Back to the Kitchen:

Healthy Cooking Series

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United Neighborhood Centers of Milwaukee’s (UNCOM)
Milwaukee Childhoo...
# Back to the Kitchen: Healthy Cooking Series

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SECTION 1
A. Back to the Kitchen – General Description

This 5-part cooking skills course will provide participants experience in using basic cooking terminology and techniques to develop healthy meals and snacks. One section of the Choose MyPlate Food Guide will be feature at each session along with a variety of cooking techniques. Adjustments in curriculum will be provided for use with small children (5-8 years), tweens (9-12); teens 13-17; adults 18 and older.

B. Learning Intentions:

Participants will utilize a variety of cooking techniques to build skills in preparing healthy meals or snacks in keeping with the Choose MyPlate Food Guide.

C. Success Criteria:

Participants can state at least 3 cooking techniques that they will use at home to prepare healthy meals or snacks.

D. Time Requirement: Approximately 45-60 minutes per session (adjusted to 30 minutes for small child sessions without group discussion segment)

E. General Workshop Outline:

I. Introduction to the featured Choose MyPlate food section of the day
II. Review recipe to be prepared and the cooking terminology/techniques to be utilized
III. Demonstrate how to perform the cooking techniques showcased
IV. In small groups of 3-5 participants each, work together to prepare the recipe(s)
V. Each participant taste and rate the recipe(s) using scoring sheet
VI. Open discussion: Could you prepare healthy foods at home using these cooking skills?
VII. Complete evaluation, provide grab bag of materials/incentive to take home

F. Materials Needed:

MyPlate handout with selected food group highlighted; Recipes sheets for all; food and utensils (cutting knives, spoons, forks, etc.) for each recipes; bowls, pots, pans, foil trays etc.; paper plates, 1-quart sandwich bags; wax paper, hand sanitizer, masking tape, markers, and garbage bags, recipe scoring sheet and stickers

G. Equipment Needed:

Assure access to equipment based on recipe selected – stove or hot plate; oven or microwave; high speed blender; can opener; extension cord for small appliances, etc.
H. Recipe List for Back to the Kitchen*

Back to the Kitchen with Fruits
- Fresh Fruit Pizza Pie
- Yogurt-Granola Parfait
- Apple Cheese Squares
- Apple-Yogurt Dipper

Back to the Kitchen with Vegetables
- Vegetable Wraps Ups
- Skillet Fried Cabbage
- Ants on a Log
- Spinach Dip Specialty

Back to the Kitchen with Grains
- Mushroom Brown Rice Pilaf
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- Spinach Pasta Salad
- Whole Grain Trail Mix
- Spiced Popcorn

Back to the Kitchen with Protein
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- Chicken Vegetable Stir Fry
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Back to the Kitchen with Dairy
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- Banana Sundae
- Ice Cream in a Bag
- Dilly Vegetable Dip

*Actual Recipes are located at the end of each workshop section.
SECTION 2
Section Two: “Planning Ahead”

A. Leader’s Guide:

a. Overview:

The Back to the Kitchen: Healthy Cooking Workshop Series has been developed to be implemented as a 5-part workshop series or as separate, individual sessions. However, by conducting the complete series, participants will be able to develop a wide variety of cooking skills and to taste and rate healthy recipes from all of the Choose MyPlate Food Groups.

This section provides an overview of key planning and implementation steps that will lead to a successful workshop or series. Given the various talking points that can be used to generate group discussions as well as the ability to tailor the agenda to various age groups, this curriculum can be used numerous times with no one session being exactly the same. The goal is to create a fun and engaging way to promote healthy food preparation and cooking skill building along with a greater understanding of the Choose MyPlate Food Guide.

b. Ten Steps to a Successful Back to the Kitchen Workshop:

Step One: Getting Started:

• After reviewing all workshops, decide the age group to target
• Evaluate budget needs and decide how many recipes will be prepared per workshop (e.g., if limited budget, conduct only one recipe per session)
• Decide on best day of the week, time of day, and start date
• Develop marketing flier and sign-up sheets
• Develop parental permission sheets and photo release forms (as needed)

Step Two: Selection of Agenda:

• Review agendas and possible alternatives for specific age groups
• Decide the final agenda based on the target audience
• Review Leader’s Talking Points and select one or two to include in opening session and group discussion
• Select the recipe(s) that will be showcased and include in agenda
Step Three: Gathering Supplies and Equipment:
- Inventory available equipment needed for food preparation
- Develop supply list including all paper goods, hand sanitizer, pencils, and stickers for rating of recipes
- Select store to purchase supplies (can be the same store that food is purchased)

Step Four: Shopping for Food:
- Plan to do shopping no more than two days before event to assure freshness
- Review the shopping list provided for each recipe and make adjustments in amounts depending on how many participants are expected.
- Try to select a store that supplies (such as paper goods) can be purchased as well

Step Five: Pre-preparation of food and cooking needs:
- Pre-preparation of food should only include washing of fruits and vegetables. All slicing and chopping should be done by the participants for skill development.
- Ingredients can be divided up based on how many groups are anticipated and the recipes to be prepared.
- Check all ingredients against recipe to make sure you have what is needed
- Clean all cooking equipment
- Make sure you have extension cords for small appliance use

Step Six: Setting-up for Workshop:
- About one hour prior to workshop, set out all equipment and supplies
- Based on the number of groups, set up tables with recipe and handouts at each seat
- Have a participant sign-in sheet available to be signed upon arrival
- Have hand sanitizer on each table

Step Seven: Opening of Workshop:
- Welcome everyone for coming to the Back to the Kitchen Workshop(s)
- Review the Learning Intentions and Success Criteria for the workshop series
- Discuss the importance of hand washing and the use of hand sanitizer
- At the first session, have adult participants complete the Pre-Survey (or Youth Poll for Tweens/Teens). The “Healthy Family Meals” can also be used, individually or pre/post.
- Using the MyPlate Food Group Handout, discuss the Food Group being showcased using the Leader's Talking Points as guide
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- Review recipe(s) and cooking techniques that will be utilized in the recipes
- Demonstrate the food preparation technique (e.g. chopping of green pepper)

Step Eight: Conducting Food Preparation and Recipe Rating Activity:
- Divide participants in groups of 3-5 participants (around 3-6 total groups per workshop)
- If preparing only one recipe, each group would prepare enough for their table
- If preparing 3 recipes, one recipe would be assigned to one to two groups and they would make enough for all workshop participants to sample.
- After food preparation is completed, allow participants time to taste and rate each recipe using the stickers and rating sheet provided
- Stress that participants are acting as food judges, so that everyone are expected to taste the foods, but don’t have to eat it if they chose not to.
- Have participants complete the questions at the bottom of the rating sheet and leave on table to be collected at end of session
- Optional: Make a master rating scale on a Large Paper Pad that sticks on wall and have participants place their rating sticker dots in the appropriate spot on the Master Scale. Add up the number of stickers per category and recipe prepared, and announce the winner (the ones with the most Love It and Good combined). If only one recipe was prepared, discuss the overall score and discussed what was good or not so good about the recipe and how it could be adjusted.

Step Nine: Group Discussion Using Food Group Talking Points:
- As time permit, pose one or two questions from Leader’s Talking Points for group discussion
- Have participants state whether they could make healthy recipes at home using the techniques learned in the session

Step Ten: Closing Check-Out, Take Home Materials, and Incentives:
- Ask any participant if they would like to say anything more about the session
- Have participants turn in completed rating sheets with evaluation questions answered at bottom
- Collect all pre-workshop questionnaires, if first workshop
- Provide grab bag of materials to take home to share with family (review content if time permits)
Back to the Kitchen: Workshop Planning Checklist

- Select your target group, workshop facilitator(s), and location for workshops
- Decide on the number of workshops that will be implemented (entire 5-part series or 1 or more workshops)
- Select a start date at least 2 months into the future. Decide on workshop dates for all lessons taking into account holidays or other special days (ex. field trip when youth will not be available)
- Develop recruitment strategy and market workshop series, 6 weeks to 1 month prior to start day
- For Children and Youth Workshops, develop parent permission slips and send home with potential participants (about 3-4 weeks prior to start date); follow-up as needed until desired number of participants is reached
- Review workshop agendas and recipes to assure they are age appropriate. Make adjustments to the agenda, as needed
- Plan your grocery, supplies, and equipment lists for your entire workshop series based on the workshops selected and recipes
- Make sure that there is a fully stocked first aid kit available in the kitchen
- 1-2 weeks out, purchase non-perishable food items, supplies, and equipment needed for all workshops
- Duplicate handouts and recipes to provide to participants or to send home to parents
- Purchase perishable foods 1-2 days before each session to assure freshness
- Day of Workshop, wash food and set-up 1-2 hours ahead of session start
**Ways to Promote Parent Involvement:**

- On the youth participation parent’s permission slip, spell out what type of support you are requesting from parents (i.e. make recipe again at home with your child)

- Ask for parent volunteers to help out at each session

- Send copies of all recipes and the shopping list home with children

- Offer the Healthy Cooking Series to Parents and other family members (i.e. aunts, grand-parents)

- Host a Family Night with the Youth Cooking the Recipes and parents acting as judges.

- Have tasting sessions for parents at the end of each Back to the Kitchen Series to showcase the recipes prepared
B. Leader’s Food Group Talking Points

The statements listed in this section are meant to be used in the opening and group discussion sections to provide the leader with accurate food and nutrition facts. Use only one to two talking points for each section so as not to take time from the food preparation priority. Each food group section will have a question that can be posed to the group and the answer listed below it. Always select the questions that you are most comfortable discussing. Use the additional resources and websites included at the end of the section to help gain confidence in the subjects. Some links to source data (accessible online) have been included for ease of search and a references list has been provided.
**Fruit and Vegetable Taking Points**

- **What key nutrients are provided from fruits and vegetables?**
  - **Calcium:** Calcium is essential for healthy bones and teeth. It is also needed for normal functioning of muscles, nerves and some glands.  
    - **Good Calcium Sources (100-200mg/serving)** – calcium fortified juice, collard greens, cowpeas, green soybeans (Edamame), spinach, turnip greens
  
  - **Fiber:** Diets rich in dietary fiber have been shown to have a number of beneficial effects, including decreased risk of coronary heart disease.  
    - **High Fiber sources (5 grams or more/serving)** – Apples, blackberries, lentils, lima beans, pears, pigeon peas, raspberries, pinto beans,
  
  - **Folate:** Healthful diets with adequate folate (or folic acid) may reduce a woman’s risk of having a child with a brain or spinal cord defect. It may also reduce risk of heart disease.  
    - **Good Folate sources (40-80 mg/serving)** – Asparagus, broccoli, chick peas, collard greens, endive, lentils, lima beans, spinach, strawberries, split peas, beets, okra, papaya, artichoke
  
  - **Iron:** Needed for healthy blood and normal functioning of all cells.  
    - **Good Iron sources (1.8-3.6 mg./serving)** – Lentils, spinach, winged beans, dried apricots, chick peas, green soybeans, lima beans, pinto beans, pigeon peas, small white beans
  
  - **Magnesium:** Magnesium is necessary for healthy bones and is involved with more than 300 enzymes in your body! Inadequate levels may result in muscle cramps and high blood pressure.  
    - **Good Magnesium sources (40=80 mg./serving)** – Almonds, brazil nuts, pinto beans, spinach, artichoke hearts, cooked beet greens, black beans, butternut squash, cashews, chick peas, great northern beans, hazelnuts, peanuts, pine nuts, walnuts
  
  - **Potassium:** Diets rich in potassium may help to maintain a healthy blood pressure.  
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- **Good Potassium sources** [(350-700 mg/serving)](350-700 mg./serving) - Pink beans, lima beans, small white beans, dried apricots, banana, cherries, chick peas, kiwifruit, lentils, potato, sweet potato, tomato, white beans, winged beans

- **Sodium**: Needed for normal cell function throughout the body. Most diets contain too much sodium which is associated with high blood pressure. Fruits and vegetables are usually classified as very low sodium or sodium free (35mg or less to 5 mg or less, respectively). A few have a slightly higher amount and are classified as “Low Sodium.”
  

- **Low Sodium sources** [(140mg. or less/serving)](140mg. or less/serving) - Artichoke, bell pepper, broccoli, carrots, celery, radishes, sweet potatoes

- **Vitamin A**: Keeps eyes and skin healthy and helps protect against infections.
  
  - **High Vitamin A Sources** [(1000 IU/serving)](1000 IU/serving) - Fresh or dried apricots, cabbage, cantaloupe, carrots, hot chili peppers, collard greens, grapefruit, leaf and romaine lettuce, mango, spinach, sweet potatoes, tomatoes, watermelon.
    

- **Vitamin C**: Helps heal cuts and wounds and keeps teeth and gums healthy.
  
  - **Good Vitamin C sources** [(12 mg or more/serving)](12 mg or more/serving) - Apricots, yellow snap beans, bell pepper, blackberries, broccoli, green and red cabbage, cantaloupe, cauliflower, collard greens, grapefruit, kiwifruit, lemon, lime, honeydew melon, watermelon, orange, papaya, prickly fruit, pummel, raspberries, strawberries, tomato, summer squash, tangerines, radishes, pineapple.
    

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**Why is it important to eat some fruits and vegetables in the raw form?**

- Some nutrients are heat sensitive, thus the food source would have less nutrients when cooked.
- Some types of fiber can be lost in the cooking process.
- The least processed foods usually have the best nutrient profile.
- Eating whole, fresh fruits and vegetables aids in healthy digestion.

**What fruits and vegetables are heat-sensitive?**

- Vitamin C rich foods are very heat sensitive.
Being a water soluble vitamin, Vitamin C can escape in the steam, leach into the cooking water, or is destroyed in high temperature cooking like stir frying or microwaving.

- **What are phytochemicals and the plants they are found in?**
  - The term **Phytochemicals** is a broad name for a wide variety of healthy compounds produced by plants through the action of the sun. They're found in fruits, vegetables, beans, grains, and other plants.
  - Common Names for Phytochemicals include: **antioxidants**, flavonoids (quercetin), phytonutrients (lycopene, lutein), flavones, isoflavones, catechins, anthocyanidins, isothiocyanates, carotenoids, allyl sulfides, polyphenols.
  - Six well studied phytochemicals and their food sources include:
    - **Beta carotene** - Immune System, Vision, Skin Health, Bone Health
      **Food Sources** - Orange and dark, leafy green veggies such as Pumpkin, Sweet Potato, Carrots, Winter Squash, Cantaloupe, Apricots, Spinach, Collard Greens, Kale, Broccoli
    - **Lycopene** - Cancer (Prostate); Heart Health
      **Food Sources** - Tomatoes, Pink Grapefruit, Red Peppers, Watermelon, Tomato Products
    - **Lutein** - Eye Health, Cancer, Heart Health
      **Food Sources** - Collard Greens, Kale, Spinach, Broccoli, Brussels Sprouts, Lettuces, Artichokes
    - **Resveratrol** - Heart Health, Cancer, Lung Health, Inflammation
      **Food Sources** - Red Wine, Peanuts, Grapes
    - **Anthocyanidins** - Blood Vessel Health
      **Food Sources** - Blueberries, Blackberries, Plums, Cranberries, Raspberries, Red, Onions, Red Potatoes, Red Radishes, Strawberries
    - **Isoflavones** - Menopause, Cancer (Breast), Bone Health, Joint Inflammation, Lower Cholesterol
      **Food Sources** - Soybeans and soy products

- **What vegetables have a higher nutrient content when eaten cooked?**
  - Tomatoes (tomato sauce, paste, catsup) have higher lycopene levels when cooked.
  - Cooking helps to free up lycopene from within the cell structure of the tomato, making it more available to the body.
• **Why does lemon juice stop bananas and apples from turning browning?**
  
  o The antioxidant properties in citrus fruits (ex. Lemon or Lime Juice), protects the banana and apples from getting damaged by the oxygen in the air.

• **What are the pros and cons of “juicing” your fruits and vegetables?**
  
  o Pros may include:
    - Most “juicers” say it increases their intake of fruits and vegetables because otherwise they don’t eat enough.
    - For those that do not like to cook, the fun of stuffing fruits and vegetables into a whirling machine might be attractive.
    - Investing in a juicer may kick start a person to pay more attention to their overall health and wellness
    - May help people to appreciate the taste of fruits and vegetables
    - Could promote visits to the local Farmer’s Markets to buy the needed fruits and vegetables
    - May promote learning about the nutritional content of various fruits and vegetable combinations
    - Some fruits and vegetables that people have never eaten before or totally dislike may be acceptable if included in a juice
    - Can promote a sense of accomplishment and improved self-esteem to know that you are providing your body the variety of fruits and vegetables needed per day for the vitamins, minerals, fiber, and phytochemicals to stay healthy and protect from disease.

  o Cons may include:
    - Juicing extracts the juice from whole fruits and vegetables, leaving the pulp, skin and membranes behind, which would provide needed fiber.
    - The discarded fiber is important for digestive health. Low fiber intake could lead to problems of constipation or diarrhea.
    - When the fiber is missing, blood glucose can skyrocket. The juice is liquid carbohydrate, which can elevate blood glucose in people with diabetes. The fiber in whole fruits and vegetables slows the digestion of the natural carbohydrate in the food.
    - Juice without the pulp (as opposed to the whole fruit) is a concentration of fruit servings, and may have more carbohydrates than expected. This juice will need to be counted differently in your meal plan.
    - The juice can be much higher in calories depending how many foods are combined and how much fruit is used.
• May lead to muscle wasting if adequate protein is not consumed.
• Could potentially lead to poor growth patterns in children if substituted for calcium rich beverages.

• **Can you name at least 5 healthy ways to prepare fruits and vegetables?**

  Bake    Boil
  Steam   Stir Fry
  Sauté   Roast
  Grill   Stew
  Blanch  Microwave
Grain Talking Points

- **What key nutrients do you get from grains?**

  Grains are important sources of many nutrients, including dietary fiber, several B vitamins (thiamin, riboflavin, niacin, and folate), and minerals (iron, magnesium, and selenium).

  - **Dietary fiber** from whole grains or other foods may help reduce blood cholesterol levels and may lower risk of heart disease, obesity, and type 2 diabetes.
    - Fiber is important for proper bowel function. It helps reduce constipation and diverticulosis.
    - Fiber-containing foods such as whole grains help provide a feeling of fullness with fewer calories.

  - **The B vitamins** thiamin, riboflavin, and niacin in whole grains play a key role in metabolism.
    - They help the body release energy from protein, fat, and carbohydrates.
    - B vitamins are also essential for a healthy nervous system. Many refined grains are enriched with these B vitamins.

  - **Folate (folic acid),** another B vitamin, in whole grains helps the body form red blood cells.
    - Women of childbearing age who may become pregnant should consume adequate folate from foods (including whole grains), and in addition, 400 mcg of synthetic folic acid from fortified foods or supplements.
    - This reduces the risk of neural tube defects, spina bifida, and anencephaly during fetal development.

  - **Iron,** found in whole grains, meats, and other foods, is used to carry oxygen in the blood.
    - Many teenage girls and women in their childbearing years have iron-deficiency anemia. They should eat foods high in heme-iron (meats) or eat other iron containing foods along with foods rich in vitamin C,
    - Vitamin C rich foods helps to improve absorption of the non-heme iron found in plant foods.
    - Whole and enriched refined grain products are major sources of non-heme iron in American diets.

  - **Magnesium and Selenium** are key nutrients found in whole grains.
    - Magnesium is a mineral used in building bones, releasing energy from muscles, and helps to keep blood pressure under control.
Selenium protects cells from oxidative damage and is also important for a healthy immune system.

- **What is the difference between whole grains and refined grains?**
  - The whole grain has all three of its natural components of the grain intact –
    - The fiber and vitamin rich outer **bran** layer,
    - The starchy, protein and vitamin rich **endosperm** inner,
    - The B-vitamin, protein, mineral, and oil rich **germ** core.
  - The refined grain is processed to remove the bran layer or to change its texture to make it easier and faster to prepare. Some nutrients maybe lost in the processing.
    - Enriched (“white”) flour contains only the endosperm, providing some protein, vitamins and starch, but little fiber.
    - Whole grain flour contains extra protein, fiber, vitamins and minerals that are found only in the bran and germ.

