstration by washing your hands in front of youth. Explain the importance of safe food handling practices by washing hands, washing fruits and vegetables, and properly handling and storing the produce and other ingredients.
2. Show each of the ingredients individually and ask youth to share the name of each vegetable, and what they know about it. Confirm the names of the ingredients to the youth.
3. Ask the youth to flip over their handouts. Ask a youth to read the name of the recipe.

### Ingredients

- 30 ounces of cannellini beans or garbanzo beans (2, 15-ounce cans)
- 6 cloves of garlic, roughly chopped
- 2 cups spinach
- 4 tablespoons tahini
- 2 lemons, juiced
- 1/2 cup olive oil
- 4 tablespoons rice vinegar
- 1/2 teaspoon salt
- Baby carrots, about 2 per person
- Broccoli, about 2 florets per person
- Radishes, about 2 slices per person
- Cauliflower, about 2 florets per person
- Asparagus, about 2 chopped pieces per person
- Whole grain crackers, about 2 per person
- Whole wheat pita bread, about 2 cut pieces per person

**Facilitator Tip:** If any of the ingredients are being grown in the garden and are ready to be harvested, they can be used for this recipe. If possible have youth help with harvesting the vegetables. Be sure to wash the vegetables before use.

**Facilitator Tip:** Keep refrigerated foods cold at 40°F or below to ensure food safety.

### Materials

- \*Materials provided in curriculum
- *\*Delicious Dunking Dip* master recipe (Appendix 4A)
- *\*Delicious Dunking Dip* youth handout (Appendix 4B)
- *\*MyPlate* reference sheet (Appendix 4C)
- Food processor or blender
- Measuring cups
- Measuring spoons
- Can opener
- Cutting board
- Chef's knife
- Rag
- Trash bags
- Small plates
- Napkins



## PROCEDURE (EXPERIENCING) (CONTINUED)

4. Explain that the youth need to answer the first question on the handout throughout the cooking demonstration. Discuss what an observation is with the youth.

**Facilitator Tip:** If the youth are having difficulty describing their observations using their five senses, use the following prompts. When we make observations, we are using our five senses to understand the world around us. Observations are made using sight, smell, taste, touch, and sound. Observations using sight include color, size, and texture. Observations using smell include good or bad smells or comparing it to other familiar smells. Observations using taste may include the flavor and texture. Observations of touch are texture, weight, temperature, and softness. Observations using sound can include things you hear during the demonstration.

5. Ask the youth to answer the second question on the handout about which ingredients from the recipe are in each MyPlate food group.
6. Ask the youth to answer the third question on the handout. Explain that they should use what they know about MyPlate to estimate about how many MyPlate servings within each food group are in the recipe.

**Facilitator Tip:** Youth may need prompting about how to make an educated prediction about how many servings they might eat of each food group.

7. Begin preparing the recipe, according to the Master Recipe (Appendix 4A)
8. Throughout the cooking demonstration describe what you are doing and use the following prompts to generate discussion:
  - Ask the youth to explain what they know about Iraq.
  - Ask the youth to explain what they know about foods in Iraq.
  - Encourage youth to ask questions and share previous experiences and interactions with the ingredients throughout the demonstration.
  - Ask the youth to explain what they know about where these ingredients come from and how they are grown.
  - Ask the youth to explain what they know about which of these ingredients are grown in California.
  - Tell the youth about using different utensils and cookware.
  - Have the youth explain what they know about how to safely handle knives when cooking. Emphasize the importance of keeping knife tip pointed down at the cutting surface, keeping fingers away from area being cut.
  - Have the youth explain what they know about different ways to cut vegetables. Tell the youth about the various cooking techniques being used.
  - Which of these ingredients have you tasted before?
  - (If growing an instructional garden) Which of these ingredients are growing in your garden?
  - Explain that tahini is made from ground, hulled sesame seeds, and that it can be eaten as a dip on its own or as a salad dressing.
  - Ask the youth what they think lemon juice is used for. Explain that it can be added to enhance the flavor and the acidity. Tell them those foods that are acidic helps to add a bright flavor. Ask the youth what other recipes lemon juice can add flavor to.
9. Before serving the samples, ask the youth to wash their hands.
10. Serve a sample of the prepared food on individual plates for each youth.
11. Ask the youth to answer the fourth question using their five senses to describe their "Delicious Dunking Dip Experience."

