

# Let's Cook! Class Curriculum

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# *Let's Cook! Class*

## *Curriculum*

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# Let's Cook! Class Curriculum

The Let's Cook! Class was adapted from the Cooking With Kids™ Curriculum (<http://www.cookingwithkids.net>); then, modified and expanded by Stephanie Hightower Rendulic, RD, CD (Yakama Nation BFNEP Consultant) to promote fruit & vegetable consumption in children (ages 9-13) living in low income households. Numerous focus groups were conducted to gather feedback and the curriculum was adapted as necessary. Further, extensive pre- and post-outcome data, including fruit & vegetable preferences and cooking skill levels, has been collected to validate the curriculum's success.

Each class includes six sessions with a different produce feature and sessions are divided into two components: a tasting activity and a cooking activity. The tasting activity introduces the children to different fruit & vegetable varieties. Next, the children prepare a recipe using one of the fruit & vegetable varieties for the cooking activity. The classes are interactive and have been thoroughly tested and kid approved.

The beginner's class (Let's Cook! Class - Step One) teaches basic cooking skills; whereas, the advanced class (Let's Cook! Class - Step Two) builds on the beginner's class and teaches advanced cooking skills. The classes can be taught according to the lesson plans, divided into two classes (tasting and cooking), or one of the components could be eliminated.

Following are the necessary materials you will need to get started.

## **LET'S COOK! CLASS – STEP ONE (BEGINNER'S CLASS)**

**Step One Lesson Plans** (select six sessions - three fruit and three vegetable; plan session order to alternate between fruit & vegetable produce features; each session length - 1½ hours)

1. Apples
2. Bananas
3. Bell Peppers
4. Berries
5. Cruciferous Veggies
6. Dried Beans
7. Greens
8. Melons
9. Potatoes
10. Tomatoes

**Step One Kids' Notebook** (provide interactive instruction; children keep notebook at class completion)

1. Let's Cook! Title Page
2. Words to Describe
3. Measuring Tips
4. Fruit & Vegetable Title Pages (correspond with selected fruit & vegetable sessions)

5. Fruit & Vegetable Tasting Charts (correspond with selected fruit & vegetable sessions)
6. Fruit & Vegetable Recipes (correspond with selected fruit & vegetable sessions)
7. Let's Cook! Back Page

**Step One Parent Summary Sheets** (encourage parental involvement)

1. Apples
2. Bananas
3. Bell Peppers
4. Berries
5. Cruciferous Veggies
6. Dried Beans
7. Greens
8. Melons
9. Potatoes
10. Tomatoes

**Step One Cooking Skill Tip Sheets** (ensure consistent instruction of different cooking skills)

1. Basic Recipe Reading
2. Measuring Dry Ingredients
3. Measuring Liquid Ingredients
4. General Knife Skills
5. Slicing Skills
6. Dicing Skills
7. Mincing Skills
8. Grating Skills
9. Sautéing Skills
10. Oven Skills

## **LET'S COOK! CLASS – STEP TWO (ADVANCED CLASS)**

**Step Two Lesson Plans** (plan session order to alternate between fruit & vegetable produce features; each session length - 1¼ hours)

1. Chili Peppers
2. Citrus Fruits
3. Dried Fruits
4. Mushroom
5. Squash
6. Tropical Fruits

**Step Two Kids' Notebook** (provide interactive instruction; children keep notebook at class completion)

1. Let's Cook! Title Page
2. Words to Describe
3. Measuring Tips
4. Common Ingredient Substitutions
5. Herb & Spice Cooking Guide
6. Types of Knives
7. Fruit & Vegetable Title Pages
8. Fruit & Vegetable Tasting Charts
9. Fruit & Vegetable Recipes
10. Let's Cook! Back Page

### **Step Two Parent Summary Sheets** (encourage parental involvement)

1. Chili Peppers
2. Citrus Fruits
3. Dried Fruits
4. Mushroom
5. Squash
6. Tropical Fruits

### **Step Two Cooking Skill Tip Sheets** (ensure consistent instruction of different cooking skills)

1. Advanced Recipe Reading Skills
2. Knife Sharpening Skills
3. Peeling Skills
4. Julienne Skills
5. Seasoning Skills
6. Pitting & Coring Skills
7. Hand Mixer Skills
8. Electric Can Opener Skills
9. Blender Skills

## **LET'S COOK! CLASS OUTCOME EVALUATION MATERIALS**

**Cooking Skill Evaluation** (assessed by having the children - in small groups - prepare the corresponding produce recipe(s); each skill is observed and checked on the data collection tool if completed correctly)

1. Pre- & Post-Data Collection Tools
2. Recipes (Step One - Zucchini Pizzas; Step Two - Refreshing Apricot Smoothie & Oatmeal Raisin Pear Cookies)

**Fruit & Vegetable Preference Evaluation** (assessed by having the children look at fruit & vegetable pictures and verbally report the name of the fruit or vegetable as well as whether they like it or not)

1. Instructions
2. Pre- & Post-Data Collection Tools
3. Fruit & Vegetable Pictures

## **LET'S COOK! CLASS SUPPLEMENTAL MATERIALS**

1. Examples of Incentive Items
2. Sample Letters to Parents
3. Class Attendance Sheet
4. Class Name Tags
5. Success Story Form
6. Cruciferous Veggie Picture
7. Measuring Handout
8. Fraction Cheat Sheet
9. Sample Quarters
10. Class Completion Certificates

Current materials are continually updated and new materials are regularly added. Classes are extensively evaluated and data on the success of the curriculum can be provided upon request. Please contact the Yakama Nation Basic Food Nutrition Education Program (BFNEP) at 509.865.5121 x 4828 if you have any questions or comments.

*Let's Cook! Class*

*Step One (Beginners)*

*Lesson Plans*

# Let's Cook! Lesson Plan Produce Feature: Apples

## APPLE TASTING ACTIVITY (30 MINUTES)

Supplies: Kids' Name Tags, Apples (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Apple Preference Survey Pictures

### Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of apples (red delicious, granny smith, braeburn, pink lady); place two apples (one whole, one sliced) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four apple plates.

### Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a fruit next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about apples—apples are a fruit that grow on trees; apples are the second most popular fruit after bananas; Washington State grows the most apples in the United States; to prevent browning, rub a little lemon juice on apple flesh; there are many apple varieties (different sizes, shapes and colors); we will learn about four types today:
  - a. **Red Delicious:** most common apple; large, elongated apple with five knobs on bottom and dark red skin
  - b. **Granny Smith:** round, crisp and juicy apple with freckled green skin
  - c. **Braeburn:** round, red-stripped apple with orange/red color on yellow background; very firm and crisp
  - d. **Pink Lady:** also called Cripps Pink; somewhat blocky shape; freckled pink color on yellow/green background; slightly crisp
3. In their Kids' Notebook, direct the students to draw the first apple variety in the first box of the *Apple Tasting Chart*. Taste the apple together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the apple. Show students the preference survey picture for that variety.
4. Repeat this process until all four apple varieties are drawn, tasted and described.
5. Vote on group's favorite apple; ask other group their favorite apple.

**Clean-Up:**

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**APPLE COOKING ACTIVITY (60 MINUTES)**

**Supplies:** Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Oven Mitts, Square Baking Pans, Cooking Spray, Mixing Bowls, Knives, Cooking Utensils, Measuring Cups/Spoons, Oven Thermometers, Dirty Dish Bin, Tasting Bowls, Spoons, Napkins

**APPLE CRISP**

9 servings

_____ 4 medium	Apples (thinly sliced)
_____ ½ cup	Brown Sugar
_____ ⅓ cup	Whole Wheat Flour
_____ ¾ cup	Oatmeal
_____ 1½ teaspoons	Cinnamon
_____ ½ teaspoon	Ginger
_____ ⅓ cup	Butter (softened)

1. Preheat oven to 350° F; spray a square baking pan with cooking spray; place sliced apples in bottom of pan.
2. In a medium bowl, mix together brown sugar, flour, oatmeal, cinnamon and ginger.
3. Stir butter into sugar mixture until crumbly.
4. Sprinkle crumbly mixture over fruit.
5. Bake 30-40 minutes or until fruit is tender and top browns.

**Cooking Skill Focus:** recipe reading skills; measuring skills; knife skills; oven skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

**Recipe Preparation (45 minutes):**

1. Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe. Each group will halve the recipe and complete all steps. While the recipe is baking, one group will wash dishes and the other will prepare the classroom for sampling.

**Recipe Tasting (15 minutes):**

1. Ask group to sample the apple recipe. Ask each student to talk about the *Apple Crisp*—do they like the taste? Ask students to record their comments on the *Apple Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different apple varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.

5. Provide each student with a *square baking pan* as an incentive to encourage them to practice their oven skills at home.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan

## Produce Feature: Bananas

### BANANA TASTING ACTIVITY (30 MINUTES)

**Supplies:** Kids' Name Tags, Bananas (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Banana Preference Survey Pictures

#### Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of bananas (common, red, baby, plantain); place two bananas (one whole, one sliced) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four banana plates.