- **Can you name at least 10 different types of whole grains?**
  
<table>
<thead>
<tr>
<th>Amaranth</th>
<th>Barley (lightly pearled)</th>
<th>Brown and Colored Rice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buckwheat</td>
<td>Bulgur</td>
<td>Corn and Whole, Cornmeal</td>
</tr>
<tr>
<td>Emmer</td>
<td>Farro</td>
<td>Grano (lightly pearled wheat)</td>
</tr>
<tr>
<td>Kamut® grain</td>
<td>Millet</td>
<td>Oatmeal and Whole, Oats</td>
</tr>
<tr>
<td>Popcorn</td>
<td>Quinoa</td>
<td>Sorghum</td>
</tr>
<tr>
<td>Spelt</td>
<td>Triticale,</td>
<td>Whole Rye</td>
</tr>
<tr>
<td>Whole/Cracked Wheat</td>
<td>Wheat Berries</td>
<td>Wild Rice</td>
</tr>
</tbody>
</table>

- **What is Gluten?**
  - Gluten is a protein found in wheat, rye, and barley.
  - Although most people are able to eat all whole grains, some are not able to digest gluten and have to follow a gluten-free diet.
Can a grain be gluten free and a whole grain at the same time?

- Yes, many whole grains are gluten-free, including:
  - Corn
  - Rice
  - Oats
  - Wild rice
  - Amaranth
  - Buckwheat
  - Quinoa
  - Millet
  - Sorghum
  - Teff

*Oats are naturally gluten-free but may be contaminated by wheat gluten during growing or processing. Look for certified gluten-free oats.

How long can a whole grain be eaten, once cooked?

- Once cooked, most whole grains can be used for approximately 7 days if kept cold in the refrigerator.

How much whole grains should you eat per day?

- The Dietary Guidelines state we should make ½ our grains whole grains each day.
- For Adults, it is recommended to eat 48 grams of whole grains per day.

Can you freeze grains after cooking for another time?

- Yes, grains usually freeze well after cooking.
- Just put into tight container or zip closing freezer bag to help prevent flavor changes.
Protein Talking Points

• What key nutrients do you get from protein foods?

Meat, poultry, fish, dry beans and peas, eggs, nuts, and seeds supply many nutrients. These include protein, B vitamins (niacin, thiamin, riboflavin, and B6), vitamin E, iron, zinc, and magnesium.

  o **Proteins** from the many sources of the protein group function as building blocks for bones, muscles, cartilage, skin, and blood.
    ▪ They are also building blocks for enzymes, hormones, and vitamins.
    ▪ Proteins are one of three nutrients that provide calories (the others are fat and carbohydrates).

  o **B vitamins** found in this food group serve a variety of functions in the body.
    ▪ They help the body release energy,
    ▪ Play a vital role in the function of the nervous system,
    ▪ Aid in the formation of red blood cells, and help build tissues.

  o **Iron** found in the protein group can be both the heme (hemoglobin) or non-heme form,
    ▪ Iron is used to carry oxygen in the blood.
    ▪ To prevent iron-deficiency anemia, individuals should eat foods high in heme-iron (meats, poultry, fish) or eat other non-heme iron containing foods (nuts, seeds, beans) along with a food rich in vitamin C, which can improve absorption of non-heme iron.

  o **Magnesium** is used in building bones and in releasing energy from muscles.

  o **Zinc** is necessary for biochemical reactions and helps the immune system function properly.
    ▪ Meat protein is the main source of Zinc in the diet.

  o **EPA and DHA are omega-3 fatty acids** found in varying amounts in seafood.
    ▪ Eating 8 ounces per week of seafood may help reduce the risk for heart disease. Child would need lower amounts.
    ▪ Fish higher in EPA and DHA and lower in mercury include salmon, anchovies, herring, sardines, Pacific oysters, trout, and Atlantic and Pacific mackerel (not king mackerel, which is high in mercury).
    ▪ Women who may become pregnant, pregnant women, nursing mothers, and young children should avoid some types of fish and eat types lower in mercury. Call 1-888-SAFEFOOD for more information.
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- Can you name 5 high fat meats to be limited for improved nutrition?
  - Sausage
  - Cold Cuts
  - Hot Dogs
  - Regular Hamburger
  - Ribs
  - Polish
  - Fried Meats
  - Chicken Nuggets
  - Brats
  - Ham Hocks
  - Ribeye Steak
  - Liverwurst

- What are the advantages of eating non-meat, plant based proteins?
  - Source of key minerals such as magnesium
  - High quality protein. However, due to their high calorie level (such as seen in nuts), they should replace meat in the diet rather than just being added to the diet in order to control calories
  - Healthy oils, including Omega-3 fatty acids
  - Shown to lower LDL (bad) cholesterol levels, lowering risk of heart disease
  - High in healthy phytochemicals

- Can you name the three major categories of non-meat sources of protein?
  - Nuts
  - Seeds
  - Beans and Lentils

- How long can meat leftovers be eaten before spoilage?
  - Cooked meat, depending on the type, is usually safe to eat for 3-5 days if kept cold in the refrigerator (see handout in Appendix).
  - For large quantities of meat, it is best to freeze the meat soon after preparing in small portions that can be unthawed and reheated, as needed.
  - It is recommended that meat leftovers be thoroughly reheated to kill germs.
Dairy Talking Points

- What key nutrients are provided by dairy products?
  - **Calcium** is used for building bones and teeth and in maintaining bone mass.
    - Dairy products are the primary source of calcium in American diets.
    - Diets that provide 3 cups or the equivalent of dairy products per day can improve bone mass.
  - **Potassium** rich diets may help to maintain healthy blood pressure.
    - Dairy products, especially yogurt, fluid milk, and soymilk (soy beverage), provide potassium to the diet.
  - **Vitamin D** functions in the body to maintain proper levels of calcium and phosphorous, thereby helping to build and maintain bones, along with other health benefit that are being studied.
    - Milk and soymilk (soy beverage) that are fortified with vitamin D are good sources of this nutrient.
    - Other sources include vitamin D-fortified yogurt and vitamin D-fortified ready-to-eat breakfast cereals.
  - **Low-fat or fat-free milk products** that are consumed provide little or no solid fat and are moderate in calories.
  - **Protein** provided in dairy foods significantly contributes to young children meeting their needs for growth and development.

- Can you name at least 5 types of dairy products?
  - All Types of Fluid Milk
  - Hard, Soft, or Processed Cheeses
  - Calcium Fortified Soymilk
  - Milk-based Desserts
  - Yogurt, All Types
  - Kefir (yogurt type beverage)

- What is Lactose Reduced Milk and is it as nutritious as Regular Milk?
  - Lactose Reduced Milk is regular cow’s milk that has been treated with the lactase enzyme to breakdown the milk sugar, lactose, making it easier for some people to digest.
  - Yes, it is as nutritious as non-treated regular milk.

- What component of yogurt makes it healthy?
  - Aside from the calcium, protein, vitamins, and minerals that are common to all dairy foods, yogurt may also contain live healthy bacteria that aids in digestion.
    - Some newer varieties of yogurt have additional fiber, vitamin D, and Omega-3 oils
    - Select from the low fat, fat free, and light varieties to control fat and calories
• **What are prebiotics and probiotics?**
  - Prebiotics are foods that promote the growth of healthy bacteria in the gut that aid in digestion
  - Probiotics are foods that actually contain the healthy bacteria that is common in the gut that aid in digestion.

• **Which type of cheese is highest in sodium?**
  - Processed cheese and cheese spreads have the highest amounts of sodium

• **Which type of natural cheese is lowest and highest in fat?**
  - Low-moisture Mozzarella and Ricotta Cheese has the lowest fat content.
  - Swiss Cheese, Cheddar, and Soft Cheeses (Cream Cheese) have the highest fat.
  - Look for low fat cheeses made with 1 or 2% milk for reduced fat and calories.
  - Also, use of strong flavored cheese (extra sharp cheddar) may reduce the amount of cheese needing to be used to get the desired flavor.

• **Which cheese is lowest in lactose**
  - As lactose is found in the fluid portion of the milk and not in the protein, any hard cheese would be lower in lactose compared to the soft cheeses (cottage or cream cheese).
  - Fat Free or 1% cottage cheese, contains less cream, and thus, less lactose than regular, 4% or 2% fat varieties

• **How much calcium is provided in 1 cup of milk?**
  - 1 cup of milk contains approximately 300 mg. of calcium
  - 3 cups of milk per day (or milk equivalence) would provide almost all of your calcium requirements
  - Teens need to drink an additional glass per day to meet their higher needs for growth

• **How much calcium is recommended per day?**
  - The calcium recommended per day varies slightly depending on your age.
  - For females and males, ages 4-8, 1000 mg. is recommended
  - For females and males, ages 9-18, 1300 mg. is recommended
  - For females and males, ages 19 – 50, 1000 mg. is recommended
  - For females and males, ages 51+, 1200 mg. is recommended
• When do girls reach their peak bone growth?
  o Girls usually reach peak bone growth (height) around 12.5-16 years of age or about 2 years post beginning of menses

• When do boys reach their peak bone growth?
  o Boys’ peak bone growth varies greatly; can range from 14-19 years of age.
  o Boys may grow as much as 5 inches over one summer

• At what age does bone density reach its peak?
  o Bone density, the laying down of calcium into the bone structure, continues throughout young adulthood until the early 30’s.
  o Bone strengths and risk of bone fracture in later life can be affected by the amount of calcium (which includes milk products) that is consumed throughout life, especially in the teens and young adulthood.

• What is Osteoporosis and how can it be prevented?
  o Osteoporosis is a condition in which the bones become porous, brittle, and frail due to the loss of calcium from the bone structure
  o To offset the amount of calcium being lost from the bone, it is recommended that the elderly consume higher calcium levels, along with Vitamin D supplements, reduce soda intake, and participate in weight bearing exercises to keep bones and muscles that support them strong.
References for Leader’s Talking Points:

1. Fruit and Veggies More Matters, Nutritional Contribution of Fruits and Vegetables and What are Phytochemicals? 
   http://www.fruitsandveggiesmorematters.org/, accessed from website 7/5/13
2. Choose MyPlate, Food Groups and Nutritional Content, 
   www.choosemyplate.gov accessed from website, 7/6/13
5. Dietary Guidelines for Americans, Calcium Requirements, 
C. Healthy Cooking Support Documents and Evaluation Tools

Healthy Cooking Support Documents
- Back to the Kitchen Shopping List
- Handling and Cutting with Knife Pictorial

Evaluation Tools
- Back to the Kitchen (Pre-Survey)
- Back to the Kitchen (Post-Survey)
- Healthy Family Meals: How Do You Score?
- Youth Health Habits Poll
- Three Day Food Recall Activity
- Healthy Cooking Workshop Evaluation
- Healthy Recipe Rating Survey
### Healthy Shopping List

#### FRUIT
- Apple
- Bananas
- Strawberries
- Blueberries
- Green Grapes
- Red Grapes
- Lemons
- Limes
- Kiwi
- Oranges
- Pears
- Raisins
- Cherries

#### VEGETABLES
- Broccoli
- Cabbage
- Carrots
- Cauliflower
- Celery
- Cucumbers
- Garlic
- Lettuce
- Mushrooms
- Green Onions
- Onions
- Red Peppers
- Green Peppers
- Potatoes
- Zucchini Squash
- Spinach
- Tomatoes, Fresh

#### Whole Grains/Beans
- Whole Grain Cereal
- Oatmeal
- Wheat Crackers
- Whole Wheat Pasta/Noodles
- Beans, all types
- Lentils
- Peas
- Rice, Brown and Wild
- Whole Wheat Flour

#### BREADS
- Bagels, Whole Grain
- Bread, Whole Grain
- Wheat Buns
- Wheat/Rye Rolls

#### MEAT, FISH & POULTRY
- Chicken
- Ground Turkey
- Lean Beef
- Pork
- Salmon
- Other Fish
- Shellfish

#### DAIRY
- Milk, Skim or 1%
- Butter with Canola Oil
- Smart Balance
- Lite Sour Cream
- Low Fat Yogurt - Plain
- Low Fat Yogurt - Flavored

#### CHEESES:
- Lite Cream Cheese
- Parmesan
- Low Fat Cheddar (2% Milk)
- Mozzarella or String Cheese

#### CANNED GOODS
- Baby Food
- Applesauce
- Fruit
- Chili
- Mushrooms
- Soup, Low Sodium
- Spaghetti Sauce
- Tuna, water packed
- Vegetables, Low Sodium

#### BAGS
- Sauce
- Stewed
- Paste

#### BEVERAGES
- Cocoa
- Coffee
- Tea
- 100% Fruit Juice
- Mineral Water
- Plain Water
- Other Sugar-Free Beverage

#### BAKING GOODS
- Baking Soda
- Baking Powder
- Corn Starch or Potato Starch
- Salt
- Pepper
- Chocolate Chips
- Walnuts Nuts
- Almonds
- Vanilla
- Dried Herbs (Basil, Thyme, Oregano, Bay Leaf)
- Spices (Cinnamon, Curry, Paprika, Turmeric, etc.)
- Hot Red Pepper Flakes

#### CONDIMENTS
- Olive Oil
- Vinegar
- Low Sodium Ketchup
- Low Fat Mayonnaise
- Mustard
- Olives
- Salsa
- Low Fat Salad Dressing
- Low Sodium Soy Sauce
- Honey
- Low Sugar or Simply Fruit Spread
- Natural Peanut Butter (oil on top)
- Lite Syrups

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Milwaukee Childhood Obesity Prevention Project, Milwaukee, Wisconsin
A Robert Wood Johnson Foundation, Healthy Kids, Healthy Communities Grantee, Summer 2013
Knife Safety: Be careful, not lazy!

1. A sharp knife is a safe knife.
2. Never, ever grab a falling knife.
3. Always cut away from - never towards - yourself.
4. Use smooth, even strokes when cutting.
5. When you have a knife in hand, keep your eyes on the blade.
6. Carry a knife properly. The only safe way to walk with a knife in hand is to carry it pointed straight down, with the blade turned towards your thigh. Keep your arm rigid.
7. Never, ever put a knife in a sink full of water. Wash your sharp knives by hand (not in a dishwasher!) and put them away immediately.
8. Always cut on a cutting board to protect your knife’s edge.

Knife Grips:
Grip the knife firmly but not so tight that your hand becomes tired. Hold the handle with three fingers while gripping the blade between the thumb and index finger.

Some Classic Knife Cuts:

CHOP:
to cut into pieces where uniformity of size and shape is not important.

LARGE DICE:
a cube measuring ¾” on a side.

MEDIUM DICE:
a cube measuring ½” on each side.

SMALL DICE:
¾” cube

CLASSIC BATONNET:
stick-shaped cut (resembling a french-fry) that measures ¼” x ¼: x 2-to-2 ½” inches.

JULIENNE:
stick-shaped cut that measures 1/16” x 1/16” x 2 inches

CHIFFONADE:
a fine slice or shred of leafy vegetables or herbs. Simply stack a few leaves, roll them into a cigar shape, and slice.

DIAGONALS:
ova-shaped slices. Cut like the rondelle, but hold the knife at an angle to the item being cut.

RONDELLES/ROUNDS:
disk-shaped slices

PARSIENNE:
related to the medium dice, it is a rectangle measuring (⅜” x ⅝” x ⅛”).


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Thank you for your participation!

Instructions: Please select only one response to each statement. Place a check mark in front of the response that most nearly represents your choices. All information is confidential.

1. My organization emphasizes good nutrition or a healthy diet.
   ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

2. My organization educates us with information on nutrition.
   ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

3. While attending family events, we eat more fish, chicken, turkey that's baked or broiled, or meatless foods.
   ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

4. "Healthy" foods taste good to me.
   ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

5. I believe diet is important.
   ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

6. Nutrition was important to my family while I was growing up.
   ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

7. I eat at least five servings of fruits and vegetables daily (5 cups daily).
   ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

8. I buy fresh lean meats and trim the fat before I cook it.
   ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

9. I have never had a diet-related health problem.
   ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

10. I eat six or more servings a day of whole grains, bread, cereals, rice or pasta (6 c.)
    ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

11. Healthy eating habits can significantly impact a person's risk for high blood pressure, cholesterol and obesity.
    ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

12. High blood pressure and obesity are two risk factors for cardiovascular disease.
    ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

13. I feel I have enough knowledge and skills to prepare healthy foods for my family.
    ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree
14. I know my health risks and plan to take action to improve them in the near future (within 1-6 months).
   ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

15. I have already changed my eating habits and have been eating healthier for the past 6 months.
   ___Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

Adapted from the American Heart Association Search Your Heart, Bread of Life Surveys, 2002
Yvonne D. Greer, MPH, RD, CD, CLC, Y-EAT Right...Nutritional Consultant for Healthy Living, 2013

Milwaukee Childhood Obesity Prevention Project, Milwaukee, Wisconsin
A Robert Wood Johnson Foundation, Healthy Kids, Healthy Communities Grantee
Summer, 2013
Thank you for your participation!

Instructions: Please select only one response to each statement. Place a check mark in front of the response that most nearly represents your choices. All information is confidential.

Participating in this program has helped me to:

1. ...learn more about healthy eating and nutrition.
   __Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

2. ...get useful information and materials regarding food preparation, nutrition, and meal planning.
   __Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

3. ...know the risk factors for poor diet, heart disease, and Stroke.
   __Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

4. ...eat more fruits and vegetables daily.
   __Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

5. ...eat more whole grains, bread, cereals, rice or pasta daily.
   __Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

6. ...eat more lean meats, fish, poultry, or meatless dishes.
   __Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

7. ...increase my skills for cooking healthier foods.
   __Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

8. ...share information with family and friends.
   __Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

9. ...increase my awareness of the importance of planning healthy family meals.
   __Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

10. ...identify and take action to address my health issues
    __Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

11. ...increase my motivation to continue my daily nutrition and fitness routine.
    __Strongly Agree ___Agree ___Agree Somewhat ___Disagree Somewhat ___Disagree ___Strongly Disagree

Adapted from the American Heart Association Search Your Heart, Bread of Life Surveys, 2002
Yvonne D. Greer, MPH, RD, CD, CLC, Y-EAT Right...Nutritional Consultant for Healthy Living, 2013
**Healthy Family Meals: How Do You Score?**

INSTRUCTIONS: Use the scale below to rate your healthy family meals. Place a check mark in only one box “Yes”, “No”, or “Sometimes” when answering the questions. Add up your total “Yes” checkmarks, and rate your healthy family meals using the key below.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Yes</th>
<th>No</th>
<th>Sometimes*</th>
</tr>
</thead>
<tbody>
<tr>
<td>I make sure our healthy family meals are scheduled at regular times.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make sure we eat our healthy family meals together, in the same room.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I, or a family member, plan our healthy family meals a week at a time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My children are involved with buying healthy food from the store.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I serve portion sizes to meet each person’s needs. (A very active person or a small child)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make sure not to use food as a punishment or reward. (i.e. no dessert if you don’t eat your broccoli)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make sure our healthy family meal time is enjoyable. We talk and ask questions. Example: “What fun thing did you do at school today?”</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I make sure our healthy family meals last longer than 15 minutes.</td>
<td></td>
<td></td>
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<tr>
<td>I make sure our healthy family meals include fruits and/or vegetables.</td>
<td></td>
<td></td>
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<tr>
<td>I make sure our healthy family meals include whole grain breads (whole wheat), whole-grain pasta, or brown rice.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>I make sure our healthy family meals include lean meats, fish, poultry, or plant protein foods such as nuts, seeds, or legumes.</td>
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<td></td>
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<tr>
<td>I make sure our healthy family meals include 1% or Skim milk. (Children under 2 years old should drink breast or whole milk)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I make sure to use low-fat substitutes when I make a healthy family meal. (i.e. low-fat mayonnaise, sour cream or cheese)</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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</tbody>
</table>

**KEY:**  
9-13 YES-Your healthy family meals are right on target. Keep up the good work!  
5 - 8 YES-Your healthy family meals are usually right on but with room for improvements.  
1 - 4 YES-Make it a goal to increase the number of healthy family meals.  
0 YES-Your family is not in the habit of planning healthy family meals. Go to [www.ChooseMyPlate.org](http://www.ChooseMyPlate.org) for additional help to get started.  
*Sometimes* means you need to work a little harder to make this a regular practice. Keep going...you’re almost there!