## SHARING, PROCESSING AND GENERALIZING

1. Have youth share their observations from the cooking demonstration (question 1 on the *Delicious Dunking Dip* handout).
2. Have youth share which ingredients from the recipe they think should be categorized in each food group according to MyPlate (question 2 on the *Delicious Dunking Dip* handout).  
**Facilitator Tip:** Use the MyPlate reference sheet (Appendix 4C) to assist in describing MyPlate food groups.
3. Have youth share how many servings of each food group they predict to consume in this recipe (question 3 on the *Delicious Dunking Dip* handout).  
**Facilitator Tip:** Use the MyPlate reference sheet (Appendix 4C) to assist in describing MyPlate recommended servings for each of the food groups.
4. Have youth share their “Delicious Dunking Dip Experience” using their five senses (question 4 on the *Delicious Dunking Dip* handout).
5. Ask youth if they tasted any new foods today. And if so, what they thought about those new foods.
6. Ask youth to share their overall opinions of the Delicious Dunking Dip.  
**Facilitator Tip:** This can be done by asking youth to show two thumbs up if they like it or two thumbs down if they did not; you can ask them to record it on their handouts, or have them vote and record on the board the number of youth who liked it and those who did not.
7. Ask youth to discuss how they might change this recipe to include other healthy ingredients. Some examples may include:
  - Other vegetables to dip: celery, bell pepper, cucumber
  - Other protein: garbanzo beans (hummus)
  - Other grains to dip: pretzels, pita chips
  - Other flavors to add to the dip: sundried tomato, artichoke, kalamata olive, eggplant

## CONCEPT AND TERM DISCOVERY/INTRODUCTION

Make sure that key concepts and vocabulary terms are either discovered by the students or introduced to them: **food safety, cooking techniques, servings of foods in MyPlate food groups.**

# APPENDIX 4A: DELICIOUS DUNKING DIP MASTER RECIPE

4A

## Cooking Demonstration 4 Master Recipe

\*Recipe makes enough for 30 samples

### INGREDIENTS

#### Dip:

30 ounces of cannellini beans or garbanzo beans (2, 15-ounce cans), liquid drained  
6 cloves of garlic, roughly chopped  
2 cups spinach  
4 tablespoons tahini  
2 lemons, juiced  
1/2 cup olive oil  
4 tablespoons rice vinegar  
1/2 teaspoon salt

#### Dunkers:

Baby carrots, about 2 per person  
Broccoli, about 2 florets per person  
Radishes, about 2 slices per person  
Cauliflower, about 2 florets per person  
Asparagus, about 2 chopped pieces per person  
Whole grain crackers, about 2 per person  
Whole wheat pita bread, about 2 cut pieces per person

### INSTRUCTIONS

1. In a food processor or blender, blend all Dunking Dip ingredients for approximately 2 minutes until smooth.
2. Place bean dip on a plate for each youth along with a selection of dunkers.
3. Scoop bean dip with various vegetable and whole grain dunkers to enjoy!

# APPENDIX 4B: DELICIOUS DUNKING DIP

4B

## Youth Handout

Recipe serves 4-6 people

### Dunking Dip:

- 1 15-oz can cannellini or garbanzo beans, drained
- 3 cloves garlic, roughly chopped
- 1 cup spinach
- 2 tablespoons tahini (sesame seed paste)
- 2 tablespoons lemon juice from 2 lemons
- ¼ cup extra virgin olive oil
- 2 tablespoons rice vinegar
- ½ teaspoon salt

### Dunkers:

- Carrots sliced into large medallions or baby carrots
- Broccoli, cut into florets
- Radishes, sliced
- Cauliflower, cut into bite-size pieces
- Asparagus, sliced into bite-size pieces
- Whole wheat pita bread, cut into pieces
- Whole wheat crackers

1. In a food processor or blender, blend all Dunking Dip ingredients for approximately 2 minutes until smooth.
2. Place bean dip in a serving bowl.
3. Scoop bean dip with various vegetable and whole grain dunkers to enjoy!

### MyPlate Servings in Recipe

Vegetables:

Fruits:

Proteins:

Grains:

Dairy:

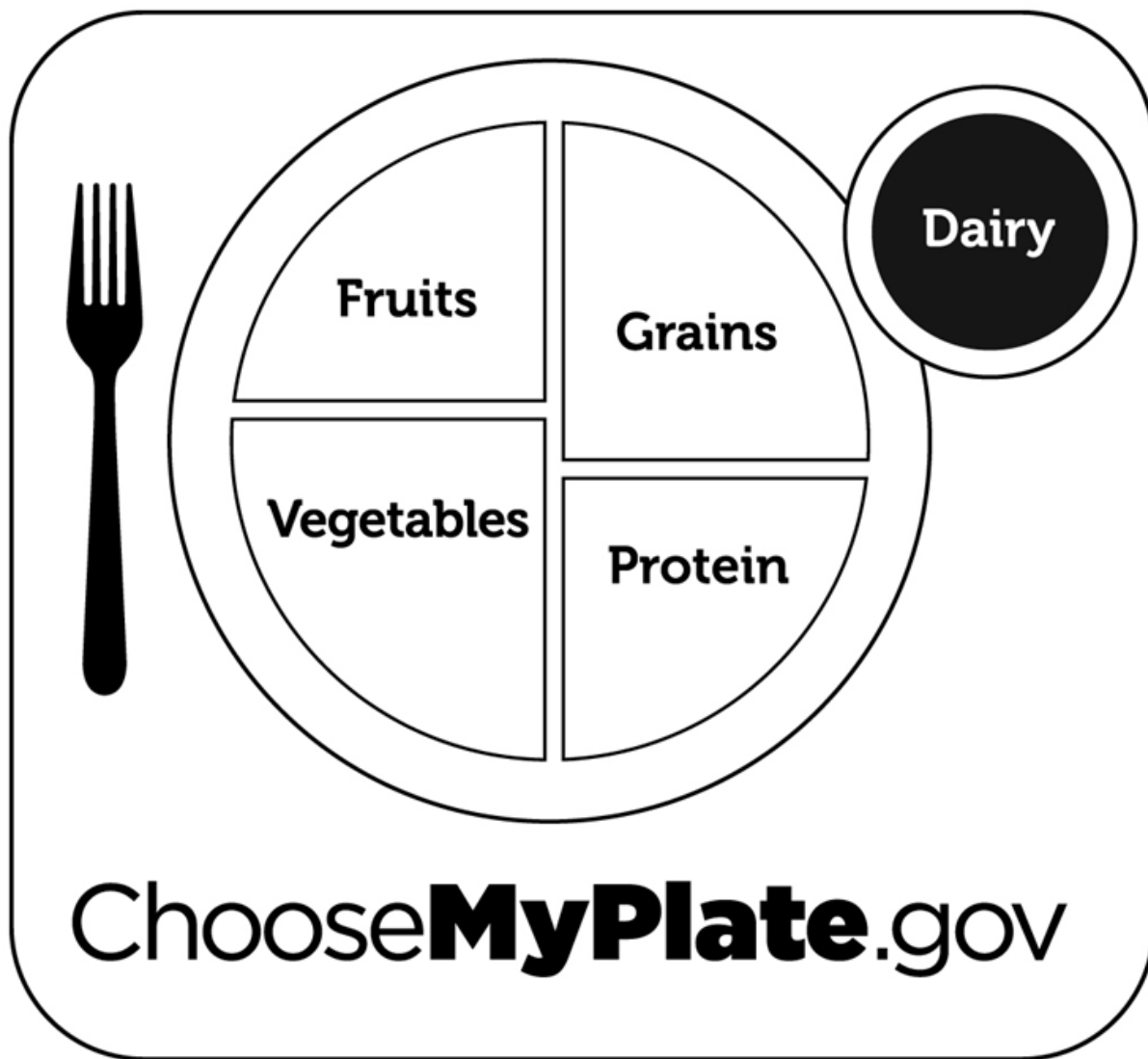
Oils:

1. Observations throughout the cooking demonstration.

2. Which ingredients from this recipe fall under which food group according to MyPlate?

3. Record the number of servings of each food group in this recipe in the box above.

4. My Delicious Dunking Dip Experience – Use your 5 senses to describe your food experience in words and pictures.





# 5 COOKING DEMONSTRATION: STIR-IT-UP STIR FRY

## INTRODUCTION

The Food and Drug Administration requires most packaged foods and beverages to have a **Nutrition Facts Label** ("Labeling & Nutrition," 2011). Food manufacturers provide the nutritional content of their product to help consumers make informed choices about the foods they eat.

**Serving size** is the first item listed at the top of the label. Each type of food has a standard serving size and the nutrients listed on the label are based on that serving. Next, the label displays the amount of **calories** in the serving and how many of those calories come from fat.

The amounts of nutrients are broken out individually within one serving and are represented by grams (g) and **percent (%) daily value**. The percent daily value represents the percentage of the recommended amount of a nutrient that is provided in one serving of a food. The percent daily value is based on a 2,000 calorie diet, so if your daily caloric needs are greater or less than 2,000, the percent daily value may be different than what is listed on the Nutrition Facts Label. Percent daily value can help us decide if a food is high or low in a nutrient: 5% or less is low and 20% or more is high.

The first nutrient listed is **total fat**, followed by two subgroups of **fats: saturated fat** and **trans fat**. It is recommended that we choose foods that are low in saturated fat and avoid foods with trans fat (Dietary Guidelines for Americans, 2010). **Cholesterol** and **sodium** are listed next. It is recommended that we choose foods that are low in cholesterol and sodium.

**Total carbohydrate** represents starches, sugars, and fiber. The two subgroups of carbohydrates listed on food labels are **dietary fiber** and **sugars**. It is recommended that we choose foods that are high in fiber. Sugars represent all types of sugar in the food, including those that are naturally in the food (e.g. fruit and milk) and added sugars. It is recommended that we reduce our intake of foods that are high in added sugars. The Nutrition Facts Label does not specify how many grams or percent daily value of added sugars, but we can look at the **ingredients** list instead. Listed below sugars is **protein**, which is listed in grams but not in percent daily value.