#### Drawing & Tasting (30 minutes):

- Students sign-in and stamp a fruit next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
- Explain that today we will learn about bananas—bananas are the most popular fruit; bananas grow on large bushes (not trees) in warm, humid climates; bananas are picked unripe and ripen off the bush; place bananas in a paper bag to ripen; never store bananas in refrigerator; there are hundreds of banana varieties; we will learn about four types today:
  - Common:** most popular variety; about eight inches long; ripe when green peel turns yellow; creamy white flesh
  - Red:** about six inches long; ripe when maroon peel turns bronze/black; firm, pink or ivory flesh
  - Baby:** about three inches long; ripe when peel is deep yellow with black spots; creamy, white or dark yellow flesh
  - Plantain:** about fifteen inches long; peel ripens from green to yellow to black; eat raw—when peel is black; eat cooked—when peel is green, yellow or black; difficult to peel when skin is not black; firm white flesh
- In their Kids' Notebook, direct the students to draw the first banana variety in the first box of the *Banana Tasting Chart*. Taste the banana together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the banana. Show students the preference survey picture for that variety.
- Repeat this process until all four banana varieties are drawn, tasted and described.
- Vote on group's favorite banana; ask other group their favorite banana.

**Clean-Up:**

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**BANANA COOKING ACTIVITY (60 MINUTES)**

**Supplies:** Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Knives, Cooking Utensils, Cooking Spray, Oven Thermometers, Whisks, Measuring Cups/Spoons, Large/Small Mixing Bowls, Square Baking Pans, Oven Mitts, Tasting Bowls, Forks, Napkins, Dirty Dish Bin

**BANANA BREAKFAST CAKE**

9 servings

_____ 1 cup	Orange Juice
_____ 2/3 cup	Powdered Milk (fat free)
_____ 1 1/2 cups	Raisin Bran Cereal
_____ 1/4 cup	Vegetable Oil
_____ 1 large	Egg (lightly beaten)
_____ 2 large	Bananas (thinly sliced)
_____ 1 1/2 cups	All-Purpose Flour
_____ 1/2 cup	Sugar
_____ 1 teaspoon	Baking Soda
_____ 2 teaspoons	Cinnamon
_____ 1/2 teaspoon	Salt

1. Preheat oven to 350° F; spray a square baking pan with cooking spray.
2. In a medium bowl, combine orange juice and powdered milk; stir in raisin bran and let stand until soft, about 2 minutes; mix in oil, egg and bananas.
3. In a small bowl, mix flour, sugar, baking soda, cinnamon and salt.
4. Combine dry and wet ingredients; stir until just moistened; batter will be lumpy.
5. Spread in pan; bake 40-45 minutes or until top springs back when lightly touched.

**Cooking Skill Focus:** recipe reading skills; measuring skills; knife skills; oven skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

**Recipe Preparation (45 minutes):**

1. Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe. Each group will halve the recipe and complete all steps. While the recipe is baking, one group will wash dishes and the other will prepare the classroom for sampling.

Recipe Tasting (15 minutes):

1. Ask group to sample the banana recipe. Ask each student to talk about the *Banana Breakfast Cake*—do they like the taste? Ask students to record their comments on the *Banana Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different banana varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with a *mixing bowl set* as an incentive to encourage them to practice their oven skills at home.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan

## Produce Feature: Bell Peppers

### BELL PEPPER TASTING ACTIVITY (30 MINUTES)

**Supplies:** Kids' Name Tags, Bell Peppers (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Bell Pepper Preference Survey Pictures

#### Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of bell peppers (green, red, orange, yellow); place two bell peppers (one whole, one sliced) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four bell pepper plates.

#### Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a vegetable next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about bell peppers—bell peppers are a vegetable that grow on plants; bell peppers are also called sweet peppers and are not hot; bell peppers are named because they look like a bell; bell peppers have a hollow center with many seeds; we will learn about four types today:
  - a. **Green:** most popular; unripe bell pepper; thin skin and mild, sweet/bitter flavor
  - b. **Red:** vine-ripe green bell pepper; thick skin and very sweet
  - c. **Orange:** vine-ripe green bell pepper; thick skin and sweet
  - d. **Yellow:** vine-ripe green bell pepper; thick skin and sweet

*Explanation: The colored bell peppers are vine-ripe green bell peppers that, because they have ripened longer (about 10 days), turn their true color and have a thicker and sweeter flesh.*

3. In their Kids' Notebook, direct the students to draw the first bell pepper variety in the first box of the *Bell Pepper Tasting Chart*. Taste the bell pepper together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the bell pepper. Show students the preference survey picture for that variety.
4. Repeat this process until all four bell pepper varieties are drawn, tasted and described.
5. Vote on group's favorite bell pepper; ask other group their favorite bell pepper.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**BELL PEPPER COOKING ACTIVITY (60 MINUTES)**

Supplies: Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Knives, Baking Sheets, Cooking Spray, Whisks, Oven Thermometers, Cooking Utensils, Measuring Cups/Spoons, Graters, Oven Mitts, Tasting Bowls, Forks, Napkins, Dirty Dish Bin

**SPICY BAKED PEPPERS**

4 servings

_____ 1½ tabl espoons	Lemon Jui ce
_____ ½ tabl espoon	Vegetabl e Oi l
_____ ½ teaspo on	Sal t
_____ ¾ teaspo on	Cumi n (ground)
_____ ½ teaspo on	Crushed Red Pepper
_____ ¼ cup	Ci lantro (mi nced)
_____ 10	Caul i flower Fl orets
_____ 1 l arge	Yel low Bel l Pepper (di ced)
_____ 1 l arge	Red Bel l Pepper (di ced)
_____ ½ cup	Cheese (grated)

1. Preheat oven to 450° F; spray cooki ng sheet wi th cooki ng spray.
2. I n a l arge bowl , combi ne l eon jui ce, oi l, sal t, cumi n, red pepper and ci lantro; sti r wi th a whi sk.
3. Add caul i fl ower and bel l peppers; toss to coat wel l .
4. Pl ace vegetabl es on cooki ng sheet; bake 18 mi nutes or unti l l i ghtl y browne d and tender-cri sp; sti r every 5 mi nutes.
5. Spri nkl e top wi th cheese.

**Cooking Skill Focus:** recipe reading skills; measuring skills; knife skills; grating skills; oven skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

Recipe Preparation (45 minutes):

1. Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe. Each group will halve the recipe and complete all steps. While the recipe is baking, one group will wash dishes and the other will prepare the classroom for sampling.

Recipe Tasting (15 minutes):

1. Ask group to sample the bell pepper recipe. Ask each student to talk about the *Spicy Baked Peppers*—do they like the taste? Ask students to record their comments on the *Bell Pepper Tasting Chart*.

2. Quiz students, using the preference survey pictures, on the four different bell pepper varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with an *oven mitt* as an incentive to encourage them to practice their oven skills at home.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan

## Produce Feature: Berries

### BERRY TASTING ACTIVITY (30 MINUTES)

**Supplies:** Kids' Name Tags, Berries (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Berry Preference Survey Pictures

#### Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of berries (strawberry, raspberry, blackberry, huckleberry); place two berries (one whole, one sliced) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four berry plates.

#### Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a fruit next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about berries—berries are a fruit that grow on plants or bushes; some berries have clusters of tiny sacs (blackberries, raspberries); some berries have small, yellow seeds (strawberries); some berries have smooth, slick skin (blueberries, cranberries, huckleberries); we will learn about four types today:
  - a. **Strawberry:** most popular variety; grow on a plant; heart-shaped berry with lots of small, yellow seeds on the outside; red color; smaller the berry, sweeter the flavor
  - b. **Raspberry:** grow on a thorny bush; small berry with clusters of tiny, juicy sacs (each containing a seed); red, gold or black color
  - c. **Blackberry:** grow on a thorny bush; medium berry with clusters of tiny, juicy sacs (each containing a seed); dark purple/black color
  - d. **Huckleberry:** grow on a bush; small, smooth berry with ten small seeds inside; blue/black color; cannot buy in stores
3. In their Kids' Notebook, direct the students to draw the first berry variety in the first box of the *Berry Tasting Chart*. Taste the berry together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the berry. Show students the preference survey picture for that variety.
4. Repeat this process until all four berry varieties are drawn, tasted and described.
5. Vote on group's favorite berry; ask other group their favorite berry.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**BERRY COOKING ACTIVITY (60 MINUTES)**

Supplies: Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Knives, Aluminum Pie Plates, Cooling Racks, Electric Mixers, Whisks, Cooking Utensils, Measuring Cups/Spoons, Oven Mitts, Oven Thermometers, Tasting Bowls, Forks, Napkins, Dirty Dish Bin

**BERRY FRUIT PIZZA**

16 servings

_____ 1 roll	Sugar Cookie Dough (cold)
_____ 1 package	Cream Cheese (softened)
_____ ¼ cup	Sugar
_____ 1 tablespoon	Lemon Juice
_____ 3 medium	Bananas (thinly sliced)
_____ 2½ cups	Strawberries (thinly sliced)
_____ 2 cups	Blackberries (sliced)
_____ 1½ cups	Peaches (thinly sliced)

1. Preheat oven to 350° F.
2. Unwrap cookie dough roll and slice into rounds. Place in a single layer on a cookie sheet (slightly overlap the rounds); evenly press the rounds together so no gaps showing.
3. Bake cookie 10-12 minutes; cool on rack.
4. In a medium bowl, whip cream cheese and sugar; spread cream cheese mixture on top of dough.
5. Squeeze lemon juice on sliced fruit to prevent browning.
6. Layer bananas, strawberries, blackberries and peaches on top of cream cheese; serve cold.