Source: City of Milwaukee Health Department, 2009  
Adapted by: Yvonne D. Greer, MPH, RD, CD, Y-EAT Right...2013
Youth Healthy Habits Poll

Age: ___ Grade ___ School/Center: ___________ Home Zip Code: ___________

Please check only the boxes that best describe you, your interests, and your activities.

What are you doing to stay healthy?

☐ I eat breakfast every day.
☐ I eat at least 5 fruits and vegetables a day.
☐ I eat whole grain breads, cereal, or brown rice.
☐ I eat lean meats, fish, poultry, nuts, or seeds for protein.
☐ I drink 3 cups of low fat milk daily.
☐ I exercise/play hard at least 1 hour each day.
☐ I drink water most often instead of soda or sweetened drinks.
☐ I deal with anger and being upset in a positive way.
☐ I have a number of adults I can talk to about problems.
☐ I limit screen time (TV, video games, computer surfing) to no more than 2 hours/day.

What topics would you like to learn more about?

☐ Nutrition ☐ Weight loss
☐ Drug or alcohol abuse ☐ Cooking healthy meals
☐ Self-esteem and depression ☐ Exercise and fitness
☐ Dealing with anger and being upset ☐ Other: ______________________

What types of events might you attend?

☐ Speakers about nutrition ☐ Healthy cooking classes
☐ Exercise/fitness classes ☐ Sports activities as a player
☐ Martial arts classes ☐ Yoga or meditation classes
☐ Anger management groups/classes ☐ Weight control groups/classes
☐ Health/Wellness support groups/classes ☐ Other: ______________________

Adapted by: Yvonne D. Greer, MPH, RD, CD, Y-EAT Right...2013

Summer, 2013
Three Day Food Recall Activity

Part One:
For three days (two weekdays and one weekend day), write down everything that you eat and drink (including water) as soon as you finish eating. Also, write about how much you eat and drink next to each food (1/2 cup, 3 ounces, etc.). When all three days are completed, proceed to Part Two.

<table>
<thead>
<tr>
<th>Day One – Week Day</th>
<th>Day Two – Week Day</th>
<th>Day Three -Weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Breakfast Meals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>__________________</td>
<td></td>
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<tr>
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<tr>
<td>Noon Meals</td>
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<td>__________________</td>
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<td>__________________</td>
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<tr>
<td>Evening Meals</td>
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<td>__________________</td>
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<td>__________________</td>
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<tr>
<td>__________________</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Snacks (anytime)</td>
<td></td>
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<td>__________________</td>
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<td>__________________</td>
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</tbody>
</table>

Milwaukee Childhood Obesity Prevention Project, Milwaukee, Wisconsin
A Robert Wood Johnson Foundation, Healthy Kids, Healthy Communities Grantee
Summer, 2013
Part Two

Looking at your Three Day Food Recall Log, for each day add up how many cups or ounces of each food group (fruits, vegetables, grains, protein, and milk) were eaten as well as how much water was consumed each day. Compare your intake to the recommended amounts listed below. How do you rate?

Your Total Food Tally from Three Day Recall Log

<table>
<thead>
<tr>
<th>Day One Totals</th>
<th>Day Two Totals</th>
<th>Day Three Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>____ Fruit (s)</td>
<td>____ Fruit(s)</td>
<td>____ Fruit(s)</td>
</tr>
<tr>
<td>____ Vegetables (s)</td>
<td>____ Vegetables (s)</td>
<td>____ Vegetables (s)</td>
</tr>
<tr>
<td>____ Grain (s)</td>
<td>____ Grain (s)</td>
<td>____ Grain (s)</td>
</tr>
<tr>
<td>____ Protein/ Meat (s)</td>
<td>____ Protein/ Meat (s)</td>
<td>____ Protein/ Meat (s)</td>
</tr>
<tr>
<td>____ Dairy/Milk(s)</td>
<td>____ Dairy/Milk(s)</td>
<td>____ Dairy/Milk(s)</td>
</tr>
<tr>
<td>____ Water Serving(s)</td>
<td>____ Water Serving(s)</td>
<td>____ Water Serving(s)</td>
</tr>
</tbody>
</table>

Recommended Daily Food Plans for Three Calorie Levels*

<table>
<thead>
<tr>
<th></th>
<th>1600 calories</th>
<th>1800 calories</th>
<th>2000 calories</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruits</td>
<td>1-1/2 cups</td>
<td>1-1/2 cups</td>
<td>2 cups</td>
</tr>
<tr>
<td>Vegetables</td>
<td>2 cups</td>
<td>2-1/2 cups</td>
<td>2-1/2 cups</td>
</tr>
<tr>
<td>Grains</td>
<td>5 ounces</td>
<td>6 ounces</td>
<td>6 ounces</td>
</tr>
<tr>
<td>Protein</td>
<td>5 ounces</td>
<td>5 ounces</td>
<td>5-1/2 ounces</td>
</tr>
<tr>
<td>Dairy</td>
<td>3 cups</td>
<td>3 cups</td>
<td>3 cups</td>
</tr>
<tr>
<td>Oil</td>
<td>5 teaspoons</td>
<td>5 teaspoons</td>
<td>6 teaspoons</td>
</tr>
<tr>
<td>Extra calories</td>
<td>120 calories</td>
<td>160 calories</td>
<td>260 calories</td>
</tr>
<tr>
<td>Sodium</td>
<td>2300 mg.</td>
<td>2300 mg.</td>
<td>2300 mg.</td>
</tr>
<tr>
<td><strong>Water</strong></td>
<td>8 cups</td>
<td>8 cups</td>
<td>8 cups</td>
</tr>
</tbody>
</table>

*For more information on Daily Food Plans for a variety of calorie levels and age groups, visit [www.ChooseMyPlate.gov](http://www.ChooseMyPlate.gov) and go to “Super Tracker and Other Tools.”

**Water requirements may vary based on the level of physical activity and body size.

**Healthy Cooking Workshop Evaluation**

**Date**

Please circle the number (with 5 = highest rating and 1 = lowest rating) indicating your evaluation of the presentation on the following areas:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Overall, how would you rate the Healthy Cooking Workshop?</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>2. Presenter was knowledgeable about the subject.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>3. I learned something new from the presentation.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>4. The information was easy to understand.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>5. I will do at least one of the healthy tips suggested.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>6. I will share this information with others.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

List at least one thing that you learned from the workshop:

What thing did you like best about the cooking activity?

What suggestion do you have for future workshops?

Please share any other comments that you have about the workshop.

---

Milwaukee Childhood Obesity Prevention Project, Milwaukee, Wisconsin  
A Robert Wood Johnson Foundation, *Healthy Kids, Healthy Communities* Grantee  
Summer, 2013
## Healthy Recipe Rating Survey

<table>
<thead>
<tr>
<th>Healthy Recipe</th>
<th>YUCK! Hate It!</th>
<th>Not Too Good</th>
<th>Well, Okay</th>
<th>Good</th>
<th>The BEST! Love It!</th>
</tr>
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</table>

State your agreement with the following two statements:

1.) I learned something new from this rating exercise.
   Yes______ NO______

2.) I will most likely make at least one of the items tasted today again at home.
   Yes______ NO______

Additional Comments or Suggestions:


Milwaukee Childhood Obesity Prevention Project, Milwaukee, Wisconsin
A Robert Wood Johnson Foundation, Healthy Kids, Healthy Communities Grantee
Summer, 2013
SECTION 3: FRUITS
Section Three: “The Back to the Kitchen Workshops”

A. Back to the Kitchen with Fruits:

Workshop Agenda*

I. Welcome and Introduction:
   a. Welcome to the Back to the Kitchen Healthy Cooking Workshop:
      i. The Learning Intention: The intent of the workshop is to provide you an opportunity to use a variety of cooking techniques to build skills in preparing healthy meals or snacks in keeping with the Choose MyPlate Food Guide to promote healthy living practices
      ii. The Success Criteria: You will know that you are successful if you can state at least 3 cooking techniques (or recipes) that you are able to use (or make again) at home.
      iii. Complete Pre-Survey and Healthy Family Meals Checklist (first session, Adults only)
         *Optional: The Three Day Food Record Activity may be initiated at first session to be turned in the next week or next session.
      iv. Complete Youth Poll (first session, Tweens & Teens only)
b. Today our featured Choose MyPlate food section is the Fruit Group.
c. Before we get started, can anyone name a fruit that you ate yesterday? (or substitute a question from the Leader’s talking points)

II. Review of Recipe(s) and cooking terminology/techniques:
   a. We will be preparing a healthy fruit recipe (s) called (Name of Recipe(s)).
   b. The cooking techniques that we will use in making the fruit recipe(s) are:
      i. Chop - to cut into irregular pieces. Coarsely chopped are bite-size pieces; finely chopped are smaller
      ii. Dice - to cut in cubes or square shapes. Fine dice is 1/8th inch, small dice is 1/4th inch, and medium dice is 1/2 inch.
      iii. Blend – To mix two or more ingredients together to make sure they are equally distributed throughout the mixture

III. Demonstration of the cooking techniques showcased (or have examples of each technique already prepared to showcase)

IV. Recipe Preparation, Tasting, and Rating:
   a. Divide into small groups of 3-5 participants each
   b. Work together to prepare the recipe(s)
   c. Each participant will taste and rate the recipe(s) using the scoring sheet and sticky dots

V. Open discussion: Could you prepare healthy foods at home using these cooking skills?

VI. Closing Check-Out, Take Home Materials, and Incentives:
   a. Check-Out Question: Would anyone like to say anything more about this session?
   b. Collect rating sheets with questions completed
   c. Provide grab bag of materials/incentive to take home
*Adjustment for Various Age Groups:

- **Small Children (5-8 years):**
  - Make your own Fruit Pizza Station:
    - In front of entire group, conduct a food demonstration on how to make a fruit pizza tart going through all of the steps on the recipe. Make sure to prepare the cottage cheese filling in front of group.
    - Divide into small groups of 3-6 each. Have small group sit at stations set-up with pre-cut fruit and a mini graham cracker shells for each person.
    - Fill each shell half way with the cottage cheese filling just prepared and have children decorate the top with the fruit.
    - When students have completed their pizza, go to each one and top with apricot glaze. It is now ready to taste and rate.
    - Have a master rating grid on a large paper sheet on the wall.
    - By a show of hands, go through the ratings one at a time; record it for all to see.
    - Ask group if they would like their family to make this again at home
    - Provide recipe to take home to parents to make at home.

- **Tweens (9-12) – Use Workshop Agenda as is but change discussion question:**
  - What nutrients does this food give you?
    - Have group tell you what nutrients are provided in the food group being showcased and what the nutrient does in the body (expand to include the immune system and internal organs).

- **Teens (13-17) – Use Workshop Agenda as is but change discussion question:**
  - Have you fed your body today?
    - Discuss the fruit group and the nutrients that it provides.
    - Ask: How many of these foods do you eat? And, how much should you have per day? (A.- 2 cups per day or up to four servings per day)

- **Adults 18 and Older – Use Workshop Agenda as is but change discussion question:**
  - Do you know how to lower your health risks?
    - Have participants think about what health issues runs in their family.
    - Discuss how the food group can be used to lower health risk factors:
      - Provides phytochemicals that reduce risk of heart disease
      - Provides fiber for cancer prevention
      - Provides potassium and magnesium to keep blood pressure normal
      - Provides vitamin C for healthy gums, connective tissues, and for the absorption of iron for plant foods
Back to the Kitchen with Fruits – Recipes

- Fruit Pizza
- Yogurt Granola Parfait
- Apple Squares
- Apple-Yogurt Dipper

Handouts:

- Focus on Fruits: 10 tips to help you eat more fruits
- Fruits & Vegetables, The Original Fast Food
- Fruit & Veggie Fiber Adds Up!
Back to the Kitchen: Healthy Cooking Series

**Fresh Fruit Pizza Pie**

**INGREDIENTS:**

1. Single pie crust recipe (or one purchased 9” Graham Cracker Pie Shell or 12 small Graham Cracker Tart Shells)
2. 1 cup Low-fat (1%) Cottage Cheese, blenderized
3. 1/3 cup Sugar
4. ½ tsp. Vanilla flavoring
5. 2 Kiwifruit, peeled and thinly sliced
6. 1 Small Banana, sliced (add drops of lemon juice to prevent browning)
7. ½ cup Blueberries (or Red Grapes, seedless)
8. 2 Oranges, sectioned with membranes removed (optional)
9. ½ cup Green Grapes, halved
10. 1 pint Fresh Strawberries, halved (may substitute frozen Strawberries or Red Cherries, halved)

**FRUIT GLAZE:**

- ¼ cup Apricot or Peach fruit spread (i.e. Simply Fruit).
- 2 Tbsp. Water

**CRUST:**

- 1 ½ cups Crushed Graham Crackers
- ¼ cup Sugar
- 1/3 cup Butter, melted

**DIRECTIONS**

**CRUST:**

In a small bowl, combine the crumbs and sugar; add butter and blend well. Press onto the bottom and up the sides of an ungreased 9-in. pie plate. Refrigerate for 30 minutes before filling, or bake at 375 degrees F for 8-10 minutes or until lightly browned. Allow the crust to cool before filling.

**FRUIT PIE:**

In a blender, combine the cottage cheese, sugar, and vanilla and blend until smooth. Pour and spread evenly over cooled pie crust (or purchased graham cracker shells). When using smaller tart shells, fill to only ½ full, allowing room for fruit on top.

Arrange fruit over cottage cheese mixture, starting from the outer edge of the crust and working your way to the center. Start with the Strawberries and continue with any combination of the other fruits until the pie is completely covered. Feel free to be creative! You may have to overlap some slices of fruit.

Mix Apricot fruit spread with water to form the fruit glaze. Complete fruit pizza by dribbling the fruit glaze over the top. Allow pizza pie to chill for at least 2 hours before serving.

Makes 16 servings, 178 calories per serving

Greer, Y. *Eating for Life Recipes*, Y-EAT Right... 2013
Yogurt-Granola Parfait

**Ingredients:**

- 1/2 Cup of Low Fat Vanilla Yogurt
- 2-4 Tablespoons of Kellogg's Low Fat Granola (the green label) or any other Low Fat Granola
- 1/4 Cup of fresh or frozen berries (strawberries and blueberries can be bought in the frozen section of the grocery store all year. Other types of fruits also work well)
- Optional: 1 Tablespoon of nuts (walnuts or almonds preferred)

**Directions:**

1. Measure Low Fat Vanilla Yogurt into a small bowl or cup.
2. Measure the granola and pour on top of yogurt.
3. Measure the berries and put on top of granola.
4. Add optional nuts if you want to.

Makes 1 serving

Tip: You will get more for your money if you buy the 32oz tub of yogurt. Store brands such as Roundy’s brand at Pick N Save and Great Value brand at Wal-Mart, taste just as good as the name brands but may be less expensive.
Apple Cheese Squares*

**Ingredients:**

1 graham cracker square  
1/2 Teaspoon of Low Fat cream cheese  
1 slice of apple  
2 Tablespoons unsweetened shredded coconut

**Directions:**

- Spread Low Fat cream cheese on graham cracker square with a knife.  
- Put apple slice on top of cream cheese.  
- Sprinkle unsweetened shredded coconut on top of apple and low fat cream cheese.

Makes 1 serving

*Tip: Using an Apple slicer device like the one below is easier and safer for children.
Apples & Yogurt Dipper

Ingredients:

1/2 Cup of Low Fat Vanilla Yogurt
1/2 of an apple
1 Teaspoon of cinnamon

Directions:

• Measure low fat vanilla yogurt and put into a small bowl.
• Sprinkle cinnamon on top of yogurt.
• Cut 1/2 apple into slices.
• Dip slices into yogurt.

Makes 1 serving
10 tips focus on fruits
Nutrition Education Series

10 tips to help you eat more fruits

**Eating fruit provides health benefits.** People who eat more vegetables and fruits as part of an overall healthy diet are likely to have a reduced risk of some chronic diseases. Fruits provide nutrients vital for health, such as potassium, dietary fiber, vitamin C, and folate (folic acid). Most fruits are naturally low in fat, sodium, and calories. None have cholesterol. Any fruit or 100% fruit juice counts as a part of the Fruit Group. Fruits may be fresh, canned, frozen, or dried, and may be whole, cut-up, or pureed.

1. **keep visible reminders**
   Keep a bowl of whole fruit on the table, counter, or in the refrigerator.

2. **think about taste**
   Buy fresh fruits in season when they may be less expensive and at their peak flavor. Add fruits to sweeten a recipe.

3. **think about variety**
   Buy fruits that are dried, frozen, and canned (in water or 100% juice) as well as fresh, so that you always have a supply on hand.

4. **don't forget the fiber**
   Make most of your choices whole or cut-up fruit, rather than juice, for the benefits that dietary fiber provides.

5. **be a good role model**
   Set a good example for children by eating fruit every day with meals or as snacks.

6. **include fruit at breakfast**
   At breakfast, top your cereal with bananas, peaches, or strawberries; add blueberries to pancakes; drink 100% orange or grapefruit juice. Or, try a fruit mixed with fat-free or low-fat yogurt.

7. **try fruit at lunch**
   At lunch, pack a tangerine, banana, or grapes to eat, or choose fruits from a salad bar. Individual containers of fruits like peaches or applesauce are easy and convenient.

8. **experiment with fruit at dinner, too**
   At dinner, add crushed pineapple to coleslaw, or include orange sections, dried cranberries, or grapes in a tossed salad.

9. **snack on fruits**
   Dried fruits make great snacks. They are easy to carry and store well.

10. **keep fruits safe**
    Rinse fruits before preparing or eating them. Under clean, running water, rub fruits briskly to remove dirt and surface microorganisms. After rinsing, dry with a clean towel.

Go to www.ChooseMyPlate.gov for more information.

DG TipSheet No. 3
June 2011
USDA is an equal opportunity provider and employer.
The Original Fast Food!

Eat 5-A-Day Every Day!
Did you know that eating a variety of fruits and vegetables every day may lower your risk for some cancers? It's true!

Eat 5-A-Day for Health! Eat 5-A-Day for Life!

Which of these fruits and vegetables do you eat?

- apples
- bananas
- greens
- broccoli
- cabbage
- cauliflower
- onions
- nectarines
- vegetable juices
- grapefruit
- grapes
- oranges
- pineapple
- plums
- potatoes
- peppers
- beans
- garlic
- strawberries
- tomatoes
- cantaloupe
- carrots
- kiwi fruit
- brussel sprouts
- sweet potatoes
- spinach
- raisins
- watermelon
- blueberries
- cherries
- peaches
- mushrooms
- raspberries
- squash
- lettuce
- honeydew melon
- corn
- asparagus
- beets
- celery
- cucumbers
- pears
- mangoes
- fruit juices
- peas
In addition to preventing cancer, fruits and vegetables add fiber or "roughage" to our diets. Fiber is the part of our foods that our bodies cannot digest. It is important in preventing constipation. Studies have shown that fiber helps in lowering the risk of colon cancers. We need at least 20 grams of fiber each day. This chart shows that by eating a 5 a day of a variety of fruits and vegetables, you are on your way to getting the fiber your body needs.