**Vitamins** and **minerals** are listed together. The four vitamins and minerals shown on food labels are vitamin A, vitamin C, calcium, and iron. It is recommended that we choose foods that are high in these vitamins and minerals.

**Ingredients** are displayed near the Nutrition Facts Label. These ingredients are listed in order from greatest amount to least amount. The ingredients list can be used to avoid foods that are high in added sugars. If a food has sugar listed in one of the first few ingredients, the food is high in added sugars. Names for added sugars include sugar, molasses, honey, maltose, dextrose, sucrose, and fructose.

**MyPlate** is a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet using a familiar image – a place setting for a meal. The five food groups included in MyPlate are: fruits, vegetables, grains, protein, and dairy. MyPlate includes recommendations relative to the amounts of each food that should be consumed within each group depending on age, gender, and amount of physical activity. One of the recommendations illustrated by MyPlate is to make half of a person's plate fruits and vegetables.





A **serving size** is the amount displayed on the **Nutrition Facts** label found on food packaging that indicates the amount of nutrients you can obtain from one serving of a food. One serving size of fruit is  $\frac{1}{2}$  cup or 1 small apple. Servings of vegetables can come from fresh, canned, dried, pureed, or frozen, as well as 100% vegetable juice. One serving of vegetables is 1 cup for most vegetables. However, one serving of raw leafy greens like spinach is 2 cups and one serving of cooked leafy greens is 1 cup. One serving of grains is  $\frac{1}{2}$  cup for cooked grains like rice, 1 slice of bread, and 1 cup of cereal. Serving sizes for protein are in ounces, with 1 ounce of protein being one serving. One serving of dairy is 1 ounce of cheese, 8 ounces (1 cup) of yogurt, or 8 ounces (1 cup) of milk.

A stir fry is a quick-cooking technique that uses high heat and minimal oil. Youth may be familiar with flavors used in a stir fry, which provides a great opportunity to introduce new vegetables to youth in a familiar way. While preparing the Stir-It-Up Stir Fry, youth can revisit terms and concepts related to the Nutrition Facts Label and the nutrients and items listed on the label, as first explored in *Discovering Healthy Choices*. In this cooking demonstration youth will explore more of the foods they learned about that are grown around the world in the *Discovering Healthy Choices* Module 1.

## CONCEPTS AND VOCABULARY

- **Calories:** a measurement of the amount of energy that a food provides.
- **Cholesterol:** a substance that is used by the body for structural and biological functions, but our bodies can make cholesterol so we do not need to obtain it from our food.
- **Culture:** the beliefs and practices of social groups.
- **Cultural foods:** foods that are prepared by a specific cultural group.
- **Dietary fiber:** a nutrient that helps our digestive system function properly.
- **Ingredients:** a list located near the Nutrition Facts Label which lists the food ingredients in order from largest to smallest amounts.
- **Minerals:** elements that are needed for growth, development and maintenance of the body's tissues, like iron and calcium.
- **MyPlate:** a nutrition guide developed by the United States Department of Agriculture (USDA). It illustrates the five food groups that are the building blocks for a healthy diet.
- **Native:** something that is original to a specific place or region.
- **Nutrients:** substances our bodies need to grow and stay healthy.
- **Nutrition Facts:** a label on food packaging that displays nutritional content of food products.
- **Observation:** the act or instance of noticing, perceiving, or attentively watching an occurrence.
- **Percent (%) daily value:** the percent of the recommended amount of a nutrient that the food provides based on a 2,000 calorie diet.
- **Protein:** a nutrient that helps to build and repair tissues and organs like muscles and the heart; proteins are also metabolized for energy.
- **Serving size:** standard reference amounts that are set by the United States Food and Drug Administration (FDA).
- **Sodium:** a nutrient that is important for many biological functions, but is only needed in small amounts.
- **Stir fry:** to quickly fry meat or vegetables over high heat while stirring.
- **Sugars:** this category represents all types of sugar in one serving, including those that are naturally in the food and added sugars.
- **Total carbohydrate:** the amount of carbohydrates in one serving, including starches, sugars, and dietary fiber.
- **Total fat:** the amount of fat in one serving, including unsaturated, saturated and trans fats.
- **Vitamins:** organic molecules needed for growth, development and maintenance of the body's tissues.

# CALIFORNIA NUTRITION EDUCATION COMPETENCIES SUPPORTED

*Cooking Up Healthy Choices* supports California Nutrition Education Competencies. Please see page 6 for more information about which competencies are supported.