**Cooking Skill Focus:** recipe reading skills; measuring skills; knife skills; oven skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

Recipe Preparation (45 minutes):

1. Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe. Each group will halve the recipe and complete all steps. While the recipe is cooling, one group will wash dishes and the other will prepare the classroom for sampling.

Recipe Tasting (15 minutes):

1. Ask group to sample the berry recipe. Ask each student to talk about the *Berry Fruit Pizza*—do they like the taste? Ask students to record their comments on the *Berry Tasting Chart*.

2. Quiz students, using the preference survey pictures, on the four different berry varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with an *oven thermometer* as an incentive to encourage them to practice their oven skills at home.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan

## Produce Feature: Cruciferous Veggies

### CRUCIFEROUS VEGGIE TASTING ACTIVITY (30 MINUTES)

**Supplies:** Kids' Name Tags, Cruciferous Veggies (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Cruciferous Veggie Preference Survey Pictures

#### Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of cruciferous veggies (broccoli, cabbage, brussels sprout, cauliflower); place two cruciferous veggies (one whole, one cooked) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four cruciferous veggie plates.

#### Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a vegetable next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about cruciferous veggies—cruciferous veggies are vegetables grouped together because they have four-petaled flowers that look like a cross or a crucifix (show picture); cruciferous veggies grow on plants above the ground; there are many varieties of cruciferous veggies; we will learn about four types today:
  - a. **Broccoli:** head of flowers; few firm, tight clusters (florets) with long edible stems; dark green or purple color
  - b. **Cabbage:** firm, tight head; purple or green color with smooth leaves, or green color with crinkly leaves; loose, outer leaves called "wrapper leaves" should be discarded
  - c. **Brussels Sprout:** resemble tiny cabbage heads; many rows of sprouts grow on a single long stalk; bright green color; smaller sprouts are more tender
  - d. **Cauliflower:** head of flowers; many firm, tight clusters (florets) with short edible stems; white or cream color; green leaves are also edible (take longer to cook)
3. In their Kids' Notebook, direct the students to draw the first cruciferous veggie variety in the first box of the *Cruciferous Veggie Tasting Chart*. Taste the cruciferous veggie together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe*

listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the cruciferous veggie. Show students the preference survey picture for that variety.

- Repeat this process until all four cruciferous veggie varieties are drawn, tasted and described.
- Vote on group's favorite cruciferous veggie; ask other group their favorite cruciferous veggie.

### Clean-Up:

- Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

## CRUCIFEROUS VEGGIE COOKING ACTIVITY (60 MINUTES)

Supplies: Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Knives, Cooking Utensils, Measuring Cups/Spoons, Electric Skillets, Graters, Tasting Bowls, Forks, Napkins, Dirty Dish Bin

### TASTY CABBAGE

4 servings

_____ 1 cup	Onion (diced)
_____ ½ tablespoon	Vegetable Oil
_____ 2½ cups	Cabbage (cored, thinly sliced)
_____ 1 small	Carrot (grated)
_____ 1 stalk	Celery (thinly sliced)
_____ 1 cup	Apple (thinly sliced)
_____ ½ tablespoon	Brown Sugar
_____ ½ cup	Water (warm)
_____ ½ tablespoon	Vinegar
_____ ½ teaspoon	Pepper
_____ ¼ teaspoon	Salt

- In a large skillet, sauté onion in oil until golden.
- Add cabbage, carrot, celery and apple; cook 5 minutes on medium heat.
- Add brown sugar, water, vinegar, pepper and salt to cabbage mixture; cook, covered, over low heat another 20 minutes.

**Cooking Skill Focus:** recipe reading skills; measuring skills; knife skills; grating skills; sautéing skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

### Recipe Preparation (45 minutes):

- Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe. Each group will halve the recipe and complete all steps. While the recipe is cooking, one group will wash dishes and the other will prepare the classroom for sampling.

Recipe Tasting (15 minutes):

1. Ask group to sample the cruciferous veggie recipe. Ask each student to talk about the *Tasty Cabbage*—do they like the taste? Ask students to record their comments on the *Cruciferous Veggie Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different cruciferous veggie varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with a *liquid measuring cup* as an incentive to encourage them to practice their measuring skills at home.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan

## Produce Feature: Dried Beans

### DRIED BEAN TASTING ACTIVITY (30 MINUTES)

Supplies: Kids' Name Tags, Dried Beans (four of each variety), Paper Plates (8), Black Marker, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Dried Bean Preference Survey Pictures

Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of dried beans (navy, pinto, black, black-eye); place two dried beans (one whole, one cooked) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four dried bean plates.

Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a vegetable next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about dried beans—dried beans are a vegetable that grow on plants; dried beans are one of the oldest known foods; dried beans need to be soaked in water and cooked before eaten; we will learn about four types today:
  - a. **Navy:** small, oval, white dried bean; named because they were commonly eaten on United States Navy ships
  - b. **Pinto:** medium, oval, pink dried bean with reddish brown streaks; when cooked, streaks turn solid brown; “pinto” means painted in Spanish
  - c. **Black:** also called turtle dried bean; medium, oval, black dried bean
  - d. **Black-eye:** also called cowpea; small, oval, beige dried bean with round black “eye” at inner curve; popular in the South and traditionally served on New Year’s Day for good luck
3. In their Kids' Notebook, direct the students to draw the first dried bean variety in the first box of the *Dried Bean Tasting Chart*. Taste the cooked dried bean together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the dried bean. Show students the preference survey picture for that variety.
4. Repeat this process until all four dried bean varieties are drawn, tasted and described.
5. Vote on group’s favorite dried bean; ask other group their favorite dried bean.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**DRIED BEAN COOKING ACTIVITY (60 MINUTES)**

Supplies: Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Knives, Cooking Utensils, Measuring Cups/Spoons, Tasting Bowls, Forks, Napkins, Electric Skillets, Can Openers, Dirty Dish Bin

**BEAN CHILI MACARONI**

10 servings

_____ 1 small	Onion (diced)
_____ 2 cloves	Garlic (minced)
_____ 1 tablespoon	Vegetable Oil
_____ ½ pound	Ground Beef (lean)
_____ 2 teaspoons	Chili Powder
_____ ½ teaspoon	Cumin (ground)
_____ ¼ teaspoon	Salt
_____ 1 teaspoon	Pepper
_____ 3 large	Tomatoes (diced)
_____ 1 can (15 oz)	Beans (undrained)
_____ 1 cup	Elbow Macaroni (uncooked)
	Cheese (grated)

1. In a large skillet, sauté onion and garlic in oil; add meat, chili powder, cumin, salt and pepper; cook meat until browned.
2. Add tomatoes, beans and macaroni; mix well; bring to a boil, cover, and simmer 30 minutes or until macaroni is tender.
3. Sprinkle top with cheese.

**Cooking Skill Focus:** recipe reading skills; measuring skills; knife skills; grating skills; sautéing skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

Recipe Preparation (45 minutes):

1. Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe. Each group will halve the recipe and complete all steps. While the recipe is cooking, one group will wash dishes and the other will prepare the classroom for sampling.

Recipe Tasting (15 minutes):

1. Ask group to sample the dried bean recipe. Ask each student to talk about the *Bean Chili Macaroni*—do they like the taste? Ask students to record their comments on the *Dried Bean Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different dried bean varieties they learned about today.

3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with a *wooden spoon set* as an incentive to encourage them to practice their sautéing skills at home.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan Produce Feature: Greens

## GREEN TASTING ACTIVITY (30 MINUTES)

Supplies: Kids' Name Tags, Greens (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Green Preference Survey Pictures

Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of greens (spinach, collard, kale, red swiss chard); place two greens (one whole, one cooked) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four green plates.

Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a vegetable next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about greens—greens are a vegetable that grow as plants above ground; the younger the green, the milder the flavor; many greens need to be cooked to tame their bold flavor and soften their leaves; there are many green varieties (different sizes, shapes and colors); we will learn about four types today:
  - a. **Spinach:** medium, dark green leaves; either curly or smooth leaves; baby spinach has a milder flavor
  - b. **Collard:** large, paddle-like, oval, light green leaves with a velvety touch; chewy leaves need to be cooked for a long time; don't eat stalk because it tastes bitter
  - c. **Kale:** lots of colors (purple, green, white); medium, frilly leaves; don't eat center stalk; often used as a garnish
  - d. **Red Swiss Chard:** deep red stalks and veins on large, green leaves; eat both stems (more flavor) and leaves (less flavor); stalks need to be cooked longer to soften
3. In their Kids' Notebook, direct the students to draw the first green variety in the first box of the *Green Tasting Chart*. Taste the green together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the green. Show students the preference survey picture for that variety.
4. Repeat this process until all four green varieties are drawn, tasted and described.