<table>
<thead>
<tr>
<th>Fruit</th>
<th>Serving Size</th>
<th>Total Fiber</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple</td>
<td>1 Medium</td>
<td>2.2 grams</td>
</tr>
<tr>
<td>Banana</td>
<td>1 Medium</td>
<td>2.3 grams</td>
</tr>
<tr>
<td>Grapes</td>
<td>½ Cup</td>
<td>0.5 grams</td>
</tr>
<tr>
<td>Cantaloupe</td>
<td>¼ Medium</td>
<td>1.3 grams</td>
</tr>
<tr>
<td>Orange (Peeled)</td>
<td>1 Medium</td>
<td>4.5 grams</td>
</tr>
<tr>
<td>Peach</td>
<td>1 Medium</td>
<td>2.0 grams</td>
</tr>
<tr>
<td>Pear</td>
<td>1 Medium</td>
<td>4.0 grams</td>
</tr>
<tr>
<td>Pineapple</td>
<td>2 Slices</td>
<td>1.3 grams</td>
</tr>
<tr>
<td>Plum</td>
<td>2 Medium</td>
<td>2.0 grams</td>
</tr>
<tr>
<td>Strawberries</td>
<td>8 Medium</td>
<td>3.2 grams</td>
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<table>
<thead>
<tr>
<th>Vegetables</th>
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<tbody>
<tr>
<td>Broccoli</td>
<td>½ Cup</td>
<td>4.6 grams</td>
</tr>
<tr>
<td>Cabbage</td>
<td>½ Cup</td>
<td>2.4 grams</td>
</tr>
<tr>
<td>Carrot</td>
<td>1 Medium</td>
<td>2.9 grams</td>
</tr>
<tr>
<td>Green Beans</td>
<td>½ Cup</td>
<td>1.9 grams</td>
</tr>
<tr>
<td>Lettuce</td>
<td>1 Cup</td>
<td>0.8 grams</td>
</tr>
<tr>
<td>Potato (Baked)</td>
<td>1 Medium</td>
<td>3.7 grams</td>
</tr>
<tr>
<td>Sweet Corn</td>
<td>1 Medium Ear</td>
<td>4.2 grams</td>
</tr>
<tr>
<td>Sweet Potato</td>
<td>1 Medium</td>
<td>3.0 grams</td>
</tr>
<tr>
<td>Tomato</td>
<td>1 Medium</td>
<td>2.1 grams</td>
</tr>
<tr>
<td>Turnip Greens</td>
<td>½ Cup</td>
<td>2.0 grams</td>
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</table>

Yesterday, Sister Smith ate 1 peach, 8 strawberries, 1 banana, ½ cup of turnip greens, and an ear of sweet corn. Her total fiber from those tasty foods is 13.7 grams. She can get additional fiber from whole grain breads and cereals to reach the desired total of 20 or more grams of fiber a day. You can do it too!
SECTION 3:

VEGETABLES
B. Back to the Kitchen with Vegetables:

Workshop Agenda*

I. Welcome and Introduction:
   a. Welcome to the Back to the Kitchen Healthy Cooking Workshop:
      i. The Learning Intention: The intent of the workshop is to provide you an opportunity to use a variety of cooking techniques to build skills in preparing healthy meals or snacks in keeping with the Choose MyPlate Food Guide to promote healthy living practices
      ii. The Success Criteria: You will know that you are successful if you can state at least 3 cooking techniques (or recipes) that you are able to use (or make again) at home.
      iii. Complete pre-survey (first session only)
   b. Today our featured Choose MyPlate food section is the Vegetable Group.
   c. Before we get started, can anyone name a vegetable that you ate yesterday? (or substitute a question from the Leader’s talking points)

II. Review of Recipe(s) and cooking terminology/techniques:
   a. We will be preparing a healthy vegetable recipe (s) called (Name of Recipe(s)).
   b. The cooking techniques that we will use in making the vegetable recipe(s) are:
      i. Slice - to cut across or length wise into thin or medium pieces to make coin or stick like segments.
      ii. Grate – to scrape a food item with a knife or kitchen tool (a grater) to form a shredded texture
iii. **Stir-fry** – the fast cooking of small pieces of vegetables (and/or meat) over very high heat with continual and rapid stirring

III. **Demonstration of the cooking techniques showcased** (or have examples of each techniques already prepared to showcase)

IV. **Recipe Preparation, Tasting, and Rating:**
   a. Divide into small groups of 3-5 participants each,
   b. Work together to prepare the recipe(s)
   c. Each participant will taste and rate the recipe(s) using the scoring sheet and sticky dots

V. **Open discussion:** Could you prepare healthy foods at home using these cooking skills?

VI. **Closing Check-Out, Take Home Materials, and Incentives:**
   a. **Check-Out Question:** Would anyone like to say anything more about this session?
   b. Collect rating sheets with questions completed
   c. Provide grab bag of materials/incentive to take home
*Adjustments for Various Age Groups:

- **Small Children (5-8 years):**
  - Can you name that food?
    - In a non-see-through bag have a variety of vegetables (or fruits) to showcase.
    - Pull out, one at a time, and ask the students what the food is and what color it is. (Optional questions: where does the food come from? Ex. type of animal, the ground, a tree, a vine, the water).
    - Then state what body part it is good for: eyes for good sight, strong muscle, healthy teeth, strong bones, skin, hair, blood.
    - Set-up tasting stations around the room so that they can go to different tables and taste the different types of vegetables.
    - Discuss which ones they liked the best, or least, and how they can be cooked differently.

- **Tweens (9-12):**
  - Where can you find this food: Fast Food Restaurant vs. Farmer’s Market?
    - Thinking of the vegetable group, discussed what type of vegetables are available at the fast food restaurant or farmer’s market.
    - Discuss the healthiest places to shop for vegetables.

- **Teens (13-17):** Use Workshop Agenda as is but change discussion question:
  - Did you eat healthy foods this week to safeguard your health?
    - How would eating healthy foods help you personally? (i.e., would have more energy; able to concentrate in school, better grades, clear skin, shiny hair).

- **Adults 18 and Older:** Use Workshop Agenda as is but change discussion question:
  - What to Buy?
    - Thinking of the food group being showcased, ask participant to think about how they shop for food (i.e., run to store right after work; shop with coupons on weekend; stock up once or twice a month)
    - Discuss the importance of developing a Healthy Grocery List to make sure they get fresh vegetables and other healthy foods into the house.
Back to the Kitchen: Healthy Cooking Series

- **Back to the Kitchen with Vegetables - Recipes**
  - Vegetable Wraps Ups
  - Stir Fried Cabbage
  - Ants on a Log
  - Spinach Dip Specialty

- **Handouts:**
  - Add More Vegetables to Your Day: 10 tips to help you eat more vegetables
  - Keep Your Body Healthy
  - Vegetarian Variety

---

**Vegetable Wrap Ups**

Milwaukee Childhood Obesity Prevention Project, Milwaukee, Wisconsin
A Robert Wood Johnson Foundation, Healthy Kids, Healthy Communities Grantee
Summer, 2013
Back to the Kitchen: Healthy Cooking Series

**Ingredients:**

- 4 tortillas, 5" diameter
- 4 oz. low-fat mayonnaise
- 4 oz. low-fat sour cream
- 1 cup chopped or shredded vegetables (tomato, red pepper, carrot, red onion, zucchini) or cooked dried beans
- 1 c. Shredded low fat cheese

**Directions:**

- Mix mayonnaise and sour cream. Spread 1-2 T. on one side of tortilla.
- Top with the variety of chopped and shredded vegetables (about 1/4 cup) and 2 T. shredded low fat cheese.
- Fold the tortilla in half for a grab and go sandwich or roll it up
- Stick toothpicks through the roll-up to keep it closed, about 1 inch apart.
- Slice between toothpicks to make pinwheel like segment

Makes 4 large sandwiches or 12 pinwheel appetizers

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**Skillet Fried Cabbage**

Milwaukee Childhood Obesity Prevention Project, Milwaukee, Wisconsin
A Robert Wood Johnson Foundation, Healthy Kids, Healthy Communities Grantee
Summer, 2013
Back to the Kitchen: Healthy Cooking Series

Ingredients:

1 medium cabbage, cut into large, bite size pieces
1 small to medium onion, cut length wise into strips
½ medium green pepper, cut into strips
1 cup water
¾ cup olive oil
½ teaspoon salt
½ teaspoon each of the following: garlic powder, paprika, black pepper, and thyme
½ teaspoon sugar (optional)

Directions:

• In a large skillet combine water, olive oil, and all seasonings. Bring to a boil.
• To boiling water mixture, add cut up cabbage, sliced onion and green pepper strips. Let cook for approximately 5 minutes on high flame then mix well using a folding motion so that the bottom portion is now on top.
• Repeat this sequence of cooking and folding until cabbage in cooked down into skillet. Caution: adjust flame as needed as not to burn cabbage but keep relatively high heat.
• Once cooked down, reduce heat to a simmer, and cover with opening left for steam to escape.
• Optional: Taste cabbage and if a bitter taste is noticed, sprinkle on ½ t. sugar and stir.
• Continue cooking for approximately 15 minutes or until cabbage is done to a desired texture.

Makes approximately 8, ½ cup servings

Greer, Y. Eating for Life Recipes, Y-EAT Right... 2013
Back to the Kitchen: Healthy Cooking Series

**Ants on a Log**

**Ingredients:**

1 Celery Stick (or Apple Wedge or Carrot Stick)
1/2 tablespoon of low fat peanut butter (or other nut butter such as almond or cashew butter)
5 unsweetened raisins

**Directions:**

- Cut celery into sticks approximately 5 inches long.
- Spread low fat peanut butter on celery stick.
- Put the raisins on top of the peanut butter.

Makes 1 serving

* To make “Bugs on a Log” just sprinkle Sunflower Seeds over the peanut butter. You can even have both Ants and Bugs on a Log...Be Creative!

**Be sure to check for peanut and tree nut allergies** before planning this recipe
Spinach Dip Specialty

Ingredients:
1 (10 ounce) package of frozen chopped spinach
1 cup (8 ounces) Mayonnaise
1 cup (8 ounces) Low fat (1%) cottage cheese, blenderized
1 package vegetable soup mix & dip (i.e. Mrs. Grass, Korrs, or Lipton)
3 stalks of green onions with bulbs, chopped

Directions:

• Thaw spinach in refrigerator overnight (also in microwave or under cold running water). In large strainer or colander, rinse spinach thoroughly with cold water. Press spinach down firmly to squeeze out all excess water until as dry as possible. Place in large mixing bowl.

• Add chopped green onions and package of vegetable soup mix & dip to spinach. Stir until well mixed.

• In electric blender, add low fat cottage cheese and continue blending until completely smooth.

• Add blenderized cottage cheese and mayonnaise to spinach mixture and stir until completely mixed.

• Refrigerate for at least 2 hours before serving (overnight for best results).

• Serve with wheat crackers, carrot or celery sticks.

Makes 12, 2-ounce servings


Milwaukee Childhood Obesity Prevention Project, Milwaukee, Wisconsin
A Robert Wood Johnson Foundation, *Healthy Kids, Healthy Communities* Grantee
Summer, 2013
10 tips to help you eat more vegetables

It's easy to eat more vegetables! Eating vegetables is important because they provide vitamins and minerals and most are low in calories. To fit more vegetables in your meals, follow these simple tips. It is easier than you may think.

1. Discover fast ways to cook
   Cook fresh or frozen vegetables in the microwave for a quick-and-easy dish to add to any meal. Steam green beans, carrots, or broccoli in a bowl with a small amount of water in the microwave for a quick side dish.

2. Be ahead of the game
   Cut up a batch of bell peppers, carrots, or broccoli. Pre-package them to use when time is limited. You can enjoy them on a salad, with hummus, or in a veggie wrap.

3. Choose vegetables rich in color
   Brighten your plate with vegetables that are red, orange, or dark green. They are full of vitamins and minerals. Try acorn squash, cherry tomatoes, sweet potatoes, or collard greens. They not only taste great but also are good for you, too.

4. Check the freezer aisle
   Frozen vegetables are quick and easy to use and are just as nutritious as fresh veggies. Try adding frozen corn, peas, green beans, spinach, or sugar snap peas to some of your favorite dishes or eat as a side dish.

5. Stock up on veggies
   Canned vegetables are a great addition to any meal, so keep on hand canned tomatoes, kidney beans, garbanzo beans, mushrooms, and beets. Select those labeled as “reduced sodium,” “low sodium,” or “no salt added.”

6. Make your garden salad glow with color
   Brighten your salad by using colorful vegetables such as black beans, sliced red bell peppers, shredded radishes, chopped red cabbage, or watercress. Your salad will not only look good but taste good, too.

7. Sip on some vegetable soup
   Heat it and eat it. Try tomato, butternut squash, or garden vegetable soup. Look for reduced- or low-sodium soups.

8. While you’re out
   If dinner is away from home, no need to worry. When ordering, ask for an extra side of vegetables or side salad instead of the typical fried side dish.

9. Savor the flavor of seasonal vegetables
   Buy vegetables that are in season for maximum flavor at a lower cost. Check your local supermarket specials for the best-in-season buys. Or visit your local farmer’s market.

10. Try something new
    You never know what you may like. Choose a new vegetable—add it to your recipe or look up how to fix it online.

Go to www.ChooseMyPlate.gov for more information.
Keep Your Body Healthy

Phytochemicals are found in all fruits and vegetables and may help prevent cancer, heart disease and other illnesses. Here are just a few examples:

Lutein and zeaxanthin are found in dark leafy green vegetables, such as kale and spinach, and may help keep your eyes healthy.

Sulforaphane is found in broccoli and kale and may help prevent breast cancer.

Allylic sulfides are found in onions, garlic, chives, and leeks and may help prevent stomach cancer.

Capsaicin is found in hot peppers and may help prevent arthritic pain.

Indoles are found in cruciferous vegetables such as broccoli, cauliflower & Brussels sprouts, and may help prevent colon, lung and esophageal cancer.

Isoflavones are found in soybeans and may help prevent breast and ovarian cancer and heart disease.

Lycopene is found in tomatoes, watermelon, red grapefruit and red peppers sprouts, and may help prevent prostate cancer and heart disease.

Beta-carotene is found in orange fruits and vegetables and dark greens such as carrots, sweet potatoes, winter squash, pumpkin, mango, cantaloupe and spinach, and may help prevent many types of cancers.

Lignin is found in flaxseeds and may help prevent breast, ovarian and colon cancer.
Vegetarian diets can be healthy, nutritious and easy to prepare if they are well planned. A Registered Dietitian can be a great resource in helping you plan a healthy vegetarian eating plan.

**Do You Know Your Veggie Facts?**

- **Vegetarians** – Do not eat foods of animal origin.
- **Lacto Ovo Vegetarians** – Eat milk & eggs but not red meat, seafood or poultry.
- **Semi-Vegetarians** – Eat milk, eggs, poultry & seafood, but not red meat.
- **Vegans** – Eat only plant foods and avoid using products like silk, wool, honey and other animal products.

**Make the Most of Your Vegetarian Diet**

- **Protein** Sources include lentils, peas, beans, nuts, tofu and cereals. The key is to eat a variety of these foods throughout the day to meet your needs.
- **Vitamin B12** It's hard to find in a vegetarian diet because it comes mostly from animal sources. 2-3 servings of low-fat dairy products should do the trick for lacto ovo vegetarians. Others should consider eating fortified cereals or a plant-based vegetarian supplement.
- **Zinc** Whole grains, legumes and nuts are good plant sources. Lacto ovos can get zinc from dairy products.
- **Iron** Rich vegetarian foods include spinach, lentils, dried beans, dried fruits and nuts, bulgur and prune juice. Eat Vitamin C rich foods, such as citrus fruits with these foods to help your body to absorb all the iron.
- **Calcium** Consume 3 servings of calcium-fortified orange juice, calcium fortified tofu, calcium fortified soy milk, broccoli, bok choy, kale, or turnip greens. If you eat dairy, choose 3 servings of low-fat dairy products per day to help meet your calcium needs.

**Tips to Eat a Healthy Vegetarian Diet**

- Include at least 2-3 servings of lentils/dried beans or peas per day in your diet. These foods are rich in iron and other nutrients.
- Eat Vitamin C rich foods and iron rich foods together to increase absorption of iron.
- Substitute butter or cream cheese spreads with nut butters or bean dips.
- Add beans to your salad to pump up the protein and sprinkle some nuts on top for extra crunch and nutrition.
- Be sure to drink 3 servings of calcium-fortified soy milk, soy yogurt, soy cheese or orange juice per day to meet your calcium requirements.
- Remember to eat a variety of fruits, vegetables, grains, nuts and legumes to get optimal nutrition.
- Try something new — many ethnic cuisines have wonderful vegetarian/vegan recipes that are nutritionally balanced.
- Watch portion size when you snack on nuts and dried fruit.
SECTION 3: GRAINS
C. Back to the Kitchen with Grains:

Workshop Agenda*

I. Welcome and Introduction:
   a. Welcome to the Back to the Kitchen Healthy Cooking Workshop:
      i. The Learning Intention: The intent of the workshop is to provide you an opportunity to use a variety of cooking techniques to build skills in preparing healthy meals or snacks in keeping with the Choose MyPlate Food Guide to promote healthy living practices
      ii. The Success Criteria: You will know that you are successful if you can state at least 3 cooking techniques (or recipes) that you are able to use (or make again) at home.
      iii. Complete pre-survey (first session only)
   b. Today our featured Choose MyPlate food section is the Grain Group.
   c. The question of the day: What are whole grains and why are they so important to eat? (briefly review whole grain handout or substitute a question from the Leader’s talking points)

II. Review of Recipe(s) and cooking terminology/techniques:
   a. We will be preparing a healthy whole grains recipe (s) called (Name of Recipe(s)).
   b. The cooking techniques that we will use in making the whole grain recipe(s) are:
      i. Boil: to cook food in heated water or other liquid, like water or broths that is bubbling vigorously
Back to the Kitchen: Healthy Cooking Series

ii. **Simmer** – a very low boil that cooks food in a liquid at a low enough temperature so that small bubbles begin to break the surface and form around the edge of the pot

iii. **Cook “al dente”** – Cook until “firm to the bite” as in “al dente pasta”

III. **Demonstration of the cooking techniques showcased** (or have examples of each techniques already prepared to showcase)

IV. **Recipe Preparation, Tasting, and Rating:**
   a. Divide into small groups of 3-5 participants each,
   b. Work together to prepare the recipe(s)
   c. Each participant will taste and rate the recipe(s) using the scoring sheet and sticky dots

V. **Open discussion:** Could you prepare healthy foods at home using these cooking skills?

VI. **Closing Check-Out, Take Home Materials, and Incentives:**
   a. **Check-Out Question:** Would anyone like to say anything more about this session?
   b. Collect rating sheets with questions completed
   c. Provide grab bag of materials/incentive to take home
*Adjustments for Various Age Groups*

**Small Children (5-8 years):**
- **What Grains are in This Cereal?**
  - Have an assortment of cereals boxes (3-5) arranged on display, all made from a different grain(s) (i.e. Corn Chex, Rice Chex, Wheat Chex, Cheerios, or Kashi Go Lean, which contains 7 whole grains including hard red wheat, brown rice, whole grain oats, triticale, barley, rye, buckwheat)
  - In small containers, have 1 pound of at least one of the grains that is in each cereal to showcase in front of each box (i.e. brown rice, wheat berries, rolled oats or steel cut oats, barley, etc.; lower cost grains can be purchased in bulk from a natural food store like Outpost Foods)
  - Discuss how all grains give you energy so you can run fast and learn better; helps to get you started in the morning.
  - Tell a little about each grain using the grain definition sheet (optional)
  - Show kids how to make a healthy trail mix by combining the cereals together with some raisins, sunflower seeds, and nuts (optional), “a trail mix is something to take with you to eat when you’re...on the go”
  - In a large mixing bowl, combine the trail mix ingredients in front of the group (ask for helpers to assist in measuring out 2 cups of each cereal, raisins, sunflower seeds and nuts; have them pour the items into the large bowl).
  - Have children line up and provide each child with a zip-lock bag
  - Put ½ to 1c. Trail Mix in each bag. Allow them to start eating or take with them for later.