## TIME REQUIRED

45 to 60 minutes

## DISCOVERING HEALTHY CHOICES MODULES REINFORCED

Modules 1, 3, 4, 5, 6

## COUNTRY CONNECTION

### China

China is a large country in eastern Asia with many different regions and climates. Most of the land is either mountains or desert, and only about one-tenth of the country can be farmed. Land in eastern China is one of the best places for farming because of the access to water through river systems. Several foods grown in China are also grown in California, including: cabbage, green onions, green beans, apples, pears, and citrus fruits like oranges and mandarins. China is a major exporter of vegetable crops to other countries around the world. The main agricultural crops they sell are rice, tea, wheat, potatoes, peanuts, barley, cotton, pork, and fish. In the Canton province of China, simple stir-fries and rice are commonly eaten. An important idea in Chinese cooking is balance. It is important that the flavors, textures, and colors in every meal are well balanced.



## VEGETABLE AND GARDEN CONNECTION

Vegetable	Discovering Healthy Choices Connections
Broccoli	<ul style="list-style-type: none"> <li>• Cool season crop; grown in China and the United States (Module 1)</li> <li>• A good source of B-vitamins and vitamin C (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Dark Green (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for broccoli (Module 6)</li> <li>• Optional ingredient for finger salad recipe (Module 8)</li> </ul>
Cabbage	<ul style="list-style-type: none"> <li>• Cool season crop; grown in China and the United States (Module 1)</li> <li>• A good source of B-vitamins, vitamin C, and fiber (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Other (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for cabbage (Module 6)</li> <li>• Optional large-leaf greens for finger salad recipe (Module 8)</li> </ul>
Carrots	<ul style="list-style-type: none"> <li>• Cool season crop; grown in Australia, India, and the United States (Module 1)</li> <li>• A good source of vitamin A, vitamin C, and fiber (Module 3)</li> <li>• A serving size of carrots is 1 cup (Module 4)</li> <li>• MyPlate Vegetable Subgroup: Red &amp; Orange (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for carrots (Module 6)</li> <li>• Optional ingredient for finger salad recipe (Module 8)</li> </ul>
Garlic	<ul style="list-style-type: none"> <li>• Warm season crop; grown in China and the United States (Module 1)</li> <li>• A good source of carbohydrates, protein, B-vitamins, vitamin C, and calcium (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Other (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for garlic (Module 6)</li> </ul>
Kohlrabi	<ul style="list-style-type: none"> <li>• Cool season crop; grown in France, India, and the United States (Module 1)</li> <li>• A good source of vitamin C and fiber (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Other (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for kohlrabi (Module 6)</li> <li>• Optional ingredient for finger salad recipe (Module 8)</li> </ul>
Leeks	<ul style="list-style-type: none"> <li>• Warm season crop; grown China and the United States (Module 1)</li> <li>• A good source of vitamin A, B-vitamins, vitamin C, and iron (Module 3)</li> <li>• MyPlate Vegetable Subgroup: Other (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for leeks (Module 6)</li> </ul>
Swiss Chard	<ul style="list-style-type: none"> <li>• Cool to warm season crop; grown in France and the United States (Module 1)</li> <li>• A good source of vitamin A and vitamin C (Module 3)</li> <li>• A serving size of raw Swiss chard is 2 cups (Module 4)</li> <li>• MyPlate Vegetable Subgroup: Dark Green (Module 5)</li> <li>• Nutrient information provided to calculate and create a Nutrition Facts Label for Swiss chard (Module 6)</li> <li>• Optional large-leaf greens for finger salad recipe (Module 8)</li> </ul>

## GETTING READY

1. Make copies of the *Stir-It-Up Stir Fry* handout (Appendix 5B); one for each youth.
2. Make a copy of the *MyPlate* reference sheet (Appendix 5C); one for the facilitator's use.
3. Prepare vegetables by washing them.  
**Facilitator Tip:** If time is limited, chop vegetables prior to beginning the demonstration.
4. Provide each youth with a copy of the *Stir-It-Up Stir Fry* handout. Explain that the youth are to keep the handout upside down until asked to turn it over. Explain that the youth will answer the opening question on the blank side of the handout.
5. **Facilitator Tip:** Encourage youth to ask questions and share personal experiences and interactions with the ingredients throughout the demonstration.

## OPENING QUESTIONS/PROMPTS

Ask the youth to respond to each question/prompt below by recording them on the blank back side of the *Stir-It-Up Stir Fry* handout individually, and then sharing their ideas verbally.

- Explain how to read a food label, including where it is found and what it tells you.
- Explain what you look for on a food label.

## PROCEDURE (EXPERIENCING)

1. Begin by washing your hands in front of youth. Explain the importance safe food handling practices by washing hands, washing fruits and vegetables, and properly handling and storing the produce and other ingredients.
2. Show each of the ingredients individually and ask youth to share the name of the vegetable, and what they know about it. Confirm the names of the ingredients to the youth.
3. Ask the youth to flip over their handouts. Ask a youth to read the name of the recipe.
4. Ask the youth to answer the first question on the handout throughout the cooking demonstration. Ask them to record their observations of the cooking demonstration.