- Vote on group's favorite green; ask other group their favorite green.

**Clean-Up:**

- Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**GREEN COOKING ACTIVITY (60 MINUTES)**

**Supplies:** Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Knives, Whisks, Cooking Utensils, Measuring Cups/Spoons, Electric Skillets, Graters, Tasting Bowls, Forks, Napkins, Dirty Dish Bin

**SPINACH SCRAMBLED EGGS**

5 servings

_____ 1 small	Onion (diced)
_____ 1 large	Carrot (grated)
_____ 1 cup	Spinach (minced)
_____ 1 small	Red Bell Pepper (diced)
_____ ¼ cup	Cabbage (minced)
_____ 1 tablespoon	Vegetable Oil
_____ 6 large	Eggs (beaten)
_____ ½ teaspoon	Salt
_____ 1 teaspoon	Pepper

- In a large skillet, sauté onion, carrot, spinach, bell pepper and cabbage in oil over medium heat until tender.
- Pour beaten eggs over sautéed vegetables in skillet.
- Add salt and pepper; stir well; cook eggs over medium heat.
- Once eggs are firm, remove from heat.

**Cooking Skill Focus:** recipe reading skills; measuring skills; knife skills; grating skills; sautéing skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

**Recipe Preparation (45 minutes):**

- Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe. Each group will halve the recipe and complete all steps. While the recipe is cooking, one group will wash dishes and the other will prepare the classroom for sampling.

**Recipe Tasting (15 minutes):**

- Ask group to sample the green recipe. Ask each student to talk about the *Spinach Scrambled Eggs*—do they like the taste? Ask students to record their comments on the *Green Tasting Chart*.
- Quiz students, using the preference survey pictures, on the four different green varieties they learned about today.
- Ask students to discuss the cooking skills they learned today.

4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with a *small grater* as an incentive to encourage them to practice their grating skills at home.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan

## Produce Feature: Melons

### MELON TASTING ACTIVITY (30 MINUTES)

Supplies: Kids' Name Tags, Melons (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Melon Preference Survey Pictures

Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of melons (watermelon, honeydew, crenshaw, cantaloupe); place two melons (one whole, one sliced) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four melon plates.

Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a fruit next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about melons—melons are a fruit that grow on vines above the ground; melons vary in size (small to large); melons have a hard rind with a juicy flesh inside filled with edible seeds; there are hundreds of melon varieties (different sizes, shapes and colors); we will learn about four types today:
  - a. **Watermelon:** large, oval or round shape with smooth rind; dark green/green-striped rind with yellow/white underside; bright pink or red flesh; some seedless varieties
  - b. **Honeydew:** medium, round shape with smooth rind; white colored rind; soft, green flesh
  - c. **Crenshaw:** large shape with deep, lengthwise ridges on rind; pointed at the stem end; dark yellow/green rind; tender, bright pink flesh
  - d. **Cantaloupe:** medium, round shape with webbed or netted rind; yellowish color between rind webbing; bright orange flesh
3. In their Kids' Notebook, direct the students to draw the first melon variety in the first box of the *Melon Tasting Chart*. Taste the melon together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the melon. Show students the preference survey picture for that variety.
4. Repeat this process until all four melon varieties are drawn, tasted and described.
5. Vote on group's favorite melon; ask other group their favorite melon.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**MELON COOKING ACTIVITY (60 MINUTES)**

Supplies: Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Knives, Cooking Utensils, Whisks, Measuring Cups/Spoons, Large/Small Mixing Bowls, Potato Mashers, Tasting Bowls, Forks, Napkins, Dirty Dish Bin

**CHILLED MELON SALAD**

8 servings

_____ ½ small	Watermelon (diced)
_____ 1 medium	Cantaloupe (diced)
_____ 1 large	Papaya (diced)
_____ 4 cups	Grapes (seedless)

*Fruit Dressing:*

_____ ½ tablespoon	Sugar
_____ 2 large	Apricots (diced, mashed)
_____ ¼ cup	Plain Yogurt (low fat)
_____ 1 tablespoon	Orange Juice

1. Place melons, papaya and grapes in a large bowl.
2. In a small bowl, whisk sugar and apricots to make an apricot mixture.
3. Combine apricot mixture, yogurt and orange juice for fruit dressing; mix well.
4. Add fruit dressing to mixed fruit, toss gently; chill before serving.

**Cooking Skill Focus:** recipe reading skills; measuring skills; knife skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

Recipe Preparation (45 minutes):

1. Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe. Each group will halve the recipe and complete all steps. While the recipe is chilling, one group will wash dishes and the other will prepare the classroom for sampling.

Recipe Tasting (15 minutes):

1. Ask group to sample the melon recipe. Ask each student to talk about the *Chilled Melon Salad*—do they like the taste? Ask students to record their comments on the *Melon Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different melon varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.

5. Provide each student with a *cutting board* as an incentive to encourage them to practice their knife skills at home with adult supervision.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan

## Produce Feature: Potatoes

### POTATO TASTING ACTIVITY (30 MINUTES)

Supplies: Kids' Name Tags, Potatoes (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Potato Preference Survey Pictures

Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of potatoes (russet, red, blue, yukon gold); place two potatoes (one whole, one cooked) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four potato plates.

Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a vegetable next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about potatoes—potatoes are a vegetable that grow underground; potatoes have “eyes” that sprout as the potato gets older; potatoes were once thought to be poisonous; there are many potato varieties (different sizes, shapes and colors); we will learn about four types today:
  - a. **Russet:** most common; long, slightly round shape; thick, dark brown skin with white flesh; very starchy texture
  - b. **Red:** small, round shape; red skin with firm, white flesh; waxy texture
  - c. **Blue:** not very common; round or oval shape; thin, blue skin with white or purple flesh; when cooked, they either become duller or brighter in color; don't eat the skin because it can be poisonous
  - d. **Yukon Gold:** medium, round shape; yellow skin with golden yellow flesh; both waxy and starchy texture
3. In their Kids' Notebook, direct the students to draw the first potato variety in the first box of the *Potato Tasting Chart*. Taste the potato together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the potato. Show students the preference survey picture for that variety.
4. Repeat this process until all four potato varieties are drawn, tasted and described.
5. Vote on group's favorite potato; ask other group their favorite potato.

**Clean-Up:**

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**POTATO COOKING ACTIVITY (60 MINUTES)**

**Supplies:** Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Knives, Cooking Utensils, Measuring Cups/Spoons, Electric Skillets, Hot Plates, Potato Mashers, Saucepans/Skillets, Strainers, Tasting Bowls, Forks, Napkins, Dirty Dish Bin

**CELERY MASHED POTATOES**

4 servings

_____ 4 cups	Red Potatoes (diced)
_____ 2 cups	Celery (diced)
_____ ¼ cup	Onion (diced)
_____ 2 cloves	Garlic (minced)
_____ 1 tablespoon	Vegetable Oil
_____ ½ cup	Milk (low fat)
_____ 3 tablespoons	Butter
_____ ½ teaspoon	Salt
_____ 1 teaspoon	Pepper

1. In a medium saucepan, place potatoes and celery in enough water to cover them; bring to a boil; reduce heat, cover, and simmer until potatoes are tender (about 15-20 minutes).
2. Drain water; place potatoes and celery in a large bowl; mash well.
3. In a skillet, sauté onion and garlic in oil.
4. Mix onion, garlic, milk, butter, salt and pepper with mashed potatoes; mash to desired consistency.

**Cooking Skill Focus:** recipe reading skills; measuring skills; knife skills; sautéing skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

**Recipe Preparation (45 minutes):**

1. Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe. Each group will halve the recipe and complete all steps. While the recipe is boiling, one group will wash dishes and the other will prepare the classroom for sampling.

**Recipe Tasting (15 minutes):**

1. Ask group to sample the potato recipe. Ask each student to talk about the *Celery Mashed Potatoes*—do they like the taste? Ask students to record their comments on the *Potato Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different potato varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.

4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with a *measuring cup/spoon set* as an incentive to encourage them to practice their measuring skills at home.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan

## Produce Feature: Tomatoes

### TOMATO TASTING ACTIVITY (30 MINUTES)

Supplies: Kids' Name Tags, Tomatoes (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Tomato Preference Survey Pictures

Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of tomatoes (beefsteak, roma, grape, yellow pear); place two tomatoes (one whole, one sliced) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four tomato plates.

Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a fruit next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about tomatoes—many people think tomatoes are a vegetable, but they are really a fruit; tomatoes grow on plants and vines; tomatoes were once thought to be poisonous; there are many tomato varieties (different sizes, shapes and colors); we will learn about four types today:
  - a. **Beefsteak:** very large, slightly elliptical shape with bright red color; thick skin and many seeds
  - b. **Roma:** elongated egg-shape with dark red color; thick flesh and few seeds
  - c. **Grape:** baby roma tomato; small, elongated egg-shape with dark red color; thick flesh and few seeds
  - d. **Yellow Pear:** small, teardrop shape with yellow color; thin skin and very few seeds
3. In their Kids' Notebook, direct the students to draw the first tomato variety in the first box of the *Tomato Tasting Chart*. Taste the tomato together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the tomato. Show students the preference survey picture for that variety.
4. Repeat this process until all four tomato varieties are drawn, tasted and described.
5. Vote on group's favorite tomato; ask other group their favorite tomato.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**TOMATO COOKING ACTIVITY (60 MINUTES)**

Supplies: Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Knives, Cooking Utensils, Measuring Cups/Spoons, Electric Skillets, Graters, Prepared Pasta, Tasting Bowls, Forks, Napkins, Dirty Dish Bin

**CHUNKY TOMATO SAUCE**

8 servings

_____ ½ cup	Onion (minced)
_____ 1 clove	Garlic (minced)
_____ 1 tablespoon	Vegetable Oil
_____ 6 large	Tomatoes (seeded, diced)
_____ 1½ teaspoons	Oregano
_____ 1 teaspoon	Basil
_____ ½ teaspoon	Salt
_____ 1 teaspoon	Pepper
	Cheese (grated)

1. Sauté onion and garlic in oil over medium heat.
2. In a medium saucepan, combine sautéed onion and garlic with tomatoes, oregano and basil; simmer 10-15 minutes or until sauce thickens; add salt and pepper.
3. Serve over pasta; sprinkle top with cheese.

**Cooking Skill Focus:** recipe reading skills; measuring skills; knife skills; grating skills; sautéing skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

Recipe Preparation (45 minutes):

1. Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe. Each group will halve the recipe and complete all steps. While the recipe is cooking, one group will wash dishes and the other will prepare the classroom for sampling.

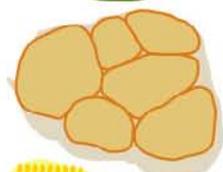
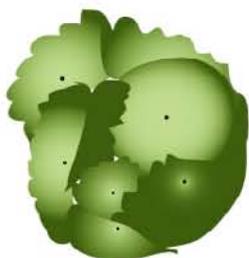
Recipe Tasting (15 minutes):

1. Ask group to sample the tomato recipe. Ask each student to talk about the *Chunky Tomato Sauce*—do they like the taste? Ask students to record their comments on the *Tomato Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different tomato varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.

5. Provide each student with a *large grater* as an incentive to encourage them to practice their grating skills at home.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.



# Let's Cook!

## Step One

**THIS BOOK BELONGS TO:**

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Let's Cook! is a cooking class for children sponsored by the Basic Food Nutrition Education Program (BFNEP). The class encourages children living in low income households to eat more produce by introducing them to new fruits & vegetables and teaching them how to cook fruits & vegetables.



# Words To Describe

acidic	fine	oval	sour
aromatic	firm	pale	speckled
beautiful	flavorful	peeled	spicy
black	flavorless	peppery	spongy
bland	fluffy	pink	spotty
blue	fragrant	pleasing	squishy
brittle	fresh	plump	starchy
brown	golden	purple	stringy
bumpy	good	red	striped
bushy	grand	rich	strong
chewy	green	ripe	sugary
chunky	hard	rough	sweet
clean	healthy	round	syrupy
cold	heavy	runny	tan
colorful	hot	salty	tart
cool	interesting	satisfying	tasty
creamy	juicy	savory	tender
crispy	liquid	scented	thick
crumbly	little	scrumptious	thin
crusty	long	sharp	tiny
curly	luscious	shiny	tough
delicious	melted	short	unripe
doughy	moist	silky	watery
dry	mushy	simple	wet
dull	nice	skinny	white
earthy	nutritious	slimy	wilted
fair	oblong	small	yellow
fat	oily	smooth	yummy
fibrous	orange	soft	zesty

# Measuring Tips

## LIQUID MEASURES

1 gallon = 4 quarts = 8 pints = 16 cups = 128 fl oz

$\frac{1}{2}$  gallon = 2 quarts = 4 pints = 8 cups = 64 fl oz

$\frac{1}{4}$  gallon = 1 quart = 2 pints = 4 cups = 32 fl oz

$\frac{1}{2}$  quart = 1 pint = 2 cups = 16 fl oz

$\frac{1}{4}$  quart =  $\frac{1}{2}$  pint = 1 cup = 8 fl oz

$\frac{1}{2}$  stick butter =  $\frac{1}{4}$  cup

1 stick butter =  $\frac{1}{2}$  cup



## DRY MEASURES

1 cup = 16 Tbsp = 48 tsp = 250 ml

$\frac{3}{4}$  cup = 12 Tbsp = 36 tsp = 175 ml

$\frac{2}{3}$  cup =  $10\frac{2}{3}$  Tbsp = 32 tsp = 150 ml

$\frac{1}{2}$  cup = 8 Tbsp = 24 tsp = 125 ml

$\frac{1}{3}$  cup =  $5\frac{1}{3}$  Tbsp = 16 tsp = 75 ml

$\frac{1}{4}$  cup = 4 Tbsp = 12 tsp = 50 ml

$\frac{1}{8}$  cup = 2 Tbsp = 6 tsp = 30 ml

1 Tbsp = 3 tsp = 15 ml



## ABBREVIATIONS

gal = gallon

pt = pint

fl oz = fluid ounce

t = tsp = teaspoon

ml = milliliter

# = lb = pound

hr = hour

pkg = package

qt = quart

c = cup

T = Tbsp = tablespoon

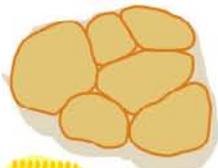
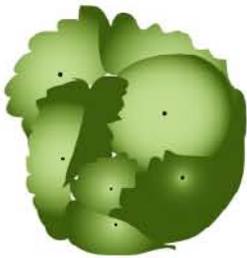
l = liter

oz = ounce

kg = kilogram

min = minute

° F = degrees Fahrenheit

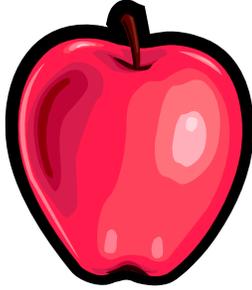


Let's  
Cook!

**APPLES**

# Apple Tasting Chart


**APPLE CRISP:**

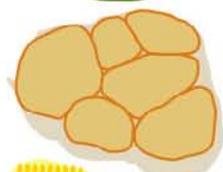
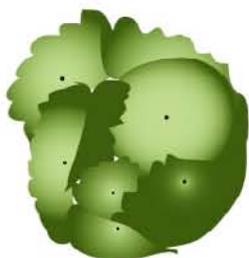


## APPLE CRISP

9 servings

_____ 4 medium	Apples (thinly sliced)
_____ ½ cup	Brown Sugar
_____ ⅓ cup	Whole Wheat Flour
_____ ¾ cup	Oatmeal
_____ 1½ teaspoons	Cinnamon
_____ ½ teaspoon	Ginger
_____ ⅓ cup	Butter (softened)

1. Preheat oven to 350° F; spray a square baking pan with cooking spray; place sliced apples in bottom of pan.
2. In a medium bowl, mix together brown sugar, flour, oatmeal, cinnamon and ginger.
3. Stir butter into sugar mixture until crumbly.
4. Sprinkle crumbly mixture over fruit.
5. Bake 30-40 minutes or until fruit is tender and top browns.



# Let's Cook!

**BANANAS**

# Banana Tasting Chart


**BANANA BREAKFAST CAKE:**

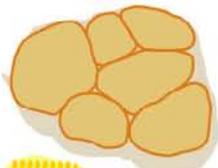
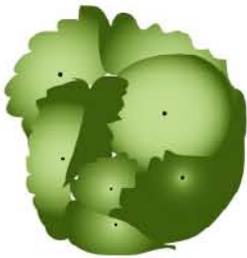


## **BANANA BREAKFAST CAKE**

9 servings

_____ 1 cup	Orange Juice
_____ 2/3 cup	Powdered Milk (fat free)
_____ 1 1/2 cups	Raisin Bran Cereal
_____ 1/4 cup	Vegetable Oil
_____ 1 large	Egg (lightly beaten)
_____ 2 large	Bananas (thinly sliced)
_____ 1 1/2 cups	All-Purpose Flour
_____ 1/2 cup	Sugar
_____ 1 teaspoon	Baking Soda
_____ 2 teaspoons	Cinnamon
_____ 1/2 teaspoon	Salt

1. Preheat oven to 350° F; spray a square baking pan with cooking spray.
2. In a medium bowl, combine orange juice and powdered milk; stir in raisin bran and let stand until soft, about 2 minutes; mix in oil, egg and bananas.
3. In a small bowl, mix flour, sugar, baking soda, cinnamon and salt.
4. Combine dry and wet ingredients; stir until just moistened; batter will be lumpy.
5. Spread in pan; bake 40-45 minutes or until top springs back when lightly touched.