**Tweens (9-12):**
- **What Grains are in this Cereal?**
  - Complete same steps as listed above for small children, but set-up a “Make Your Own Trail Mix Bar” by having large bowls of each cereal lined-up on tables accessible from two sides along with separate containers of raisins, sunflower seeds, and walnuts.
  - Provide each student with a zip-lock bag and make two lines for both sides of the table.
  - Students will spoon some of each cereal, raisins, sunflower seeds, and nuts into their bags.
  - Optional: For additional flavor, have garlic powder or low salt Cajun seasoning available to make a flavored mix.
Back to the Kitchen: Healthy Cooking Series

- **Teens 13-17:** Use Workshop Agenda as is but change discussion question:
  - **How to Tell if You’re Getting Whole Grains?**
    - Divide into small groups of 3-5 people
    - Review the handout on the Whole Grain Seal with full group, stressing how much is recommended per day.
    - Have several whole grain cereals and whole grain products (2-3) on each table and have group find the seal on each product.
    - Have them tell the full group how many servings they would need to meet their daily needs
    - Have the “Make Your Own Trail Mix Bar” set-up and have teens make their own Trail Mix (same as Tweens above) or prepare one whole grain recipe

- **Adults 18 and Older:** Use Workshop Agenda as is but change discussion question:
  - **Grains, Grains, Grains... How many have you tried?**
    - Have 1 pound of a variety of grains (10 or 12 types) in separate containers on display
    - Ask: Can anyone name at least 8 whole grains that they have prepared at home?
    - From the “Whole Grain Definitions” sheet, review the variety of grains on display and the Whole Grain Seal to look for on packages (find whole grain labels on the products used for the recipe(s) to be prepared).
    - Prepare and rate selected recipe(s) of the day
Back to the Kitchen with Whole Grains - Recipes
- Mushroom Brown Rice Pilaf
- Curried Quinoa Salad
- Spinach Pasta Salad
- Whole Grain Trail Mix
- Spiced Popcorn

Handouts:
- Make Half Your Grains Whole: 10 tips to help you eat more grains
- What is a Whole Grain?
- Whole Grain Descriptions
- Cooking & Eating Whole Grains
- Cooking & Eating Gluten-Free Whole Grains
Mushroom Brown Rice Pilaf*

**Ingredients:**

- 1/2 large onion, chopped
- 1 cup sliced mushrooms (4-5 mushrooms)
- 1 TBSP. Olive or Canola oil
- 1 cup brown rice
- 2 cups chicken or vegetable broth

**Directions:**

- Heat the oil in a large saucepan and brown onion and mushrooms for about five minutes.
- Add one cup brown rice and stir to coat grains in oil.
- Add two cups broth; bring to a boil, and then turn down to a simmer.
- Simmer for about 45 minutes or until all liquid is absorbed. Cooking time for whole grain rice varies according to the variety of rice; check package directions.

Makes 4 generous servings or 6 smaller servings

TIP: Whole grain rice isn't always brown! Check out some of the exotic varieties from companies like Lotus Foods. Their Bhutanese Red Rice, for instance, cooks up in about 20 minutes and makes a great gourmet side dish. You can make a pilaf like this with any grain – not just rice. Simply vary the amount of broth and the cooking time according to the different grain. In a hurry? Try bulgur or quinoa, which both cook in less than 15 minutes.

*Quick and Easy Whole Grain Recipes from the Whole Grains Council
Visit [www.wholegrainscouncil.org](http://www.wholegrainscouncil.org) for more whole grain recipes from the Council, our star chefs, and our members.
Quinoa Corn Salad*

Ingredients:

Dressing:
3 TBS fresh lemon juice (juice of one small lemon)
2 TBS olive oil
2 TBS fresh cilantro or parsley, chopped
2 stalks scallions, chopped
1 tsp. minced garlic
1 tsp. cumin

1/4 cup quinoa (rinsed under water) or bulgur
1/2 cup chicken or vegetable broth
1 can black beans, drained and rinsed
1 tomato, seeded and diced
1 cup fresh or frozen corn (use three ears if fresh corn)

Directions:

• Cook quinoa or bulgur in broth for 12-15 minutes, until liquid is absorbed.
• While grain cooks, mix dressing ingredients in a large bowl.
• Add drained and rinsed beans, tomato and corn.
• Cool grain to room temperature, then mix with other ingredients; chill until ready to eat.

Makes 4 servings

This salad is best in the summer, with fresh tomato and corn. If you use quinoa, rinse it first in a strainer to remove any traces of saponin, a bitter coating found naturally on quinoa.

*Quick and Easy Whole Grain Recipes from The Whole Grains Council
Visit www.wholegrainscouncil.org for more whole grain recipes from the Council, our star chefs, and our members.
Spinach Pasta Salad*

**Ingredients:**

- 6 oz. uncooked whole wheat, whole rice, or quinoa/corn pasta
- 2 TBS lemon juice (Just juice half a lemon. Close enough.)
- 3 TBS olive oil
- 2 tsp. minced garlic (2 cloves)
- 4 cups fresh spinach leaves, cleaned and chopped
- 1 can chickpeas or other white beans, drained and rinsed
- 2 oz. feta cheese

**Directions:**

1) Bring a large saucepan of water to a boil, and cook pasta according to package directions. (Spiral whole-wheat pasta is good, and takes about 8 minutes to cook.)
2) In a large salad bowl, mix the lemon juice, oil and garlic. Minced garlic in a jar is handy!
3) While the pasta boils, clean and chop spinach, drain and rinse beans.
4) Drain pasta and mix with dressing in the salad bowl. Add spinach, beans and feta and mix.
5) Chill for one hour or more, or simply enjoy it warm, with salt & pepper to taste.

Makes 4 servings

TIP: Whole grain pasta comes in lots more varieties besides just whole wheat. Check out area natural foods markets for rice pasta or pasta made with a mix of quinoa and corn. Try them all!

*Quick and Easy Whole Grain Recipes from The Whole Grains Council
Visit [www.wholegrainscouncil.org](http://www.wholegrainscouncil.org) for more whole grain recipes from the Council, our star chefs, and our members.*
Whole Grain Trail Mix

Ingredients:

3 Tablespoons of rice Chex or similar cereal
2 Tablespoons of Cheerios or similar cereal
2 Tablespoons of unsweetened raisins
1 Tablespoon of unsalted sunflower seeds OUT OF THE SHELL
Optional: 1 Tablespoon of unsalted peanuts, walnuts, or almonds
Plastic bag (A Ziploc bag works well.)

Directions:

• Open plastic bag.
• Measure rice Chex and put into bag.
• Measure Cheerios and put into bag.
• Measure unsweetened raisins and put into bag
• Measure sunflower seeds (and nuts) and put into bag.
• Shake up bag to mix all ingredients together.

Makes 1 serving
**Spiced Popcorn***

**Ingredients:**
1/4 Cup of unpopped popcorn kernels
1 Brown paper lunch bag
1 Can of butter flavored vegetable oil spray (PAM)
1 Tbsp. Parmesan Cheese
Any of the following seasonings **without** salt: garlic powder, Cajun seasoning, chili powder, cinnamon, onion powder, or Mexican seasoning

**Directions:**
1. Open the brown paper bag and put the popcorn kernels inside.
2. Fold the bag over three times in small folds.
3. Stand the bag up in the microwave. Cook for 3 minutes or until popping slows to one or two pops per second.
4. Spray popcorn in bag with vegetable oil spray. Shake bag and then spray once more.
5. Choose Parmesan Cheese (and/or seasonings) and shake it on to popcorn in bag.
6. Shake the bag to mix the seasonings all over popcorn.

**Makes 1 serving**

*Tip: You do not want to use microwave popcorn or O-KE-DOKE popcorn. It has a lot of butter and salt on it. The point is for this to be a healthy snack. You can make larger quantities of popcorn that is still healthy if you make it in an air popper. They sell these at Target and Wal-Mart. Follow directions on air popper to make your popcorn. Then measure out a half cup of popcorn into a brown bag and follow direction steps 4 to 6.
10 tips
Nutrition Education Series

make half your grains whole

10 tips to help you eat whole grains

Any food made from wheat, rice, oats, cornmeal, barley, or another cereal grain is a grain product. Bread, pasta, oatmeal, breakfast cereals, tortillas, and grits are examples. Grains are divided into two subgroups, whole grains and refined grains. Whole grains contain the entire grain kernel—the bran, germ, and endosperm. People who eat whole grains as part of a healthy diet have a reduced risk of some chronic diseases.

1 make simple switches
To make half your grains whole grains, substitute a whole-grain product for a refined-grain product. For example, eat 100% whole-wheat bread or bagels instead of white bread or bagels, or brown rice instead of white rice.

2 whole grains can be healthy snacks
Popcorn, a whole grain, can be a healthy snack. Make it with little or no added salt or butter. Also, try 100% whole-wheat or rye crackers.

3 save some time
Cook extra bulgur or barley when you have time. Freeze half to heat and serve later as a quick side dish.

4 mix it up with whole grains
Use whole grains in mixed dishes, such as barley in vegetable soups or stews and bulgur wheat in casseroles or stir-fries. Try a quinoa salad or pilaf.

5 try whole-wheat versions
For a change, try brown rice or whole-wheat pasta. Try brown rice stuffing in baked green peppers or tomatoes, and whole-wheat macaroni in macaroni and cheese.

6 bake up some whole-grain goodness
Experiment by substituting buckwheat, millet, or oat flour for up to half of the flour in pancake, waffle, muffin, or other flour-based recipes. They may need a bit more leavening in order to rise.

7 be a good role model for children
Set a good example for children by serving and eating whole grains every day with meals or as snacks.

8 check the label for fiber
Use the Nutrition Facts label to check the fiber content of whole-grain foods. Good sources of fiber contain 10% to 19% of the Daily Value; excellent sources contain 20% or more.

9 know what to look for on the ingredients list
Read the ingredients list and choose products that name a whole-grain ingredient first on the list. Look for "whole wheat," "brown rice," "bulgur," "buckwheat," "oatmeal," "whole-grain cornmeal," "whole oats," "whole rye," or "wild rice."

10 be a smart shopper
The color of a food is not an indication that it is a whole-grain food. Foods labeled as "multi-grain," "stone-ground," "100% wheat," "cracked wheat," "seven-grain," or "bran" are usually not 100% whole-grain products, and may not contain any whole grain.

Go to www.ChooseMyPlate.gov for more information.
What is a Whole Grain?

Bran
Protective outer shell. High in fiber and B vitamins.

Endosperm
Contains starch, protein, and some vitamins and minerals.

Germ
The seed for a new plant. Contains B vitamins, some protein, minerals and healthy oils.

All grains, when they grow in the field, have three parts: the bran, germ and endosperm, as shown in the illustration here. Whole grains or foods made from them contain all the essential parts and naturally-occurring nutrients of the entire grain seed. Enriched ("white") flour contains only the endosperm, while whole grain flour contains extra protein, fiber, vitamins and minerals that are found only in the bran and germ. All three parts are important!

The following are considered whole grains, when all three parts – the bran, germ, and endosperm – are included:

Amaranth, Barley (hull-less or hulled), Brown and Colored Rice, Buckwheat, Bulgur, Corn and Whole Cornmeal, Emmer, Farro, Kamut® grain, Millet, Oatmeal and Whole Oats, Popcorn, Quinoa, Sorghum, Spelt, Triticale, Whole Rye, Whole or Cracked Wheat, Wheat Berries, and Wild Rice.

¿Que es un Grano Entero?

El Salvado
Capa exterior protectora.
Alto en fibra y vitaminas B.

El Endospermo
Contiene almidón, proteína, y algunas vitaminas y minerales.

El Germen
La semilla para una planta nueva.
Contiene vitaminas B, algunas proteínas, minerales y aceites saludables.

Todos los granos que se cultivan en el campo se conforman de tres partes: el salvado, el germen y el endospermo, como vemos en la ilustración. Tanto estos granos, como los alimentos integrales que se preparan con ellos, contienen todos los nutrientes esenciales de la semilla entera de grano. La harina enriquecida ("blanco"), contiene sólo el endospermo, mientras que la harina integral contiene la proteína adicional, la fibra, las vitaminas y los minerales que se encuentra sólo en el salvado y el germen. ¡Todas tres partes son importantes!

Los siguientes se consideran integrales, pues contienen las tres partes del grano – el german, el salvado y el endospermo:

El Amaranth, la Cebada, el Arroz integral o colorado, el Trigo, Bulgur, el Maíz y la Harina de Maíz, el Emmer, el Farro, el Kamut®, el Mijo, la Avena, las Palomitas de maíz, la Quinoa, el Sorgo, la Espelta, el Triticale, el Centeno, el Trigo Agrietado, y el Arroz Silvestre.

Para más información sobre granos enteros, visite nuestra página web: www.wholegrainscouncil.org.
<table>
<thead>
<tr>
<th>Whole Grains Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Amaranth</strong>—was a staple of the Aztec culture. A lively, peppy taste and is higher in protein (16%) than most other grains. It is popular in cereals, breads, muffins, crackers and pancakes.</td>
</tr>
<tr>
<td><strong>Quinoa</strong>—(keen-wah) is a tiny, round grain, often light-colored but also found in red, purple and black varieties. It can be put in soups, salads, or eat plain with spices. The protein in quinoa is complete protein, similar to meats.</td>
</tr>
<tr>
<td><strong>Barley</strong>—Barley is one of the oldest cultivated grains. Egyptians buried mummies with necklaces of barley. Barley has a very tough hull that is difficult to remove without losing some bran. Look for hulled or new varieties of hull-less barley. Fiber in barley lowers cholesterol more effectively than oat fiber. Use in soups, salads, or as a side dish.</td>
</tr>
<tr>
<td><strong>Rye</strong>—has a high level of fiber in its endosperm as well as its bran. Rye products generally have a lower glycemic index than products made from wheat and most other grains, making them healthy for diabetics. The fiber of rye promotes a rapid feeling of fullness, making rye foods a good choice for people trying to lose weight.</td>
</tr>
<tr>
<td><strong>Buckwheat</strong>—Buckwheat goes way beyond the pancake mixes. Japan’s soba noodles, Brittany’s crépes and Russia’s kasha are all made with buckwheat. Buckwheat, a cousin of rhubarb, is technically not a grain but also not a kind of wheat. But its nutrients, nutty flavor and appearance led to its adoption into the family of grains.</td>
</tr>
<tr>
<td><strong>Kamut®</strong>— Sold at the Montana State Fair in 1960 as “King Tut’s Wheat.” Kamut is an ancient Egyptian word for wheat. Today, this rich, buttery-tasting wheat are grown on organic farms and made into over 450 whole-grain products around the world. The Kamut® grain has higher levels of protein than common wheat, and more Vitamin E.</td>
</tr>
<tr>
<td><strong>Brown Rice</strong>—Whole-grain rice is usually brown – but, unknown to many, can also be black, purple, red or any of a variety of exotic hues. Almost all of the US rice crop is grown in Arkansas, California, Louisiana, Mississippi, Missouri and Texas. Rice is one of the most easily-digested grains – one reason rice cereal is often baby’s first solid food.</td>
</tr>
<tr>
<td><strong>Bulgur Wheat</strong>—When wheat kernels are boiled, dried, cracked, then sorted by size, the result is bulgur. It’s often referred to as “Middle Eastern pasta” for its used in all sorts of dishes. Bulgur is most often made from durum wheat, but in fact almost any wheat type can be made into bulgur. Because bulgur has been precooked and dried, it only takes 10 minutes of boiling to be ready to eat. It is used in quick side dishes, pilafs, or tabboulehs (a minty grain and vegetable salad). Bulgur has more fiber than quinoa, oats, millet, buckwheat or corn.</td>
</tr>
<tr>
<td><strong>Corn</strong>—Popcorn. Corn cakes. Polenta (grits). Tortillas. Corn muffins. All are whole grain corn. Eating corn with beans creates a complete protein value for humans. Corn grown in the U.S. is used to feed cattle, to make sweeteners, gasoline, and for just eating. Avoid labels that say “degerminated” when looking for whole-grain corn. Research at Cornell shows corn has the highest level of antioxidants of any grain or vegetable – twice as much as apples!</td>
</tr>
<tr>
<td><strong>Millet</strong>—rarely served to humans in the United States – here, it’s the grain most often found in bird feeders. Yet it’s the leading staple grain in India, and commonly eaten in China, South America, Russia and the Himalayas. Millet has a mild flavor and is often mixed with other grains or toasted before cooking, to bring out the full extent of its delicate flavor. Its tiny grain can be white, gray, yellow or red.</td>
</tr>
<tr>
<td><strong>Oats</strong>—In the US, most oats are steamed and flattened to produce &quot;old-fashioned&quot; or regular oats, quick oats, and instant oats. For a chewier, nuttier texture, try steel-cut oats, also called Irish or Scottish oats. Steel-cut oats consist of the entire oat kernel, sliced into smaller pieces to help water penetrate and cook the grain. Studies show that oats, like barley, contain a special kind of fiber called beta-glucan especially effective in lowering cholesterol.</td>
</tr>
</tbody>
</table>
You can add whole grains to your meals without cooking, simply by choosing breads, breakfast cereals, and other prepared whole grain foods. If you’d like to enjoy delicious whole grains at home as a side dish, however, here are some guidelines for cooking them from scratch.

PLAIN GRAINS, GENERAL DIRECTIONS
Cooking most grains is very similar to cooking rice. You put the dry grain in a pan with water or broth, bring it to a boil, then simmer until the liquid is absorbed. Pasta is generally cooked in a larger amount of water; the excess is drained away after cooking. Don’t be intimidated!

GRAIN PILAF, GENERAL DIRECTIONS
Brown small bits of onion, mushroom and garlic in a little oil in a saucepan. Add grain and cook briefly, coating the grains in oil. Then add broth in the amount specified below, and cook until liquid is absorbed.

IMPORTANT: TIME VARIES
Grains can vary in cooking time depending on the age of the grain, the variety, and the pans you’re using to cook. When you decide they’re tender and tasty, they’re done! If the grain is not as tender as you like when “time is up,” simply add more water and continue cooking. Or, if everything seems fine before the liquid is all absorbed, simply drain the excess.

SHORTCUTS
If you want to cook grains more quickly, let them sit in the allotted amount of water for a few hours before cooking. Just before dinner, add extra water if necessary, then cook. You’ll find that cooking time is much shorter with a little pre-soaking.

Another shortcut is to cook whole grains in big batches. Grains keep 3-4 days in your fridge and take just minutes to warm up with a little added water or broth. You can also use the leftovers for cold salads (just toss with chopped veggies, dressing, and anything else that suits your fancy), or toss a few handfuls in some canned soup. Cook once, then take it easy.

There are also many quick-cooking grain side-dishes on the market, even including 90-second brown rice. These grains have been pre-cooked so you only need to cook them briefly or simply warm them through in the microwave.

STICKY BOTTOMS
If whole grains are sticking to the bottom of the pan, turn off the heat, add a very small amount of liquid, stick a lid on the pan, and let it sit a few minutes. The grain will loosen, easing serving and cleanup.

See next page, for a handy table detailing cooking times for various grains →
## COOKING WHOLE GRAINS

<table>
<thead>
<tr>
<th>To 1 cup of this grain...</th>
<th>Add this much water or broth:</th>
<th>Bring to a boil, then simmer for:</th>
<th>Amount after cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amaranth</td>
<td>2 cups</td>
<td>20-25 minutes</td>
<td>3 1/2 cups</td>
</tr>
<tr>
<td>Barley, hulled</td>
<td>3 cups</td>
<td>45-60 minutes</td>
<td>3 1/2 cups</td>
</tr>
<tr>
<td>Buckwheat</td>
<td>2 cups</td>
<td>20 minutes</td>
<td>4 cups</td>
</tr>
<tr>
<td>Bulgur</td>
<td>2 cups</td>
<td>10-12 minutes</td>
<td>3 cups</td>
</tr>
<tr>
<td>Cornmeal (polenta)</td>
<td>4 cups</td>
<td>25-30 minutes</td>
<td>2 1/2 cups</td>
</tr>
<tr>
<td>Couscous, whole wheat</td>
<td>2 cups</td>
<td>10 min. (heat off)</td>
<td>3 cups</td>
</tr>
<tr>
<td>Kamut® grain</td>
<td>4 cups</td>
<td>Soak overnight, then cook 45-60 minutes</td>
<td>3 cups</td>
</tr>
<tr>
<td>Millet, hulled</td>
<td>2 1/2 cups</td>
<td>25-35 minutes</td>
<td>4 cups</td>
</tr>
<tr>
<td>Oats, steel cut</td>
<td>4 cups</td>
<td>20 minutes</td>
<td>4 cups</td>
</tr>
<tr>
<td>Pasta, whole wheat</td>
<td>6 cups</td>
<td>8-12 minutes (varies by size)</td>
<td>Varies</td>
</tr>
<tr>
<td>Quinoa</td>
<td>2 cups</td>
<td>12-15 minutes</td>
<td>3+ cups</td>
</tr>
<tr>
<td>Rice, brown</td>
<td>2 1/2 cups</td>
<td>25-45 minutes (varies by variety)</td>
<td>3-4 cups</td>
</tr>
<tr>
<td>Rye berries</td>
<td>4 cups</td>
<td>Soak overnight, then cook 45-60 minutes</td>
<td>3 cups</td>
</tr>
<tr>
<td>Sorghum</td>
<td>4 cups</td>
<td>25-40 minutes</td>
<td>3 cups</td>
</tr>
<tr>
<td>Spelt berries</td>
<td>4 cups</td>
<td>Soak overnight, then cook 45-60 minutes</td>
<td>3 cups</td>
</tr>
<tr>
<td>Wheat berries</td>
<td>4 cups</td>
<td>Soak overnight, then cook 45-60 minutes</td>
<td>3 cups</td>
</tr>
<tr>
<td>Wild rice</td>
<td>3 cups</td>
<td>45-55 minutes</td>
<td>3 1/2 cups</td>
</tr>
</tbody>
</table>

## NUTTIER, FULLER FLAVOR
Whole grains are generally chewier than refined grains and have a nuttier, fuller flavor. You and your family may find this unfamiliar at first. But after a month or two, refined grains may start to taste very plain and uninteresting by contrast. Stick with it until your palate adjusts, and reap the health benefits.
Gluten-free does not mean grain-free! You can add gluten-free whole grains to your meals without cooking, simply by choosing breads, breakfast cereals, and other prepared gluten-free whole grain foods. If you’d like to enjoy delicious whole grains at home as a side dish, however, here are some guidelines for cooking them from scratch, for more flavor and less expense.