**Facilitator Tip:** If the youth are having difficulty describing their observations using their five senses, use the following prompts. When we make observations, we are using our five senses to understand the world around us. Observations are made using sight, smell, taste, touch, and sound. Observations using sight include color, size, and texture. Observations using smell include good or bad smells or comparing it to other familiar smells. Observations using taste may include the flavor and texture. Observations of touch are texture, weight, temperature, and softness. Observations using sound can include things you hear during the demonstration.

### Ingredients

#### Sauce

- 1/4 cup low sodium soy sauce
- 1/4 cup vegetable broth
- 2 tablespoons rice vinegar
- 1 teaspoon sesame oil
- 2 teaspoons corn starch

#### Stir Fry

- 1 tablespoon canola oil
- 3 stalks of celery, medium chopped
- 2 leeks, medium chopped
- 2 cups carrots, medium chopped
- 1 bell pepper, medium chopped
- 2 cups broccoli, medium chopped
- 2 cups bok choy or baby bok choy, medium chopped
- 3 leaves of Swiss chard, medium chopped
- 1/2 head of Napa cabbage, medium chopped
- 2 kohlrabi, peeled and medium chopped
- 2 tablespoons garlic, finely chopped
- 2 tablespoons fresh ginger, peeled and finely chopped
- 4 cups cooked rice (white or brown)

**Facilitator Tips:** Precook rice and reheat in microwave or rice cooker.

**Facilitator Tips:** If any of the ingredients are being grown in the garden and are ready to be harvested, they can be used for this recipe. If possible have youth help with harvesting the vegetables. Be sure to wash the vegetables before use.

**Facilitator Tips:** Keep refrigerated foods cold at 40°F or below to ensure food safety.

### Materials

\*Materials provided in curriculum

- \**Stir-It-Up Stir Fry master recipe* (Appendix 5A)
- \**Stir-It-Up Stir Fry youth handout* (Appendix 5B)
- \**MyPlate reference sheet* (Appendix 5C)
- Portable burner
- Wok or skillet
- Spoons, spatulas
- Measuring cups
- Measuring spoons
- Cutting board
- Chef's knife
- Can opener
- Rag
- Trash bags
- Small plates or bowls
- Disposable forks
- Napkins



## PROCEDURE (EXPERIENCING) (CONTINUED)

5. Ask the youth to answer the second question on the handout. Explain that they should use what they know about MyPlate to estimate about how many MyPlate servings within each food group are in the recipe.

**Facilitator Tip:** Youth may need prompting about how to make an educated prediction about how many servings they might eat of each food group.

6. Begin preparing the recipe, according to the Master Recipe (Appendix 5A).
7. Throughout the cooking demonstration describe what you are doing and use the following prompts to generate discussion:
  - Ask the youth to explain what they know about China.
  - Ask the youth to explain what they know about foods in China.
  - Encourage youth to ask questions and share previous experiences and interactions with the ingredients throughout the demonstration.
  - Ask the youth to explain what they know about where these ingredients come from and how they are grown.
  - Ask the youth to explain what they know about which of these ingredients are grown in California.
  - Tell the youth about using different utensils and cookware.
  - Have the youth explain what they know about how to safely handle knives when cooking. Emphasize the importance of keeping knife tip pointed down at the cutting surface, keeping fingers away from area being cut.
  - Have the youth explain what they know about different ways to cut vegetables. Tell the youth about the various cooking techniques being used
  - Which of these ingredients have you tasted before?
  - (If growing an instructional garden) Which of these ingredients are growing in your garden?
  - Ask the students to pass around the food packaging for some of the ingredients so they can look at the food labels. Encourage them to make observations about the information they see.
8. Before serving the samples of stir fry, ask the youth to wash their hands.
9. Serve a sample of the prepared food on individual plates for each youth.
10. Explain that the youth need to answer the third question using their five senses to describe their “Stir-It-Up Stir Fry Experience.”

## SHARING, PROCESSING AND GENERALIZING

1. Have youth share their observations from the cooking demonstration (question 1 on the *Stir-It-Up Stir Fry* handout).
2. Have youth share their predictions about how many servings of each food group they would get from eating this recipe, and which ingredients belong in each food group according to MyPlate (question 2 on the *Stir-It-Up Stir Fry* handout).

**Facilitator Tip:** Use the MyPlate reference sheet (Appendix 5C) to assist in describing MyPlate recommended servings for each of the food groups.

3. Have youth share their “Stir-It-Up Stir Fry Experience” using their five senses (question 3 on the *Stir-It-Up Stir Fry* handout).
4. Ask youth if they tasted any new foods today. And if so, what they thought about those new foods.
5. Ask youth to share their overall opinions of the Stir-It-Up Stir Fry.

**Facilitator Tip:** This can be done by asking youth to show two thumbs up if they like it or two thumbs down if they did not; you can ask them to record it on their handouts, or have them vote and record on the board the number of youth who liked it and those who did not.