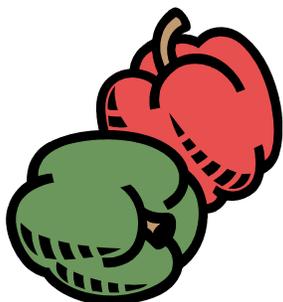


# Let's Cook!

**BELL PEPPERS**

# Bel I Pepper Tasting Chart


**SPICY BAKED PEPPERS:**

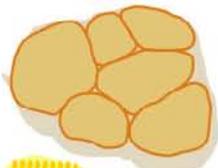
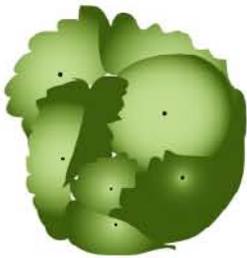


## SPICY BAKED PEPPERS

4 servings

_____ 1½ tablespoons	Lemon Juice
_____ ½ tablespoon	Vegetable Oil
_____ ½ teaspoon	Salt
_____ ¾ teaspoon	Cumin (ground)
_____ ½ teaspoon	Crushed Red Pepper
_____ ¼ cup	Cilantro (minced)
_____ 10	Cauliflower Florets
_____ 1 large	Yellow Bell Pepper (diced)
_____ 1 large	Red Bell Pepper (diced)
_____ ½ cup	Cheese (grated)

1. Preheat oven to 450° F; spray cooking sheet with cooking spray.
2. In a large bowl, combine lemon juice, oil, salt, cumin, red pepper and cilantro; stir with a whisk.
3. Add cauliflower and bell peppers; toss to coat well.
4. Place vegetables on cooking sheet; bake 18 minutes or until lightly browned and tender-crisp; stir every 5 minutes.
5. Sprinkle top with cheese.

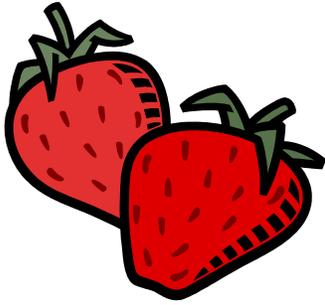


# Let's Cook!

**BERRIES**

# Berry Tasting Chart


**BERRY FRUIT PIZZA:**

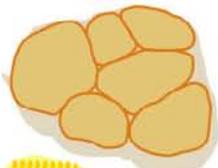
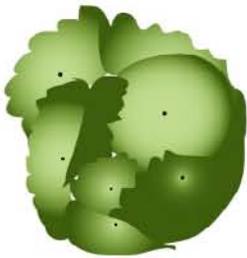


## BERRY FRUIT PIZZA

16 servings

_____ 1 roll	Sugar Cookie Dough (col d)
_____ 1 package	Cream Cheese (softened)
_____ ¼ cup	Sugar
_____ 1 tabl espoon	Lemon Jui ce
_____ 3 medi um	Bananas (thi nly sl iced)
_____ 2½ cups	Strawberri es (thi nly sl iced)
_____ 2 cups	Bl ackberri es (sl iced)
_____ 1½ cups	Peaches (thi nly sl iced)

1. Preheat oven to 350° F.
2. Unwrap cookie dough roll and slice into rounds. Place in a single layer on a cookie sheet (slightly overlap the rounds); evenly press the rounds together so no pan is showing.
3. Bake cookie 10-12 minutes; cool on rack.
4. In a medium bowl, whip cream cheese and sugar; spread cream cheese mixture on top of dough.
5. Squeeze lemon juice on sliced fruit to prevent browning.
6. Layer bananas, strawberries, blackberries and peaches on top of cream cheese; serve col d.



# Let's Cook!

**CRUCIFEROUS  
VEGGIES**

# Cruciferous Tasting Chart


**TASTY CABBAGE:**

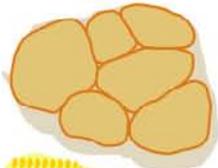
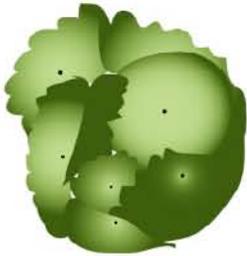
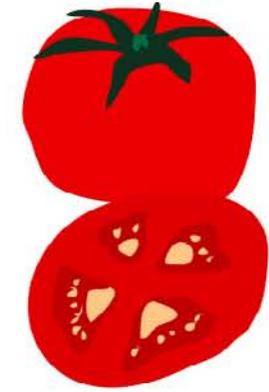


## TASTY CABBAGE

4 servings

_____ 1 cup	Oni on (di ced)
_____ ½ tabl espoon	Vegetabl e Oil
_____ 2½ cups	Cabbage (cored, thinl y sl iced)
_____ 1 smal l	Carrot (grated)
_____ 1 stal k	Cel ery (thinl y sl iced)
_____ 1 cup	Appl e (thinl y sl iced)
_____ ½ tabl espoon	Brown Sugar
_____ ½ cup	Water (warm)
_____ ½ tabl espoon	Vi negar
_____ ½ teaspoon	Pepper
_____ ¼ teaspoon	Sal t

1. In a large skil let, sauté oni on in oil unti l gol den.
2. Add cabbage, carrot, cel ery and appl e; cook 5 mi nutes on medi um heat.
3. Add brown sugar, water, vi negar, pepper and sal t to cabbage mi xture; cook, covered, over l ow heat another 20 mi nutes.

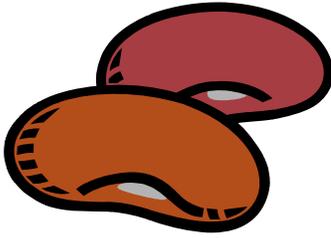


# Let's Cook!

**DRIED BEANS**

# Dried Bean Tasting Chart


**BEAN CHILI MACARONI:**

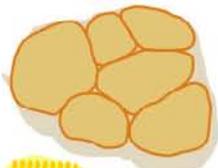
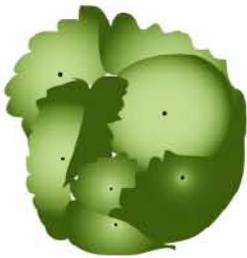


## BEAN CHILI MACARONI

10 servings

_____ 1 small	Onion (diced)
_____ 2 cloves	Garlic (minced)
_____ 1 tablespoon	Vegetable Oil
_____ ½ pound	Ground Beef (lean)
_____ 2 teaspoons	Chili Powder
_____ ½ teaspoon	Cumin (ground)
_____ ¼ teaspoon	Salt
_____ 1 teaspoon	Pepper
_____ 3 large	Tomatoes (diced)
_____ 1 can (15 oz)	Beans (undrained)
_____ 1 cup	Elbow Macaroni (uncooked)
	Cheese (grated)

1. In a large skillet, sauté onion and garlic in oil; add meat, chili powder, cumin, salt and pepper; cook meat until browned.
2. Add tomatoes, beans and macaroni; mix well; bring to a boil, cover, and simmer 30 minutes or until macaroni is tender.
3. Sprinkle top with cheese.



# Let's Cook!

**GREENS**

# Green Tasting Chart


**SPINACH SCRAMBLED EGGS:**

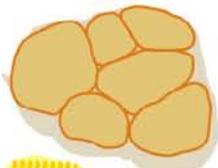
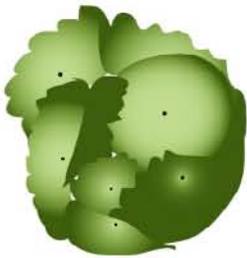


## SPINACH SCRAMBLED EGGS

5 servings

_____ 1 small	Onion (diced)
_____ 1 large	Carrot (grated)
_____ 1 cup	Spinach (minced)
_____ 1 small	Red Bell Pepper (diced)
_____ ¼ cup	Cabbage (minced)
_____ 1 tablespoon	Vegetable Oil
_____ 6 large	Eggs (beaten)
_____ ½ teaspoon	Salt
_____ 1 teaspoon	Pepper

1. In a large skillet, sauté onion, carrot, spinach, bell pepper and cabbage in oil over medium heat until tender.
2. Pour beaten eggs over sautéed vegetables in skillet.
3. Add salt and pepper; stir well; cook eggs over medium heat.
4. Once eggs are firm, remove from heat.