**PLAIN GRAINS, GENERAL DIRECTIONS**
Cooking most grains is very similar to cooking rice. You put the dry grain in a pan with water or broth, bring it to a boil, then simmer until the liquid is absorbed. Pasta is generally cooked in a larger amount of water; the excess is drained away after cooking. Don’t be intimidated!

**GRAIN PILAF, GENERAL DIRECTIONS**
Brown small bits of onion, mushroom and garlic in a little oil in a saucepan. Add grain and cook briefly, coating the grains in oil. Then add broth in the amount specified below, and cook until liquid is absorbed.

**IMPORTANT: TIME VARIES**
Grains can vary in cooking time depending on the age of the grain, the variety, and the pans you’re using to cook. When you decide they’re tender and tasty, they’re done! If the grain is not as tender as you like when “time is up,” simply add more water and continue cooking. Or, if everything seems fine before the liquid is all absorbed, simply drain the excess.

**SHORTCUTS**
If you want to cook grains more quickly, let them sit in the allotted amount of water for a few hours before cooking. Just before dinner, add extra water if necessary, then cook. You’ll find that cooking time is much shorter with a little pre-soaking.

Another shortcut is to cook whole grains in big batches. Grains keep 3-4 days in your fridge and take just minutes to warm up with a little added water or broth. You can also use the leftovers for cold salads (just toss with chopped veggies, dressing, and anything else that suits your fancy), or toss a few handfuls in some canned soup. Cook once, then take it easy.

There are also many quick-cooking grain side-dishes on the market, even including 90-second brown rice. These grains have been pre-cooked so you only need to cook them briefly or simply warm them through in the microwave.

**STICKY BOTTOMS**
If whole grains are sticking to the bottom of the pan, turn off the heat, add a very small amount of liquid, stick a lid on the pan, and let it sit a few minutes. The grain will loosen, easing serving and cleanup.

See next page, for a handy table detailing cooking times for various grains →
Whole Grains Council / Oldways • 266 Beacon St., Boston MA 02116 • www.wholegrainscouncil.org
### COOKING WHOLE GRAINS

<table>
<thead>
<tr>
<th>Grain Type</th>
<th>To 1 cup of grain...</th>
<th>Add this much water or broth:</th>
<th>Bring to a boil, then simmer for:</th>
<th>Amount after cooking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amaranth</td>
<td>2 cups</td>
<td>20-25 minutes</td>
<td>3 1/2 cups</td>
<td></td>
</tr>
<tr>
<td>Buckwheat</td>
<td>2 cups</td>
<td>20 minutes</td>
<td>4 cups</td>
<td></td>
</tr>
<tr>
<td>Cornmeal (polenta)*</td>
<td>4 cups</td>
<td>25-30 minutes</td>
<td>2 1/2 cups</td>
<td></td>
</tr>
<tr>
<td>Millet, hulled</td>
<td>2 1/2 cups</td>
<td>25-35 minutes</td>
<td>4 cups</td>
<td></td>
</tr>
<tr>
<td>Oats**, steel cut</td>
<td>4 cups</td>
<td>20 minutes</td>
<td>4 cups</td>
<td></td>
</tr>
<tr>
<td>Quinoa</td>
<td>2 cups</td>
<td>12-15 minutes</td>
<td>3+ cups</td>
<td></td>
</tr>
<tr>
<td>Rice, brown ***</td>
<td>2 1/2 cups</td>
<td>25-45 minutes (varies by variety)</td>
<td>3-4 cups</td>
<td></td>
</tr>
<tr>
<td>Sorghum</td>
<td>4 cups</td>
<td>25-40 minutes</td>
<td>3 cups</td>
<td></td>
</tr>
<tr>
<td>Wild rice</td>
<td>3 cups</td>
<td>45-55 minutes</td>
<td>3 1/2 cups</td>
<td></td>
</tr>
</tbody>
</table>

* Look for whole cornmeal. If it says “degermed” that means the super-nutritious germ has been removed.

** Oats are naturally gluten-free, but are often contaminated by being grown near or processed with wheat, barley or rye. Make sure any oats you eat are certified gluten-free.

*** All rices are gluten-free, so experiment with red rice, black rice and other delicious whole grain rices. Cooking time will vary with different varieties; check the package.

### NUTTIER, FULLER FLAVOR

Whole grains are generally chewier than refined grains and have a nuttier, fuller flavor. You and your family may find this unfamiliar at first. But after a month or two, refined grains may start to taste very plain and uninteresting by contrast. Stick with it until your palate adjusts, and reap the health benefits.
SECTION 3: PROTEIN
D. Back to the Kitchen with Protein:

Workshop Agenda*

I. Welcome and Introduction:
   a. Welcome to the Back to the Kitchen Healthy Cooking Workshop:
      i. The Learning Intention: The intent of the workshop is to provide you an opportunity to use a variety of cooking techniques to build skills in preparing healthy meals or snacks in keeping with the Choose MyPlate Food Guide to promote healthy living practices.
      ii. The Success Criteria: You will know that you are successful if you can state at least 3 cooking techniques (or recipes) that you are able to use (or make again) at home.
      iii. Optional: Have participants start the Three Day Food Recall Activity to be turned in the next week or next session.
   b. Today our featured Choose MyPlate food section is the Protein Group.
   c. Question of the Day: Are some protein sources healthier than others? (or substitute a question from the Leader’s talking points)

II. Review of Recipe(s) and cooking terminology/techniques:
   a. We will be preparing a healthy protein recipe (s) called _____________________________.
   b. The cooking techniques that we will use in making the protein recipe(s) are:
      i. Sauté - to cook food quickly in a small amount of oil in a skillet or frying pan over direct heat.
Back to the Kitchen: Healthy Cooking Series

ii. **Season** – to enhance the flavor of foods by adding ingredients like pepper, oregano, curry, thyme, paprika, cinnamon, and a variety of other herbs, spices, condiments, and vinegar

iii. **Stir-fry** – the fast cooking of small pieces of vegetables (and/or meat) over very high heat with continual and rapid stirring

III. **Demonstration of the cooking techniques showcased** (or have examples of each techniques already prepared to showcase)

IV. **Recipe Preparation, Tasting, and Rating:**
   a. Divide into small groups of 3-5 participants each,
   b. Work together to prepare the recipe(s)
   c. Each participant will taste and rate the recipe(s) using the scoring sheet and sticky dots

V. **Open discussion:** Could you prepare healthy foods at home using these cooking skills?

VI. **Closing Check-Out, Take Home Materials, and Incentives:**
   a. **Check-Out Question:** Would anyone like to say anything more about this session?
   b. Collect rating sheets with questions completed
   c. Provide grab bag of materials/incentive to take home

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*Adjustments for Various Age Groups:

Milwaukee Childhood Obesity Prevention Project, Milwaukee, Wisconsin
A Robert Wood Johnson Foundation, Healthy Kids, Healthy Communities Grantee
Summer, 2013
**Small Children (5-8 years):**

- **Where does Protein Foods Come From?**
  - Gather pictures from grocery store circulars or magazines, of different protein sources - regular hamburger, roast beef, chicken, sliced turkey, baked beans, fish, nuts, eggs, seeds, pork chop.
  - Find pictures of animals or plants that correspond to each food.
  - Hold up a picture of a food and have the group tell you what animal or plant it comes from. Then show the picture of the animal or plant.
  - Ask can anyone tell me why we need protein foods? Answer: Protein is needed for strong muscles and iron rich blood. (Have them make a muscle and feel how hard it is)
  - Demonstrate how to combine high protein foods (beans and cheese) to make a healthy protein rich snack by preparing the Nacho Bean Dip recipe.
  - Serve over baked chips (i.e. Sun Chips) or multigrain tortilla, with diced tomatoes and a vitamin C rich juice (i.e. fortified apple juice or orange juice)
  - Taste and rate the recipe

**Tweens (9-12):**

- **Where Does Food Come From?**
  - Follow same activity (above) but expand discussion to include, “Protein is also need to develop a strong immune system...can anyone tell me what that means?” (Answer: Your immune system works to fight off colds and infection).
  - Have youth volunteers come up and assist with preparing the bean dip in front of full group.
  - Serve same as above; taste and rate recipe

**Teens (13-17):**

- **How Much Protein Am I Getting From My Food Choices?**
  - Gather pictures from grocery store circulars or magazines of different protein sources (regular hamburger, roast beef, chicken, baked beans, hot dog, fish, nuts, eggs, seeds, pork chop, bologna & other cold cuts, Brat, Breakfast Links, Polish Sausage) placed on index cards.
Back to the Kitchen: Healthy Cooking Series

- On a large paper easel sheet, make two categories, either high protein (7-8 grams of protein per ounce) or low protein (1-4 grams of protein per ounce)
- Holding up each picture card and have students decide which category it belongs in. (fresh lean meats, fish, poultry, eggs, nuts, seeds, and beans in high protein group; sausage, bologna & other cold cuts, hot dogs, brats, polish, breakfast link in low protein group). Tape it in the correct section.
- Discuss the importance of high quality protein for muscles, healthy skin, iron rich blood, and a strong immune system.
- Prepare and serve the Nacho Bean Dip as above; taste and rate the recipe.

- **Adults 18 and Older:** Use Workshop Agenda as is but change discussion question:
  - What Do You Know About Keeping Food Safe?
    - Avoiding Cross Contamination
    - Cooking to the right temperature
    - Refrigerating within 2 hours of cooking
    - Throw out leftovers after 4 day in the refrigerator
    - Freezing leftovers for longer storage time
Back to the Kitchen: Healthy Cooking Series

❖ Back to the Kitchen with Protein - Recipes
  ➢ Vegetarian Spaghetti with TVP
  ➢ Quick Black Bean and Rice
  ➢ My Favorite Curry Chicken
  ➢ Chicken Vegetable Stir Fry
  ➢ Quick & Easy Chicken Vegetable Stir Fry
  ➢ South of the Border Nacho Bean Dip

❖ Handouts:
  ➢ With Protein Foods, Variety is Key: 10 tips for choosing protein
  ➢ 12 Great Ways to Use...Spices
Vegetarian Spaghetti with TVP

Ingredients:

1 (6 oz.) can of Italian Tomato Paste
1 (16 oz.) can of Stewed Tomatoes
¾ cup TVP (Textured Vegetable Protein) Frozen Crumbles or reconstituted from dry soy granules
¼ cup chopped onion (optional)
¼ cup chopped green pepper (optional)
¼ teaspoon thyme seasoning
¼ teaspoon pepper
1/2 teaspoon salt (optional)
1 teaspoon sugar (optional)

6-8 servings of cooked Whole Wheat Spaghetti

Directions:

• In a large saucepan add the 6 oz. can of tomato paste and then add three full cans of water to reconstitute. Stir until well mixed.

• Add frozen TVP Crumbles to tomato paste and stir (for dry soy granules, add ¾ cup water to reconstitute ¾ granules, and then add to tomato paste).

• Add all seasonings (except sugar), the onion, and green pepper and mix well. Cook at high temperature until rolling bubbles are noticed. Reduce heat to a simmer and cover for 10 minutes.

• Add stewed tomatoes and stir. Cook for an additional 10 minutes until no foam is noticed on top. Taste and add sugar, if desired (this will cut the bitterness of the tomato sauce).

• Continue to cook until desired thickness has been reached (an additional 5-10 minutes should be sufficient).

• Serve over a bed of whole wheat spaghetti. Sprinkle on Parmesan Cheese, as desired.

Makes approximately 8, 1/2 cup servings

Greer, Y. *Eating for Life Recipes*, Y-EAT Right..., 2013
Quick Black Beans and Rice

Ingredients:

1 Tablespoon vegetable oil
1 Onion, chopped
1 (15 ounce) can black beans, undrained
1 (14.5 ounce) can stewed tomatoes
1 teaspoon dried oregano
½ teaspoon garlic powder
1-1/2 cups uncooked instant brown rice

Directions:

• In large sauce pan, heat oil over medium high.
• Add onion, sauté and stir until tender.
• Add beans, tomatoes, oregano, and garlic and bring to a boil.
• Stir in rice, cover and reduce heat. Simmer 5 minutes
• Remove from heat; let stand 5 more minutes before serving

Makes approximately 4, 8 ounce servings

Adapted recipe from Allrecipes.com
My Favorite Curry Chicken

Ingredients:

- 3-4 chicken breast halves, skinned and sliced into strips
- 1 medium onion, cut into strips
- 3 Tbsp. olive oil
- 2 medium red potatoes, peeled and diced small
- 3-4 ripe red tomatoes cut in medium size chunks
- $\frac{1}{2}$ -1 tsp. each of thyme, paprika, black pepper and garlic powder
- 1-2 Tbsp. curry powder
- 1/2 tsp. salt
- 1/8 tsp. hot red pepper spice (optional)
- 4 cups of cooked brown rice

Directions:

- In a small sauce pan, add 2 cups water and bring to a boil. Add potatoes and cook until soft enough to mash with fork (or soften potatoes in the microwave).
- On a large cutting board or swallow pan, cut chicken breast into strips. Sprinkle with seasonings (thyme, paprika, black pepper, garlic powder and $\frac{1}{2}$ of curry). Thoroughly rub seasonings into chicken.
- In a large skillet, heat olive oil until sizzling hot (but be careful not to let oil reach the smoke point). Add chicken breast strips and cook for about 5 minutes, turning once or twice for evening cooking. Then add onion strips and continue cooking for another 5 minutes until chicken is white but not completely done and onions look limp.
- Drain potatoes and add to chicken mixture. At the same time, add the tomatoes chunks and mix well. Continue to cook on high heat for approximately 15 minutes, or until tomatoes have cooked down and a sauce is formed. Mash potatoes in sauce to thicken.
- Add remaining curry (about 1 Tbsp.) until desired taste is achieved. Add hot spice and salt, sparingly, to taste. Serve over a bed of cooked brown rice.

Makes approximately 8, ½ cup serving
Chicken Vegetable Stir Fry

Ingredients:

- 3-4 Skinless, boneless chicken breast halves, cut into strips
- 1 t. garlic powder and 1 t. paprika
- 1 medium onion cut in strips
- 2 medium carrots cut into strips (about 2 inches long)
- 2-3 stalks of celery cut crosswise into small pieces
- 1 c. pea pods, snapped at ends and broken in half
- 1c. broccoli florets cut in small pieces
- 1 c. bean sprouts, washed thoroughly
- 1 (4ounce) can sliced water chestnuts, drained
- ¼ c. olive oil, extra virgin
- 1/3 cup prepared stir fry seasoning (i.e. Kikkoman’s or a stir fry seasoning mix packet)
- 1 c. cooked brown rice
- Low Sodium Soy Sauce, at table, to taste (optional)

Directions:

- Complete all pre-preparation, measuring, and cutting of vegetables prior to the start of cooking (including preparing stir fry seasoning mix, if using):
  - Cut chicken breast into medium strips and season with garlic and paprika, rubbing seasonings into chicken with fingers
  - Wash all vegetables thoroughly and cut into pieces as indicated in recipe listing, then arrange in order listed above. Keep each item separated.
  - Open water chestnut can and drain liquid
  - Measure olive oil and prepare stir fry sauce
  - Put Brown Rice on to cook (use directions on rice package or Grandma’s tip..."Put the amount of rice you want in the pot and cover with about a finger-tip of water (about ¼ inch to ½ inch of water) over the top of the rice. Do not salt the rice. Bring to a rolling boil, then reduce heat to as low as possible and let cook. Do not remove top until time to serve."

- In a large skillet (or Wok), heat olive oil, on high setting (caution: Be ready as it will heat fast, so do not let oil smoke).
- When oil is piping hot, add chicken, stirring frequently for even cooking. Continue cooking for about 5 minutes.
- Start adding vegetables one at a time, about a minute apart, starting with the onion (in the same order as listed in the ingredient listing). Continue to stir frequently for even cooking. Keep heat on high setting.
- Once all vegetables have been added, stir in stir fry seasoning, reduce heat to a simmer, and cook for an additional 5 minutes.
- Serve over a bed of brown rice, season with low sodium soy sauce, to taste.

Makes 8, 6-ounce servings
Quick & Easy Chicken Vegetable Stir Fry

Ingredients:
3-4 boneless chicken breast halves, cut in strips
1 teaspoon garlic powder
1 teaspoon paprika
1 (16 ounce) bag of Stir Fry Mixed Vegetables (may include carrot strips, pea pods, water chestnuts, broccoli, onions, celery, and bean sprouts)
1/4 cup olive oil, extra virgin
1/3 cup Stir fry sauce (i.e. Kikkomen's) or 1 pkg. Stir fry seasoning mix
Cooked brown rice (to serve with)
Low Sodium Soy sauce, at table, to taste

Direction:
• Cut chicken breast halves into medium strips; season with garlic and paprika.

• In a very large skillet, heat olive oil, on high setting (caution: do not let oil start to smoke).

• When hot, add chicken, stirring frequently for even cooking for about 5 minutes (chicken should look solid white).

• Then add bag of stir fry vegetables. Continue to stir often with heat still on high heat. Cook for about 5 minutes.

• Next add the stir fry season. Mix thoroughly and cook for an additional 5 minutes.

• Serve over a bed of brown rice; season with low sodium soy sauce, to taste.

Makes approximately 8 (6 ounce) servings.
South of the Border Nacho Bean Dip

Ingredients:
1 can hot or mild chili beans
1 small can chopped green chilies, drained
1 cup shredded cheddar cheese
1 cup diced fresh tomato
1 bag baked nacho chips

Directions:
• Mix chili beans, green chilies, and cheese in casserole dish or skillet.
• Heat mixture in either a microwave or on a stove until cheese is completely melted.
• Stir often to avoid burning.
• Serve over baked nacho chips and top with fresh tomatoes.

Makes approximately 10 – 1/4-cup servings
10 tips for choosing protein

Variety is key

Protein foods include both animal (meat, poultry, seafood, and eggs) and plant (beans, peas, soy products, nuts, and seeds) sources. We all need protein—but most Americans eat enough, and some eat more than they need. How much is enough? Most people, ages 9 and older, should eat 5 to 7 ounces* of protein foods each day.

1. Vary your protein food choices
   Eat a variety of foods from the Protein Foods Group each week. Experiment with main dishes made with beans or peas, nuts, soy, and seafood.

2. Choose seafood twice a week
   Eat seafood in place of meat or poultry twice a week. Select a variety of seafood—include some that are higher in oils and low in mercury, such as salmon, trout, and herring.

3. Make meat and poultry lean or low fat
   Choose lean or low-fat cuts of meat like round or sirloin and ground beef that is at least 90% lean. Trim or drain fat from meat and remove poultry skin.

4. Have an egg
   One egg a day, on average, doesn't increase risk for heart disease, so make eggs part of your weekly choices. Only the egg yolk contains cholesterol and saturated fat, so have as many egg whites as you want.

5. Eat plant protein foods more often
   Try beans and peas (kidney, pinto, black, or white beans; split peas; chickpeas; hummus), soy products (tofu, tempeh, veggie burgers), nuts, and seeds. They are naturally low in saturated fat and high in fiber.

6. Nuts and seeds
   Choose unsalted nuts or seeds as a snack, on salads, or in main dishes to replace meat or poultry. Nuts and seeds are a concentrated source of calories, so eat small portions to keep calories in check.

7. Keep it tasty and healthy
   Try grilling, broiling, roasting, or baking—they don't add extra fat. Some lean meats need slow, moist cooking to be tender—try a slow cooker for them. Avoid breading meat or poultry, which adds calories.