6. Ask youth to discuss how they might change this recipe to include other healthy ingredients. Some examples may include:
  - Other vegetables: cauliflower, collards, spinach, yellow squash, zucchini
  - Fruits: oranges, tangerines, mandarins, pineapple
  - Proteins: tofu, eggs, chicken, beef, pork
  - Other grains: whole wheat noodles

## CONCEPT AND TERM DISCOVERY/INTRODUCTION

Make sure that key concepts and vocabulary terms are either discovered by the students or introduced to them: **food safety, cooking techniques, serving amounts for each MyPlate food group, and how we can use food labels to tell us about the nutrients in the food.**



# APPENDIX 5A: STIR-IT-UP STIR FRY

5A

## Cooking Demonstration 5 Master Recipe

\*Recipe makes enough for 30 tastings

### INGREDIENTS

#### Sauce:

- 1/4 cup low sodium soy sauce
- 1/4 cup vegetable broth
- 2 tablespoons rice vinegar
- 1 teaspoon sesame oil
- 2 teaspoons corn starch

#### Stir Fry:

- 1 tablespoon canola oil
- 3 stalks of celery, medium chopped
- 2 leeks, medium chopped
- 2 cups carrots, medium chopped
- 1 bell pepper, medium chopped
- 2 cups broccoli, medium chopped
- 2 cups bok choy or baby bok choy, medium chopped
- 3 leaves of Swiss chard, medium chopped
- 1/2 head of Napa cabbage, medium chopped
- 2 kohlrabi, peeled and medium chopped
- 2 tablespoons garlic, finely chopped
- 2 tablespoons fresh ginger, peeled and finely chopped
- 4 cups cooked brown rice

**Facilitator Tip:** To save time, precook rice and reheat in microwave or rice cooker during the cooking demonstration.

### INSTRUCTIONS

1. Cook rice according to package directions.
2. Mix soy sauce, vegetable broth, rice vinegar, sesame oil, and corn starch in a medium bowl. Set aside.
3. Heat canola oil in large wok or skillet over medium heat. Add celery, leeks, carrots, and bell pepper. Cook, stirring occasionally, until slightly softened, about 2 minutes.
4. Add broccoli, bok choy, Swiss chard, cabbage, and kohlrabi. Cook for about 3 minutes.
5. Push vegetables to the sides of the pan, clearing a space in the center of the wok or skillet. In the cleared space add garlic and ginger. Cook for 30 seconds, and then stir garlic into vegetables.
6. Add sauce mixture to the vegetables. Mix together and cook for 1 minute.
7. Serve over brown rice.



# APPENDIX SB: STIR-IT-UP STIR FRY

SB

## Youth Handout

Recipe serves 4-6 people

### Stir Fry

- 1 ½ cups brown rice
- 1 bell pepper, medium chopped
- 1 head baby bok choy, medium chopped
- 1 cup swiss chard, medium chopped
- 1 cup napa cabbage, medium chopped
- 1 small head broccoli, medium chopped
- 1 kohlrabi, peeled and medium chopped
- 1 clove garlic, finely chopped
- 1 tablespoon fresh ginger, peeled and finely chopped
- 1 tablespoon canola oil
- ½ cup celery, medium chopped
- 1 leek, white parts only, medium chopped
- 1 carrot, medium chopped

### Sauce

- 2 tablespoons low sodium soy sauce
- 2 tablespoons vegetable or chicken broth
- 1 tablespoon rice vinegar
- ½ teaspoon sesame oil
- 1 teaspoon corn starch

1. Cook rice according to package directions.
2. Mix soy sauce, vegetable broth, rice vinegar, sesame oil, and corn starch in a medium bowl. Set aside.
3. Heat canola oil in large wok or skillet over medium heat. Add celery, leeks, carrots, and bell pepper. Cook, stirring occasionally, until slightly softened, about 2 minutes.
4. Add broccoli, bok choy, Swiss chard, cabbage, and kohlrabi. Cook for about 3 minutes.
5. Push vegetables to the sides of the pan, clearing a space in the center of the wok or skillet. In the cleared space add garlic and ginger. Cook for 30 seconds, and then stir garlic into vegetables.
6. Add sauce mixture to the vegetables. Mix together and cook for 1 minute.
7. Serve over brown rice.