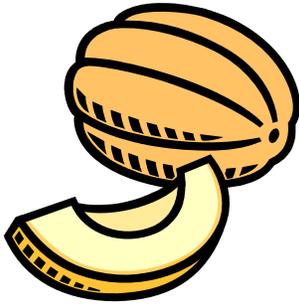


# Let's Cook!

**MELONS**

# Mel on Tasting Chart


**CHILLED MELON SALAD:**



## CHILLED MELON SALAD

8 servings

\_\_\_\_\_ ½ small  
\_\_\_\_\_ 1 medium  
\_\_\_\_\_ 1 large  
\_\_\_\_\_ 4 cups

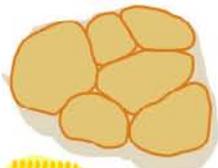
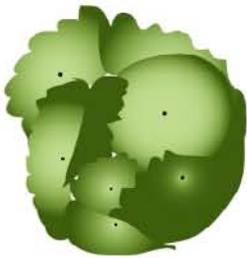
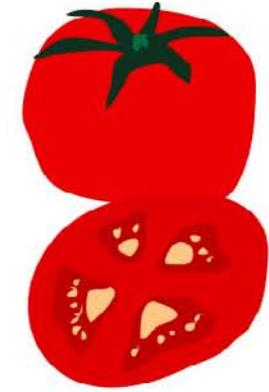
Watermelon (diced)  
Cantaloupe (diced)  
Papaya (diced)  
Grapes (seedless)

### *Fruit Dressing:*

\_\_\_\_\_ ½ tablespoon  
\_\_\_\_\_ 2 large  
\_\_\_\_\_ ¼ cup  
\_\_\_\_\_ 1 tablespoon

*Sugar*  
*Apricots (diced, mashed)*  
*Plain Yogurt (low fat)*  
*Orange Juice*

1. Place melons, papaya and grapes in a large bowl.
2. In a small bowl, whisk sugar and apricots to make an apricot mixture.
3. Combine apricot mixture, yogurt and orange juice for fruit dressing; mix well.
4. Add fruit dressing to mixed fruit, toss gently; chill before serving.



# Let's Cook!

**POTATOES**

# Potato Tasting Chart


**CELERY MASHED POTATOES:**

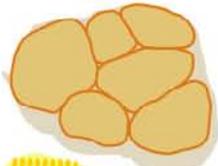
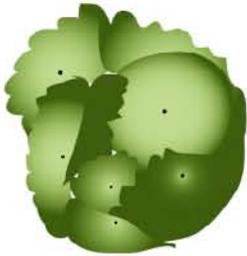


## CELERY MASHED POTATOES

4 servings

_____ 4 cups	Red Potatoes (diced)
_____ 2 cups	Celery (diced)
_____ ¼ cup	Onion (diced)
_____ 2 cloves	Garlic (minced)
_____ 1 tablespoon	Vegetable Oil
_____ ½ cup	Milk (low fat)
_____ 3 tablespoons	Butter
_____ ½ teaspoon	Salt
_____ 1 teaspoon	Pepper

1. In a medium saucepan, place potatoes and celery in enough water to cover them; bring to a boil; reduce heat, cover, and simmer until potatoes are tender (about 15-20 minutes).
2. Drain water; place potatoes and celery in a large bowl; mash well.
3. In a skillet, sauté onion and garlic in oil.
4. Mix onion, garlic, milk, butter, salt and pepper with mashed potatoes; mash to desired consistency.

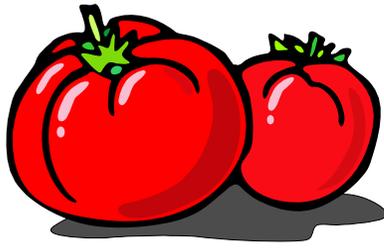


Let's  
Cook!

**TOMATOES**

# Tomato Tasting Chart


**CHUNKY TOMATO SAUCE:**



## CHUNKY TOMATO SAUCE

8 servings

_____ ½ cup	Oni on (mi nced)
_____ 1 clo ve	Garl ic (mi nced)
_____ 1 tabl espoon	Vegetabl e Oi l
_____ 6 l arge	Tomatoes (seeded, di ced)
_____ 1½ teaspoons	Oregano
_____ 1 teaspo on	Basi l
_____ ½ teaspo on	Sal t
_____ 1 teaspo on	Pepper
	Cheese (grated)

1. Sauté oni on and garl ic in oi l over medi um heat.
2. In a medi um saucepan, combi ne sautéed oni on and garl ic wi th tomatoes, oregano and basi l ; simmer 10-15 minutes or unti l sauce thi ckens; add sal t and pepper.
3. Serve over pasta; sprinkl e top wi th cheese.

Let's Cook! is a cooking class for children sponsored by the Basic Food Nutrition Education Program (BFNEP). The class encourages children living in low income households to eat more produce by introducing them to new fruits & vegetables and teaching them how to cook fruits & vegetables.



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The Basic Food Nutrition Education Program (BFNEP) is a non-competitive nutrition education program sponsored by the Washington State Department of Health, the Washington State Department of Social & Health Services and the US Department of Agriculture, Food & Nutrition Services.

The BFNEP goal is to provide educational programs that increase, within a limited budget, the likelihood that Basic Food Program and Food Distribution Program recipients will make healthy food choices and choose active lifestyles consistent with the Dietary Guidelines for Americans.

*Let's Cook! Class*

*Step One (Beginners)*

*Parent Summary Sheets*

# LET'S COOK! CLASS - STEP ONE

## PARENT SUMMARY



### Produce Feature: Apples

Today, we tasted and learned about four apples: red delicious, granny smith, braeburn, and pink lady. Apples are a fruit that grow on trees. They are the second most popular fruit and Washington State grows the most apples in the United States.



#### RED DELICIOUS

A red delicious is a large, elongated apple with five knobs on the bottom. It has a dark red skin and is the most common apple.

#### GRANNY SMITH

A granny smith is a round, crisp apple. It has freckled, bright green skin.



#### BRAEBURN

A braeburn is a round, red-stripped apple. It has an orange/red color on a yellow background.



#### PINK LADY

A pink lady is a somewhat block-shaped apple. It has a freckled, bright pink color on a yellow/green background. It's also called a Cripps Pink.

We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

# SEE BACK

**LET'S COOK! CLASS**

Contact  
Information:



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# Apple Recipe

## APPLE CRISP

9 servings

4 medium

½ cup

⅓ cup

¾ cup

1½ teaspoons

½ teaspoon

⅓ cup

Apples (thinly sliced)

Brown Sugar

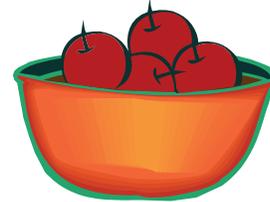
Whole Wheat Flour

Oatmeal

Cinnamon

Ginger

Butter (softened)



1. Preheat oven to 350° F; spray a square baking pan with cooking spray; place sliced apples in bottom of pan.
2. In a medium bowl, mix together brown sugar, flour, oatmeal, cinnamon and ginger.
3. Stir butter into sugar mixture until crumbly.
4. Sprinkle crumbly mixture over fruit.
5. Bake 30-40 minutes or until fruit is tender and top browns.



## CALL TO WIN A PRIZE



Please help us by talking with your child about the different apples and preparing the recipe at home. Ask your child about their favorite apple and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP ONE

## PARENT SUMMARY



### Produce Feature: Bananas

Today, we tasted and learned about four bananas: common, red, baby, and plantain. Bananas are the most popular fruit. They grow on large bushes (not trees) in warm, humid climates. Bananas are picked unripe and ripen off the bush.



#### COMMON

A common banana is about eight inches long. It has a green peel that turns yellow when ripe and a creamy white flesh. It's the most popular banana.



#### RED

A red banana is about six inches long. It has a maroon peel that turns bronze/black when ripe and a pink or ivory flesh.



#### BABY

A baby banana is about three inches long. It has a deep yellow peel that develops black spots when ripe and a white or dark yellow flesh.



#### PLANTAIN

A plantain is about fifteen inches long. It has a green peel that turns yellow and then black when ripe and a white flesh.

We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

# SEE BACK

**LET'S COOK! CLASS**

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Information:



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# Banana Recipe

## **BANANA BREAKFAST CAKE**

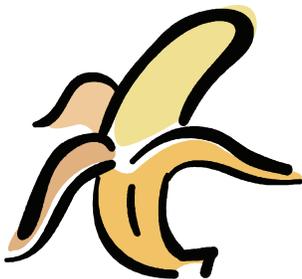
9 servings

1 cup  
2/3 cup  
1 1/2 cups  
1/4 cup  
1 large  
2 large  
1 1/2 cups  
1/2 cup  
1 teaspoon  
2 teaspoons  
1/2 teaspoon

Orange Juice  
Powdered Milk (fat free)  
Raisin Bran Cereal  
Vegetable Oil  
Egg (lightly beaten)  
Bananas (thinly sliced)  
All-Purpose Flour  
Sugar  
Baking Soda  
Cinnamon  
Salt



1. Preheat oven to 350° F; spray a square baking pan with cooking spray.
2. In a medium bowl, combine orange juice and powdered milk; stir in raisin bran and let stand until soft, about 2 minutes; mix in oil, egg and bananas.
3. In a small bowl, mix flour, sugar, baking soda, cinnamon and salt.
4. Combine dry and wet ingredients; stir until just moistened; batter will be lumpy.
5. Spread in pan; bake 40-45 minutes or until top springs back when lightly touched.