8. Make a healthy sandwich
   Choose turkey, roast beef, canned tuna or salmon, or peanut butter for sandwiches. Many deli meats, such as regular bologna or salami, are high in fat and sodium—make them occasional treats only.

9. Think small when it comes to meat portions
   Get the flavor you crave but in a smaller portion. Make or order a smaller burger or a "petite" size steak.

10. Check the sodium
    Check the Nutrition Facts label to limit sodium. Salt is added to many canned foods—including beans and meats. Many processed meats—such as ham, sausage, and hot dogs—are high in sodium. Some fresh chicken, turkey, and pork are brined in a salt solution for flavor and tenderness.

* What counts as an ounce of protein foods? 1 ounce lean meat, poultry, or seafood; 1 egg; ¼ cup cooked beans or peas; ½ ounce nuts or seeds; or 1 tablespoon peanut butter.

Go to www.ChooseMyPlate.gov for more information.
It’s a smart idea to find ways to flavor your food with spices, which provide both a regional and a cultural identity to whatever you prepare, along with many health benefits. Spices are made from the aromatic dried buds, flowers, fruits, seeds, berries, bark, and roots of plants. They can add both flavor and antioxidants to your food and help you wean your palate from salt, which many of us rely upon too much for its familiar flavor. Start with adding just a little spice (measure about ¼ teaspoon) to familiar foods and go from there. Here’s a quick look at some popular spices, from A to Z! Experiment with just one, and then combine several to come up with your own flavors.

1. **Allspice** tastes like several spices at once—pepper, cloves, and nutmeg. Crush whole berries in a spice mill or with a mortar and pestle. Sprinkle on baked squash or add to cooked beans.

2. **Cayenne**, which is ground hot red chili pepper, boosts the flavor and adds a little kick to sauces, stews, and seafood dishes. Or, instead of butter, sprinkle it on popcorn.

3. **Cinnamon** is a good spice for applesauce or stewed fruit. Sprinkle a little on ground coffee before brewing.

4. **Coriander** comes from the seeds of the cilantro plant. Sprinkle it dried into chili and bean dishes.

5. **Cumin** is an important Middle Eastern spice. Stir it into Greek yogurt for an instant dip or sauce for wraps, or sprinkle a little bit on hummus.

6. **Curry powder** is a mixture of spices and a great convenience for busy cooks. Add a pinch or two to chicken or tuna salad, or toss it with potatoes or sweet potatoes before roasting.

7. **Ginger** spices up fruit salad or sliced melon. Or, dust it over carrots, squash, or sweet potatoes before roasting.

8. **Nutmeg** works well in quiches, sautéed spinach and other greens, and cheese sauces served with pasta. Buy a few whole nutmegs, keep them in a tightly sealed jar, and grate them against the small holes of a box grater.

9. **Paprika** is not just for sprinkling on hard-cooked eggs. Look for “smoked paprika,” which has a pungent, hot flavor that wakes up grain dishes, seafood and vegetable stews, hummus, and dips of all kinds.

10. **Pepper** tastes best when freshly ground. Use it to flavor avocados, pasta dishes, soups, stews, and vegetables. Use a little bit on top of melon or peach slices for a spicy dessert.

11. **Turmeric** adds heightened flavor and a warm yellow color to rice and grain dishes. Or blend it with cumin for chilies and vegetable stews.

12. **Za’atar** gets its flavor note from dried sumac berries. Its tart, sour, and fruity flavor is stronger and more memorable than lemon making it a good substitute. Blend with thyme, oregano, and olive oil and spread on pita bread before toasting.

Learn more about the Mediterranean Diet and healthy food choices at [www.oldwayspt.org](http://www.oldwayspt.org).
SECTION 3:
DAIRY
E. Back to the Kitchen with Dairy:

Workshop Agenda*

I. Welcome and Introduction:
   a. Welcome to the Back to the Kitchen Healthy Cooking Workshop:
      i. The Learning Intention: The intent of the workshop is to provide you an opportunity to use a variety of cooking techniques to build skills in preparing healthy meals or snacks in keeping with the Choose MyPlate Food Guide to promote healthy living practices
      ii. The Success Criteria: You will know that you are successful if you can state at least 3 cooking techniques (or recipes) that you are able to use (or make again) at home.
      iii. Complete Post-Survey and Healthy Family Meals Checklist (last session, Adults only) *Optional: Collect completed Three Day Food Recall Records)

   b. Today our featured Choose MyPlate food section is the Dairy Group.
   c. Before we get started, can anyone name a dairy food that you ate yesterday? (or substitute a question from the Leader's talking points)

II. Review of Recipe(s) and cooking terminology/techniques:
Back to the Kitchen: Healthy Cooking Series

a. We will be preparing a healthy dairy recipe(s) called ___ (Name of Recipe(s)) ___.

b. The cooking techniques that we will use in making the dairy recipe(s) are:
   i. **Blenderize** – to combine two or more ingredients in a blender and mix until completely smooth
   ii. **Puree** – to mash or blend food into a thick liquid
   iii. **Mince** – to cut food into tiny, irregular pieces. The smallest form of chopped

III. **Demonstration of the cooking techniques showcased** (or have examples of each techniques already prepared to showcase)

IV. **Recipe Preparation, Tasting, and Rating:**
   a. Divide into small groups of 3-5 participants each
   b. Work together to prepare the recipe(s)
   c. Each participant will taste and rate the recipe(s) using the scoring sheet and sticky dot

V. **Open discussion:** Could you prepare healthy foods at home using these cooking skills?

VI. **Closing Check-Out, Take Home Materials, and Incentives:**
   a. **Check-Out Question:** Would anyone like to say anything more about this session?
   b. Collect rating sheets with questions completed
   c. Provide grab bag of materials/incentive to take home
*Adjustments for Various Age Groups:

- **Small Children (5-8 years):**
  - **Where’s the Calcium?**
    - Have children tell you all of the foods they know that is made from milk, also call the Dairy Group.
    - State that the Dairy Group gives them calcium, the mineral needed for strong bones and teeth. Have them click their teeth.
    - Then show a visual prop of the calcium that babies have in their bodies compared to the amount of calcium that grown people (adults) have. *Calcium Prop: Prior to session, in a small sandwich, zipper lock bag, put ¼ cup flour and seal (this represents the amount of calcium a newborn has in its body). And then, in a 1 gallon zipper lock bag, put 5 cups of flour (this represents the amount of calcium an adult has in its body)*
    - Discuss how important it is to drink milk to grow big and tall.
    - Have tasting of different types of milk and/or prepare a Healthy Breakfast Smoothie in front of class
    - Taste samples and poll group to see if they liked it.
    - Send recipe home with child to have their parents make at home

- **Tweens (9-12):**
  - **From Baby to Adult: Your Calcium Reserves Continues to Grow**
    - Start session the same way as described above for children (without the teeth clicking)
    - Show the visual prop of calcium that baby bodies have verses what adults have.
    - Ask the group what would happen if you did not get in enough calcium as youth? (i.e. stunting of growth, muscle cramps when playing basketball, broken bones/stress fractures, tooth decay/breakage)
    - Compare how much calcium is in 1 cup of milk compared to how much a 12 year old need per day. Do the same with Soda and another beverage (i.e. Almond Milk, Coconut Milk) by having a youth read the nutrition label.
    - In small groups, make a healthy Dairy Recipe (i.e. Breakfast Smoothie)
    - Taste and rate recipe; provide recipe to make at home
Back to the Kitchen: Healthy Cooking Series

- **Teens (13-17):**
  - From Baby to Adult: Your Calcium Reserve Continues to Grow
    - Start program off the same as above, showing prop of calcium’s difference from infancy to adulthood
    - Ask: Does anyone know when do girls reach their peak bone growth?
      - Answer: around age 14 -16
    - Ask: What about boys; when do they reach their peak bone growth?
      - Answer: varies, but can continue to get taller until age 19 years.
    - However, bone continues to get harder (or more dense) for both until age 30+ years old.
    - Stress the importance of continuing to drink milk well into adulthood.
    - Now, have them think about what would happen if you were trying to hit a baseball with a hollow bat verses a solid one.
      - The hollow one is easier to break. That is like bones that are softer (or less dense) due to not having enough calcium.
    - In small groups, make a healthy Dairy Recipe (i.e. Breakfast Smoothie)
    - Taste and rate recipe; provide recipe to make at home

- **Adults 18 and Older:**
  - Are you at Risk for Osteoporosis?
    - Start program the same as above, showing prop of calcium’s difference from infancy to adulthood
    - Discuss the fact that bones continue to get denser (harder) until the mid- 30’s and then, you start to lose bone. Pose the question: So, what is your calcium bank account like?
      - Can you draw from it and not have to worry about running low because you have built it up when you were young?
      - Or...are your reserves low, making you at risk for Osteoporosis (porous bones due to bone loss) because you consumed food too low in calcium most of the time (i.e. soda, sports drinks, coffee, tea, diet beverages, fruit juice) and didn’t build up your bank when you could?
    - Review the higher calcium needs as we age to off-set the amount that is loss to keep our calcium supply in balance.
    - In small groups, make a healthy Dairy Recipe (i.e. Breakfast Smoothie)
    - Taste and rate recipe; provide recipe to make at home
Back to the Kitchen with Dairy - Recipes

- Shake Your Frooty – Fruit Shake
- Strawberry Peach Smoothie
- Banana Sundae
- Ice Cream in a Bag
- Dilly Vegetable Dip

Handouts:

- Got Your Dairy Today?: 10 tips to help you eat and drink more fat-free or low-fat dairy foods
- Keys to Healthy Eating and Snacking (English and Spanish)
Shake Your Frooty – Fruit Shake
(For Large Group)

Ingredients:

3 quarts 1% or fat free Milk
1 can (355 ml or 12 oz.) Frozen orange juice concentrate
12 Bananas
1 lb. fresh or frozen strawberries
3 ounces Honey
48 Ice Cubes

Directions:

• Add ½ of all ingredients into a large blender
• Blend on medium (4 or 5) setting for 2 minutes
• When slightly mixed, increase blender to high (or liquefy) setting
• Continue blending until mixture is completely smooth
• Pour into large (gallon) pitcher and repeat with the remaining ingredients
• Combine the two batches in the pitcher. Serve immediately.

Makes 14, 8 ounce servings
Strawberry Peach Smoothie
(For Small Groups)

**Ingredients:**

1 cup fat-free frozen yogurt (strawberry, ice cream type)
1/2 cup orange juice
1 cup Strawberries, quartered
1 cup Peaches, sliced
1 Banana

**Directions:**

- Combine all ingredients in a blender.
- Mix on high setting until a smooth puree.

Makes approximately 4, 8 ounce servings
Banana Sundae

Ingredients:

1/2 Cup of Low Fat Vanilla Yogurt
1 graham cracker square
1/2 of a banana

Directions:

• Measure Low Fat Vanilla Yogurt into a small bowl.
• Break the graham cracker up into small pieces and sprinkle on top of low fat vanilla yogurt.
• Peel the banana.
• Cut the banana in half.
• Slice the banana into 4 or 5 pieces.
• Place banana on top of graham cracker

Makes 1 serving
Ice Cream in a Bag

Ingredients:

1 small zipper lock sandwich bag
1 large gallon zipper lock freezer bag
3/4 cup low fat milk
1 Tablespoon sugar or honey
1/2 teaspoon vanilla flavoring
4 cups crushed or cubed ice (or enough to fill half of the large bag)
6 Tablespoons salt

Directions:

• In a small sized zipper lock sealable bag, add the milk, sugar, and vanilla. Seal it up, getting rid of as much air as you can.
• In a gallon freezer bag, add the crushed ice and salt (note: any type of salt will work. Salt is used to lower the freezing point of water). Put the little bag into the gallon bag and seal the gallon bag around it, getting rid of as much air as possible.
• Shake the bag for at least five minutes before checking on its progress.
• You’ll start to notice it getting thicker by simply feeling through the bag. In approximately 8 minutes, you should have delicious ice cream; it will take longer when larger batches are mixed.
• When you remove the smaller bag, wipe it down carefully to get rid of all the salt on the outside. Serve immediately with toppings or just plain.

Makes 1, 4 ounce serving
Dilly Vegetable Dip

**Ingredients:**

Dip:
- 1/2 Cup Low Fat PLAIN yogurt
- 1/2 Tablespoon of Fat Free Mayonnaise
- 1/2 Teaspoon Cajun or Mexican seasoning (add more for a spicy dip)
- 1/2 Teaspoon dill weed
- 1/8 Teaspoon garlic powder

Assorted Fresh Vegetables (use any fresh vegetable you have):
- Baby carrots or sliced carrot sticks
- Pea pods
- Celery Sticks

**Directions:**

- Measure Mayonnaise and put into a large bowl.
- Measure yogurt and add to bowl.
- Measure each seasoning and put into bowl.
- Mix thoroughly until it is smooth and creamy.
- If necessary, cut vegetables into small sticks that can be used to dip.
- Dip vegetables into dip.

Makes 4 servings
got your dairy today?

10 tips to help you eat and drink more fat-free or low-fat dairy foods

The Dairy Group includes milk, yogurt, cheese, and fortified soymilk. They provide calcium, vitamin D, potassium, protein, and other nutrients needed for good health throughout life. Choices should be low-fat or fat-free—to cut calories and saturated fat. How much is needed? Older children, teens, and adults need 3 cups* a day, while children 4 to 8 years old need 2½ cups, and children 2 to 3 years old need 2 cups.

**1 “skim” the fat**
Drink fat-free (skim) or low-fat (1%) milk. If you currently drink whole milk, gradually switch to lower fat versions. This change cuts calories but doesn’t reduce calcium or other essential nutrients.

**2 boost potassium and vitamin D, and cut sodium**
Choose fat-free or low-fat milk or yogurt more often than cheese. Milk and yogurt have more potassium and less sodium than most cheeses. Also, almost all milk and many yogurts are fortified with vitamin D.

**3 top off your meals**
Use fat-free or low-fat milk on cereal and oatmeal. Top fruit salads and baked potatoes with low-fat yogurt instead of higher fat toppings such as sour cream.

**4 choose cheeses with less fat**
Many cheeses are high in saturated fat. Look for “reduced-fat” or “low-fat” on the label. Try different brands or types to find the one that you like.

**5 what about cream cheese?**
Regular cream cheese, cream, and butter are not part of the dairy food group. They are high in saturated fat and have little or no calcium.

**6 ingredient switches**
When recipes such as dips call for sour cream, substitute plain yogurt. Use fat-free evaporated milk instead of cream, and try ricotta cheese as a substitute for cream cheese.

**7 choose sweet dairy foods with care**
Flavored milks, fruit yogurts, frozen yogurt, and puddings can contain a lot of added sugars. These added sugars are empty calories. You need the nutrients in dairy foods—not these empty calories.

**8 caffeinating?**
If so, get your calcium along with your morning caffeine boost. Make or order coffee, a latte, or cappuccino with fat-free or low-fat milk.

**9 can’t drink milk?**
If you are lactose intolerant, try lactose-free milk, drink smaller amounts of milk at a time, or try soymilk (soy beverage). Check the Nutrition Facts label to be sure your soymilk has about 300 mg of calcium. Calcium in some leafy greens is well absorbed, but eating several cups each day to meet calcium needs may be unrealistic.

**10 take care of yourself and your family**
Parents who drink milk and eat dairy foods show their kids that it is important. Dairy foods are especially important to build the growing bones of kids and teens. Routinely include low-fat or fat-free dairy foods with meals and snacks—for everyone’s benefit.

*What counts as a cup in the Dairy Group? 1 cup of milk or yogurt, 1½ ounces of natural cheese, or 2 ounces of processed cheese.*

Go to www.ChooseMyPlate.gov for more information.
**Calcium Rich**
- Milk
- Cheese
- Yogurt
- Green Leafy Vegetables (Like Spinach & Collard)
- Salmon & Sardines

**Iron Rich**
- Lean Meats-USDA
- Cereals Fortified, or "WIC"
- Peanut Butter
- Breads & Grains
- Dried Beans & Peas

**Vitamin C Source**
- Broccoli
- Cabbage
- Cauliflower
- Grapefruit &
- Grapefruit Juice
- Green Peppers
- Greens
- Oranges &
- Orange Juice
- Muskmelon (Cantaloupe)
- Pineapple
- Potatoes
- Raspberries
- Spinach
- Strawberries
- Sweet Potatoes
- Tomato &
- Tomato Juice
- Watermelon
- "WIC" Juices

**Anytime Snacks**
- Any Fruit
- Any Vegetable
- Crackers
- Cereals
- Cornbread
- English Muffins
- Gingersnaps
- Graham Crackers
- Jello
- *Nuts
- *Popcorn
- Pretzels
- Pudding & Dips
- (Made with Lowfat Milk and Milk Products)
- *Raisins
- Rice Cakes
- Vanilla Wafers

* may cause choking in young children

**Limit these higher fat foods:**
(Have only one of these a day.)
- Any Fried or Greasy Foods
- Bacon
- Bratwurst
- Biscuits
- Bologna
- Chocolate Bars & Candies
- Cookies
- Corn Chips
- Doughnuts
- French Fries
- Hot Dogs
- Polish Sausage
- Potato Chips
- Salami
- Sausage Links or Patties

City of Milwaukee Health Department
Childhood Lead Poisoning Prevention Program
www.milwaukee.gov/health

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GUÍA para

Una Nutrición Sana

Altas en Calcio

Leche
Queso
Yogur
Vegetales Verdes
(Espinacas y Acelgas)
Salmón & Sardinas

Altas en Hierro

Carne Roja Magras-USDA
Cereales Fortificados, o “WIC”
Mantequilla de Maní
Pan y Granos
Frijoles y Guisantes

Vitamina C

Brócoli
Repollo
Coliflor
Toronja y
Jugo de Toronja
Green Peppers
Pimentón Verde
Naranjas y
Jugo de Naranja
Melón

Piña
Papas
Frambuesas
Espinaca
Fresas
Batatas
Tomates y
Jugo de Tomate
Patilla
Jugos de “WIC”

Frutas
Vegetales
Galletas Saladas
Cereales
Pan de maíz
English muffins
Galletas de gengibre
Galletas de Graham
Gelatina
*Nueces
*Palomitas de maíz

Pretzels
Pudín y Dips
(Hechos con leche baja en grasa)
*Pasas
Galletas de arroz
Galletas de vainilla

* puede sofocar niños pequeños

Limites los siguientes alimentos altos en grasa:
(Coma solamente una de estos al día.)