### MyPlate Servings in Recipe

Vegetables:

Fruits:

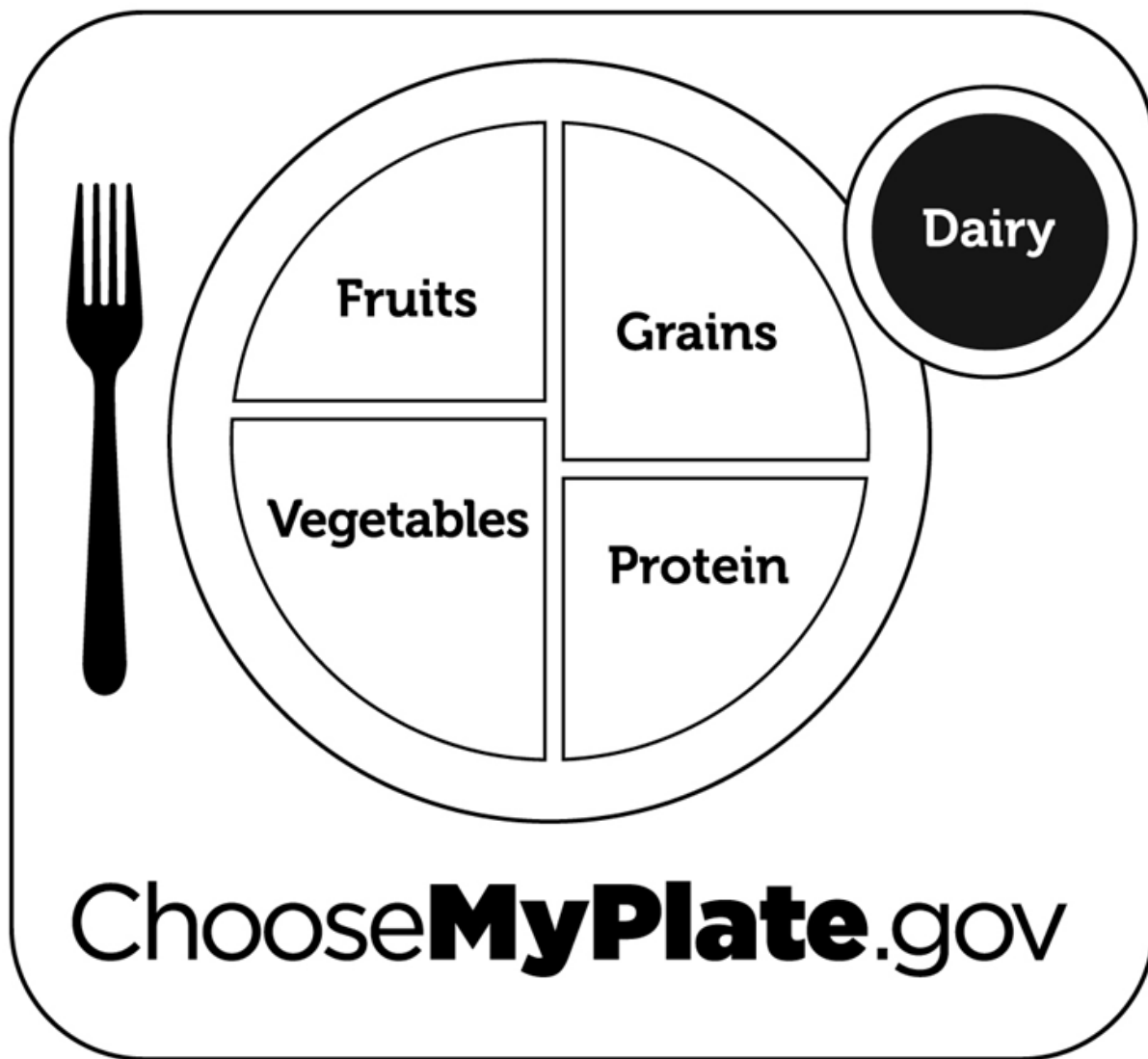
Proteins:


Grains:

Dairy:

Oils:

- 
1. Observations throughout the cooking demonstration.
  2. Record the number of servings of each food group in this recipe in the box above. Which ingredients belong in each food group?
  3. My Stir-It-Up Stir Fry Experience – Use your 5 senses to describe your food experience in words and pictures.





# PHOTO, GRAPHIC, AND ILLUSTRATION CREDITS

- **Cover & Design Artwork**
  - Lynn Chang
- **Cooking Demonstration 1: Fresh Fall Salad**
  - Food Photos – Kelley Brian, Jessica Linnell, & Lynn Chang
- **Cooking Demonstration 2: Black Bean and Veggie Tostada Olé**
  - Food Photos – Kelley Brian, Jessica Linnell, & Lynn Chang
- **Cooking Demonstration 3: Veg-Out Chilean Stew**
  - Food Photos – Kelley Brian, Jessica Linnell, & Lynn Chang
- **Cooking Demonstration 4: Delicious Dunking Dip**
  - Food Photos – Kelley Brian, Jessica Linnell, & Lynn Chang
- **Cooking Demonstration 5: Stir-It-Up Stir Fry**
  - Food Photo – Kelley Brian & Jessica Linnell, & Lynn Chang



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Cooking Demos 1-5

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United States Department of Agriculture Center for Nutrition Policy & Promotion (2011) MyPlate. Retrieved from <http://choosemyplate.gov>