Comida frita o alimentos altos en grasa
Tocineta
Salchicha Alemana
Biscoches (biscuits)
Bolognés
Chocolate y caramelos
Galletas
Corn Chips
Donuts
Papas Fritas
Salchichas
Salchichas Polacas
Potato Chips
Salami
Embutidos

Departamento de Salud de la Ciudad de Milwaukee
Programa Preventivo de Envenenamiento de Plomo Infantil
www.milwaukee.gov/health
SECTION 4
F. Acknowledgements

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Section Four: “Additional Useful Information”

A. Food Safety Information
B. Food Facts: Food Allergies
C. 4-H Foods Demonstration Guide
D. References
E. Suggested Nutrition Websites
F. Acknowledgements
# Food Safety Guidelines

## Safe Food Temperatures

**COOK**
- Poultry, poultry stuffing, stuffed meat and stuffing containing meat to \[165°F\] for 15 seconds
- Ground beef/hamburger to \[155°F\] for 15 seconds
- Uncooked brats or polish sausage to \[155°F\] for 15 seconds
- Whole pork, beef roasts, and ham to \[145°F\] for 4 minutes
- Pork chops/ribs to \[145°F\] for 15 seconds
- Fish to \[145°F\] for 15 seconds
- Raw shell eggs prepared for immediate service to \[145°F\] for 15 seconds
- Fruits and vegetables cooked for hot holding to \[135°F\]

**HOLD**
- At \[135°F\] or above for safe hot holding
- At \[41°F\] or below for safe cold holding
- Use date marking for potentially hazardous, ready-to-eat foods prepared or opened onsite and held for more than 24 hours

**COOL**
potentially hazardous cooked foods:
- Within 2 hours, from \[135°F\] to \[70°F\]
- Within 4 hours, from \[70°F\] to \[41°F\] or below

To speed cooling:
- Use ice bath with frequent stirring or add ice as an ingredient
- Use frozen paddle
- Separate food into shallow pans and refrigerate

**REHEAT**
rapidly (within 2 hours):
- To \[165°F\] for 15 seconds
- To \[135°F\] for ready-to-eat foods taken from a commercially processed sealed package (e.g., frozen soup)
- Stir food while reheating
- Use proper cooking unit, not a steam table

**THAWING FOODS**

**THAW**
- In refrigerator at \[41°F\] or below
- Submerged under cold running water at \[70°F\] or below
- In microwave oven on defrost or low when an uninterrupted cooking process immediately follows, using conventional cooking equipment. *(Note: can be cooked to \[165°F\] in microwave and held covered for 2 minutes.)*
- In conventional oven or cooking unit to the proper internal temperature, as part of the regular cooking process, until food reaches proper temperature throughout

## Hand Washing

**WASH HANDS**
- Before handling food, especially ready-to-eat foods like sandwiches and salads
- Before putting on gloves
- After using the bathroom
- After smoking
- After coughing or sneezing into hands
- After touching hair or face
- After touching raw meats and poultry

## Ill Food Handlers

- Cover lesions on the hands or wrist with an impermeable finger cot or stall and with a single-use glove
- Exclude employees with a foodborne illness (such as salmonella, shigella, *E. coli* 0157:H7 or Hepatitis A) or sudden onset of vomiting or diarrhea, from the establishment
- Restrict employees with fever, sore throat with fever, or open/draining lesions from working with exposed food or clean equipment, utensils, linen, and unwrapped single-service and single-use articles

## Cross Contamination

- Use suitable utensils, tissue paper or single-use gloves to handle ready-to-eat foods, not bare hand contact
- Wash exterior surfaces of raw fruits and vegetables
- Use separate sanitizing solutions and cloths for wiping spills from food contact and nonfood contact surfaces of equipment
- Clean & sanitize cutting boards and utensils after every use
- Use separate cutting boards for meats, poultry, raw fruits and vegetables
- Always separate raw animal foods from ready-to-eat foods and separate types of raw animal foods from each other

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### Think Health

**Act Now!**

**City of Milwaukee Health Department**

**Consumer Environmental Health Division**

**Tom Barrett, Mayor**

**Bevan K. Baker, Commissioner of Health**

For more information call (414) 286-3674, Monday–Friday, 8:00am–4:15pm

or visit us on the web: [www.milwaukee.gov/health](http://www.milwaukee.gov/health)

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GUÍAS DE CONSULTA PARE LA SEGURIDAD DE LOS ALIMENTOS

TEMPERATURA SEGURA PARA LA COMIDA

COCINE
- Carne blanca (aves), relleno de carne blanca (aves), carne rellena, y relleno que contiene carne... a 165°F por 15 segundos
- Carne molida/hamburguesa a 155°F por 15 segundos
- Salchichas sin cocinar o salchichas polacas a 155°F por 15 segundos
- Cerdo completo, asado de carne y jamón a 145°F por 4 minutos
- Chuletas de cerdo/costillas a 145°F por 15 segundos
- Pescado a 145°F por 15 segundos
- Huevos crudos preparados para ser inmediatamente servidos a 145°F por 15 segundos
- Frutas y vegetales cocinadas para mantenerlas calientes a 135°F

MANTENGA
- A 135°F o más para mantenerlo caliente sin riesgos
- A 41°F o menos para mantenerlo frío sin riesgos
- Marque la fecha de alimentos listos para comer, potencialmente peligrosos, preparados o abiertos en el sitio y guardados por más de 24 horas

ENFRÍE comida cocinada que puede ser potencialmente dañina:
- Dentro de 2 horas, de 70°F a 70°F
- Dentro de 4 horas, de 70°F a 41°F o menos

Para enfriar rápidamente:
- Use un baño de hielo menéándolo frecuentemente o añada hielo como ingrediente
- Use una paleta congelada
- Separe los alimentos en envases no profundos y refrigérelos

RECALIENTE rápidamente (dentro de 2 horas):
- A 165°F por 15 segundos
- A 135°F alimentos listos para comer tomados de un paquete procesado y sellado comercialmente (por ejemplo: sopas congeladas)
- Menúe la comida mientras la recalienta
- Use una unidad de cocinar propia, no una estufa de vapor

DERRETIEINDO ALIMENTOS

DERRITA
- En un refrigerador a 41°F o menos
- Sumerga bajo agua fría corriente a 70°F o menos
- En un horno de microondas en descongelar o temperatura baja cuando es seguido por un proceso de cocinar continuo, usando equipo de cocinar convencional. (Nota: puede ser cocinado a 165°F en un microondas y mantenerlo tapado por dos minutos.)
- En un horno convencional o unidad de cocinar a una temperatura interna propia, como parte del proceso de cocinar regular, hasta que la comida alcance la temperatura propia

LAVADO DE MANOS

LAVE SUS MANOS
- Antes de tocar la comida, especialmente alimentos-listos-para-comer como por ejemplo emparedados y ensaladas
- Antes de ponerse guantes
- Después de usar el baño
- Después de fumar
- Después de toser o estornudar con sus manos
- Después de tocarse el cabello o la cara
- Después de tocar carnes crudas y carne blanca (aves)

PERSONAS ENFERMAS MANEJANDO ALIMENTOS

- Cubra lesiones en las manos o en la muñeca con una gaze impermeable o use guantes
- Excluya del establecimiento a empleados con una enfermedad transmitida por alimentos (tales como salmonella, shigella, E. coli 0157:57 o Hepatitis A) o con un ataque repentino de vómito o diarrea
- No deje que empleados con fiebre, dolor de garganta con fiebre o con heridas abiertas/drenando trabajen con alimentos expuestos, equipo limpio, utensilios, mantelería y artículos de servicio o uso de una sola vez y que están desvuwados.

CONTAMINACIÓN CRUZADA

- Para tocar los alimentos listos-para-comer use utensilios apropiados como papel toalla o guantes, no tocarlos con las manos
- Lave la superficie exterior de las frutas y vegetales crudos
- Use soluciones y paños higiénicos separados para limpiar derrames en las superficies de equipos en contacto con comida y en superficies de equipo no en contacto con comida
- Limpie y saníe las tablas de cortar y utensilios después de cada uso
- Para cortar carnes, aves, frutas y vegetales use diferentes tablas
- Siempre sepáre los alimentos de origen animal crudos de los alimentos listos para comer y sepáre entre sí los diferentes tipos de alimentos de animales crudos

El Departamento de Salud de la Ciudad de Milwaukee en su capacidad de empleador y proveedor de servicios nos dedicamos con base a la edad, la raza, la etnia, el sexo, el género, el origen nacional, el estado de ánimo o condición, la orientación sexual, el estado civil, la infección, la discapacidad y la afiliación, o participar en el equipo. Las personas que necesiten información sobre valores de muestras, ayuda con el idioma o necesiten de interpretación, llamen al 414-286-3202 o (TTY) 414-286-3205. Se pueden observar demandas de discriminación con el Coordinador de Discriminación Equivalente del Departamento llamando al 414-286-2135.

Think Health
CITY OF MILWAUKEE HEALTH DEPARTMENT
Consumer Environmental Health Division
Tom Barrett, Mayor
Bevan K. Baker, Commissioner of Health
Para más información llame al (414) 286-3674 de Lunes a Viernes, 8:00 am – 4:15 pm o visite nuestra página: www.milwaukee.gov/health

Department of Health of the City of Milwaukee R9/05
Food Allergies

What You Need to Know

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

There is no cure for food allergies. Strict avoidance of food allergens — and early recognition and management of allergic reactions to food — are important measures to prevent serious health consequences.

FDA’s Role:

Labeling

To help Americans avoid the health risks posed by food allergens, Congress passed the Food Allergen Labeling and Consumer Protection Act of 2004 (FALCPA). The law applies to all foods whose labeling is regulated by FDA, both domestic and imported. (FDA regulates the labeling of all foods, except for poultry, most meats, certain egg products, and most alcoholic beverages.)

- Before FALCPA, the labels of foods made from two or more ingredients were required to list all ingredients by their common or usual names. The names of some ingredients, however, do not clearly identify their food source.

- Now, the law requires that labels must clearly identify the food source names of all ingredients that are — or contain any protein derived from — the eight most common food allergens, which FALCPA defines as “major food allergens.”

As a result, food labels help allergic consumers to identify offending foods or ingredients so they can more easily avoid them.

About Foods Labeled Before January 1, 2006

FALCPA did not require relabeling of food products labeled before January 1, 2006, which were made with a major food allergen that did not identify its food source name in the ingredient list. Although it is unlikely that any of these foods are still on store shelves, always use special care to read the complete ingredient list on food labels when you go shopping.

What Are Major Food Allergens?

While more than 160 foods can cause allergic reactions in people with food allergies, the law identifies the eight most common allergenic foods. These foods account for 90 percent of food allergic reactions, and are the food sources from which many other ingredients are derived.

The eight foods identified by the law are:

1. Milk
2. Eggs
3. Fish (e.g., bass, flounder, cod)
4. Crustacean shellfish (e.g., crab, lobster, shrimp)
5. Tree nuts (e.g., almonds, walnuts, pecans)
6. Peanuts
7. Wheat
8. Soybeans

These eight foods, and any ingredient that contains protein derived from one or more of them, are designated as “major food allergens” by FALCPA.

How Major Food Allergens Are Listed

The law requires that food labels identify the food source names of all major food allergens used to make the food. This requirement is met if the common or usual name of an ingredient (e.g., buttermilk) that is a major food allergen already identifies that allergen’s food source name (i.e., milk). Otherwise, the allergen’s food source name must be declared at least once on the food label in one of two ways.

The name of the food source of a major food allergen must appear:

1. In parentheses following the name of the ingredient.
   Examples: “lecithin (soy),” “flour (wheat),” and “whey (milk)"
   — OR —

2. Immediately after or next to the list of ingredients in a “contains” statement.
   Example: “Contains Wheat, Milk, and Soy.”
Food Allergies: What to Do If Symptoms Occur

The appearance of symptoms (see Know the Symptoms at right) after eating food may be a sign of a food allergy. The food(s) that caused these symptoms should be avoided, and the affected person, should contact a doctor or health care provider for appropriate testing and evaluation.

- Persons found to have a food allergy should be taught to read labels and avoid the offending foods. They should also be taught, in case of accidental ingestion, to recognize the early symptoms of an allergic reaction, and be properly educated on — and armed with — appropriate treatment measures.
- Persons with a known food allergy who begin experiencing symptoms while, or after, eating a food should initiate treatment immediately, and go to a nearby emergency room if symptoms progress.

The Hard Facts:
Severe Food Allergies Can Be Life-Threatening

Following ingestion of a food allergen(s), a person with food allergies can experience a severe, life-threatening allergic reaction called anaphylaxis.

This can lead to:
- constricted airways in the lungs
- severe lowering of blood pressure and shock ("anaphylactic shock")
- suffocation by swelling of the throat

Each year in the U.S., it is estimated that anaphylaxis to food results in:
- 30,000 emergency room visits
- 2,000 hospitalizations
- 150 deaths

Prompt administration of epinephrine by autoinjector (e.g., Epi-pen) during early symptoms of anaphylaxis may help prevent these serious consequences.

Know the Symptoms

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

Allergic reactions can include:

- Hives
- Flushed skin or rash
- Tingling or itchy sensation in the mouth
- Face, tongue, or lip swelling
- Vomiting and/or diarrhea
- Abdominal cramps
- Coughing or wheezing
- Dizziness and/or lightheadedness
- Swelling of the throat and vocal cords
- Difficulty breathing
- Loss of consciousness

About Other Allergens

Persons may still be allergic to — and have serious reactions to — foods other than the eight foods identified by the law. So, always be sure to read the food label’s ingredient list carefully to avoid the food allergens in question.

For more information on food allergies, visit http://www.fda.gov/Food/ResourcesForYou/Consumers/SelectedHealthTopics/ucm119075.html

For more information, contact: The U.S. Food and Drug Administration Center for Food Safety and Applied Nutrition Food Information Line at 1-888-SAFEFOOD (toll free), 10 AM to 4 PM ET, Monday through Friday. Or visit the FDA Web site at www.fda.gov
When you are taking a 4-H Food and Nutrition project, you may share what you learn with others by giving a foods demonstration. Talking in front of a group of friends and other club members can be a little scary at first, but with planning and practice you will be able to give a foods demonstration with ease.

Just what is a foods demonstration? Basically, a foods demonstration is showing a group of others how to prepare a food item; use a cooking technique; or cook an unusual food product. Actually, a demonstration may be easier than a talk, because you have something to do with your hands — you actually show, or demonstrate, what you are talking about.

Have you ever seen anyone do a foods demonstration? Some places you may have seen one are at school, at a 4-H club meeting, at a fair, or on television. By using a foods demonstration to teach others, you can make food preparation look easy and fun, and encourage others to give it a try.

Foods demonstrations in 4-H may be presented at the club, county and state level.

**Planning the Demonstration**

First, decide what you are going to demonstrate. It may be a food from your 4-H Food and Nutrition project book, a favorite family recipe, or a new food product that you want to try (as long as it is related to your 4-H Food and Nutrition project). The most important thing is to learn the recipe and what the food should look like when it is finished, which means — practice, practice, practice.

Think about how long it takes you to make the food and what it will look like when it is finished. You will have 8 to 10 minutes to do your demonstration. Choose something that you can do in 8 to 10 minutes or something you can demonstrate with some of the steps done ahead of time (such as measuring, chopping, etc.).

Remember, the topic must be related to a 4-H Food and Nutrition project you are taking. Your project book(s) can provide many topic ideas.
Once you have chosen the topic for your demonstration, start by learning all you can about the subject. Your goal is to know more about the topic than you can possibly say in the 8 to 10 minutes.

When preparing for the demonstration, use the following checklist to make sure you have everything that you need:

- List the demonstration steps in order
- Outline the information you have found that helps explain your demonstration
- List all equipment you need
- Practice, Practice, Practice

Getting Ready for the Demonstration

- Measure all ingredients and do any advance food preparation, as necessary (chop, dice, pre-cook).
- Place everything in clear containers – remove lids or covers just before the demonstration.
- Make sure that commercial labels are not left on any of the food containers you will use.
- The demonstration area is the "stage." Set up the work area so that items you will be using are easy to reach and easy to use within this area. Keep the "stage" area free of distracting items.
- Have a damp cloth ready to wipe up spills and clean the work area and your hands.
  Tip: A damp cloth under a mixing bowl also helps keep the bowl from slipping and from making too much noise.
- Set up the ingredients that are pre-measured; remove any lids or plastic wrap. Do you have a damp towel for clean up? The center of the table will be the actual work area — for mixing, slicing, kneading, rolling, etc.
- Trays can be helpful to carry and organize your food items. An empty tray can be used for the emptied containers. Set the trays up so you can work from left to right (or right to left if that is more comfortable for you); taking the ingredients from the left tray, using them in your workspace in the center, and placing the empty container on the right tray.
- If you need to use electrical equipment of any kind, bring along an extension cord and make sure you know how to operate the equipment.
- Clean, plain and simple clothing is best for doing a foods demonstration. An apron may be a good choice for some while others may choose a costume related to the project. Both are okay as long as they do not distract from the foods demonstration. Avoid jewelry, rings, bangle bracelets, long necklaces, long fingernails, and fingernail polish. These can be distracting and may pose a safety problem if they get lost in the food.
- Hair should be neat and pulled away from your face. Make sure that no hair can fall into the food.

Giving the Demonstration

Begin your demonstration by drawing your audience in. Make a statement that they can identify with or that will make them want to prepare this dish. You may want to start out by showing what the finished product will look like. Audience appeal is what you are after.

Introduce yourself. State your name, age, club or county, number of years you have been in foods projects and the number of years you have been doing foods demonstrations. Talk about the recipe. Why did you choose it? Does your family like it? What are its selling points?

While you are mixing the ingredients, rolling out the dough, shaping the bread — whatever you are doing, talk to the audience and maintain eye contact. Explain a bit of the history of the
food. Tell them the nutritional value of the food you are preparing. Why is this food good to include in their meals? If you are using unusual equipment, special foods, or unfamiliar terms, give them information to help them understand what you are talking about. This is called "filler" and will help keep your audience interested in what you are doing. Do not try to talk above a mixer, food processor or other noisy piece of equipment. Tip: While you are using the “filler” make sure that you do not refer to ingredients as "my" or "your" — call them “the.” For example, “my flour” should be “the flour.”

As you finish the steps in the demonstration, clean up the work space and move the trays and soiled articles to another table. Wipe off the area and remove any crumbs into your hand and place the crumbs on the trays with the soiled dishes. Display the finished product as attractively as possible. Make sure that it is appealing and that the audience could sit down and have a bite. You may want to remove one portion of the food and display it on a serving plate with a napkin, utensils and beverage. If you are using a demonstration mirror, be sure to reverse the setting so that it will look right in the mirror. Keep the bottom edge of the utensils in a straight line.

Using Note Cards

If possible, do not use note cards during your demonstration. If you must use notes, make sure they are on small cards placed off to the side of your work area, and only refer to them while working. Your eyes should be focused toward the audience, which is difficult if you are reading note cards. Look at the audience, relax and smile! Remember to look to the right and left so that you make eye contact with everyone.

Using Posters

Some demonstrators like to use a poster or other visual aid showing the recipe they are using. Others prefer printed recipe cards that are handed out to the audience. Either method is okay. If you use posters, make sure that the writing is easy to read and pleasing to look at. Use a standard-sized piece of poster board (20" x 30") and make the writing large enough to be seen 20 feet away. Use good contrast between poster text and background. Remember, bright colors are often hard to read. If you use a poster of the recipe, you do not need to repeat amounts of ingredients during the demonstration — just name them as you add them.

Summarizing the Demonstration

You have shown the audience what you have made, how easy it is to do and how attractive it can be. Bring your demonstration to a close with a statement by answering the question you asked in the introduction.

Food Demonstration Tips

Food Sanitation Tips

✓ Wash your hands before working with food.
✓ Do not lick your fingers or utensils, scratch your face, touch your hair, cough into the food, or contaminate the food in any way.
✓ If you must touch the food, explain why you are using your hands and why the product is still safe to eat. You may wish to wear plastic food preparation gloves when handling the food.
✓ If you have hot or cold ingredients, keep them safe and remind the audience of the importance of food safety.
✓ Know the proper temperatures for food safety.

Nutrition Tips
✓ The Food Guide Pyramid may be used as a reference.
✓ Dietary Guidelines for Americans may be used as a reference.
✓ You may explain vitamins and minerals contained in the food, what they are and how the body uses them.
✓ Make sure your references are accurate.

Other Presentation Tips
✓ If you have forgotten an ingredient — don’t make a big deal out of it — just go on and do the demonstration as though you had it.
✓ If you have an accident, explain what happened and continue on — anyone can have a problem with food preparation!
✓ Be entertaining and informative.
✓ Smile and look at the audience.
✓ Use a pleasant voice and proper grammar.
✓ Make sure everything is clean before you start.
✓ Be organized.
✓ Speak in a voice that the audience can hear.

Resource Materials

Food Preparation Web Sites
http://www.nutrition.gov
http://www.foodsafety.gov
http://www.fightbac.org

Illinois 4-H Publications
Public Presentations, MB0115 (2000)
Food Guide Pyramid, ME0301a
Communications Guide: Demonstrations, MB0120a (web)

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- **Curriculums**

- **Recipes**
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  4. Quick and Easy Whole Grain Recipes from the Whole Grains Council, [www.wholegrainscouncil.org](http://www.wholegrainscouncil.org), accessed from web, 7/13/13
E. Websites for Nutrition and Physical Activity

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2. USDA Team Nutrition, [www.teamnutrition.usda.gov](http://www.teamnutrition.usda.gov)

3. Let’s Move!, [www.letsmove.gov](http://www.letsmove.gov)

4. Wisconsin Nutrition Education Network,  

5. MCNPAC Role Modeling Action Guide  

6. City of Milwaukee Healthy Eating and Exercise  

7. CDC - Nutrition - Facts - Adolescent and School Health  
   [http://www.cdc.gov/healthyyouth/nutrition/facts.htm](http://www.cdc.gov/healthyyouth/nutrition/facts.htm)