## **CALL TO WIN A PRIZE**



Please help us by talking with your child about the different bananas and preparing the recipe at home. Ask your child about their favorite banana and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP ONE

## PARENT SUMMARY



### Produce Feature: Bell Peppers

Today, we tasted and learned about four bell peppers: green, red, orange, and yellow. Bell peppers are a vegetable with a hollow center and many seeds. They were named because they look like a bell, and are also called sweet peppers since they aren't hot.



#### GREEN

A green bell pepper is an un-ripened green bell pepper. It has thin, green skin with a mild, bitter flavor. It's the most common bell pepper.



#### RED

A red bell pepper is a vine-ripened green bell pepper that is fully ripe and thus turned its true color. It has thick, red skin and a very sweet flavor.



#### ORANGE

An orange bell pepper is a vine-ripened green bell pepper that is fully ripe and thus turned its true color. It has thick, orange skin and a sweet flavor.



#### YELLOW

A yellow bell pepper is a vine-ripened green bell pepper that is fully ripe and thus turned its true color. It has thick, yellow skin and a sweet flavor.

We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

# SEE BACK

**LET'S COOK! CLASS**

Contact  
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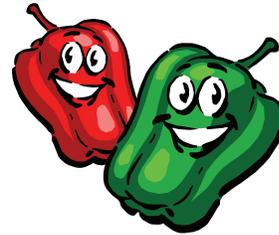
# Bell Pepper Recipe

## **SPICY BAKED PEPPERS**

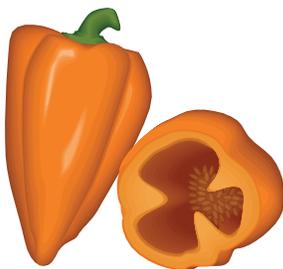
4 servings

1½ tablespoons  
½ tablespoon  
½ teaspoon  
¾ teaspoon  
½ teaspoon  
¼ cup  
10  
1 large  
1 large  
½ cup

Lemon Juice  
Vegetable Oil  
Salt  
Cumin (ground)  
Crushed Red Pepper  
Cilantro (minced)  
Cauliflower Florets  
Yellow Bell Pepper (diced)  
Red Bell Pepper (diced)  
Cheese (grated)



1. Preheat oven to 450° F; spray cooking sheet with cooking spray.
2. In a large bowl, combine lemon juice, oil, salt, cumin, red pepper and cilantro; stir with a whisk.
3. Add cauliflower and bell peppers; toss to coat well.
4. Place vegetables on cooking sheet; bake 18 minutes or until lightly browned and tender-crisp; stir every 5 minutes.
5. Sprinkle top with cheese.



## **CALL TO WIN A PRIZE**



Please help us by talking with your child about the different bell peppers and preparing the recipe at home. Ask your child about their favorite bell pepper and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP ONE

## PARENT SUMMARY



### Produce Feature: Berries

Today, we tasted and learned about four berries: strawberries, raspberries, blackberries, and huckleberries. Berries are a fruit. Some berries have clusters of tiny sacs (blackberries, raspberries), some berries have small, yellow seeds (strawberries), and some berries have smooth, slick skin (huckleberries).



#### STRAWBERRIES

A strawberry is a heart-shaped berry with lots of small, yellow seeds on the outside. It has a red color. It's the most popular berry.



#### RASPBERRIES

A raspberry is a small berry with clusters of tiny, juicy sacs (each containing a seed). It has a red, gold, or black color.



#### BLACKBERRIES

An blackberry is a medium berry with clusters of tiny, juicy sacs (each containing a seed). It has a dark purple/black color.

#### HUCKLEBERRIES

A huckleberry is a small, smooth berry with ten small seeds inside. It has a blue/black color. It cannot be purchased at stores.



We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

# SEE BACK

**LET'S COOK! CLASS**

Contact  
Information:



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# Berry Recipe

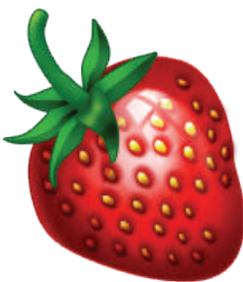
## **BERRY FRUIT PIZZA**

16 servings

- |              |                              |
|--------------|------------------------------|
| 1 roll       | Sugar Cookie Dough (cold)    |
| 1 package    | Cream Cheese (softened)      |
| ¼ cup        | Sugar                        |
| 1 tablespoon | Lemon Juice                  |
| 3 medium     | Bananas (thinly sliced)      |
| 2½ cups      | Strawberries (thinly sliced) |
| 2 cups       | Blackberries (sliced)        |
| 1½ cups      | Peaches (thinly sliced)      |



1. Preheat oven to 350° F.
2. Unwrap cookie dough roll and slice into rounds. Place in a single layer on a cookie sheet (slightly overlap the rounds); evenly press the rounds together so no pan is showing.
3. Bake cookie 10-12 minutes; cool on rack.
4. In a medium bowl, whip cream cheese and sugar; spread cream cheese mixture on top of dough.
5. Squeeze lemon juice on sliced fruit to prevent browning.
6. Layer bananas, strawberries, blackberries and peaches on top of cream cheese; serve cold.



### **CALL TO WIN A PRIZE**



Please help us by talking with your child about the different berries and preparing the recipe at home. Ask your child about their favorite berry and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP ONE

## PARENT SUMMARY



## Produce Feature: Cruciferous Veggies

Today, we tasted and learned about four cruciferous veggies: broccoli, cabbage, cauliflower, and brussels sprouts. Cruciferous veggies are vegetables grouped together because they have four-petaled flowers that look like a cross or a crucifix.



### BROCCOLI

Broccoli is a head of flowers; it has a few firm, tight clusters (florets) with long edible stems. It has a dark green or purple color.



### CABBAGE

Cabbage is a vegetable with a firm, tight head and loose, outer leaves called "wrapper leaves" that should be discarded. It has a purple or green color with smooth leaves.



### CAULIFLOWER

Cauliflower is a head of flowers; it has many firm, tight clusters (florets) with short edible stems. It has a white or cream color.

### BRUSSELS SPROUTS

Brussels sprouts is a vegetable that resembles tiny cabbage heads. It has a bright green color.



We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

# SEE BACK

**LET'S COOK! CLASS**

Contact  
Information:



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# Cruciferous Veggie Recipe

## TASTY CABBAGE

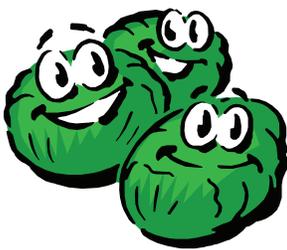
4 servings

1 cup  
½ tablespoon  
2½ cups  
1 small  
1 stalk  
1 cup  
½ tablespoon  
½ cup  
½ tablespoon  
½ teaspoon  
¼ teaspoon

Onion (diced)  
Vegetable Oil  
Cabbage (cored, thinly sliced)  
Carrot (grated)  
Celery (thinly sliced)  
Apple (thinly sliced)  
Brown Sugar  
Water (warm)  
Vinegar  
Pepper  
Salt



1. In a large skillet, sauté onion in oil until golden.
2. Add cabbage, carrot, celery and apple; cook 5 minutes on medium heat.
3. Add brown sugar, water, vinegar, pepper and salt to cabbage mixture; cook, covered, over low heat another 20 minutes.



## CALL TO WIN A PRIZE



Please help us by talking with your child about the different cruciferous veggies and preparing the recipe at home. Ask your child about their favorite cruciferous veggie and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP ONE

## PARENT SUMMARY



### Produce Feature: Dried Beans

Today, we tasted and learned about four dried beans: navy, pinto, black-eye, and black. Dried beans are a vegetable and one of the oldest known foods. They have to be soaked in water and cooked before you can eat them.



#### NAVY

A navy is a small, oval, white dried bean. It is named because they were commonly eaten on United States Navy ships.



#### PINTO

A pinto is a medium, oval, pink dried bean with reddish brown streaks. The bean turns solid brown when cooked. It is named because "pinto" means painted in Spanish.



#### BLACK-EYE

A black-eye is a small, oval, beige dried bean with a round black "eye" at its inner curve. It is also called a cowpea.



#### BLACK

A black is a medium, oval, black dried bean. It is also called a turtle bean.

We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

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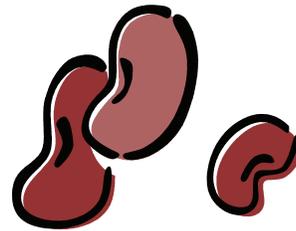
# Dried Bean Recipe

## **BEAN CHILI MACARONI**

10 servings

- 1 small
- 2 cloves
- 1 tablespoon
- ½ pound
- 2 teaspoons
- ½ teaspoon
- ¼ teaspoon
- 1 teaspoon
- 3 large
- 1 can (15 oz)
- 1 cup

- Onion (diced)
- Garlic (minced)
- Vegetable Oil
- Ground Beef (lean)
- Chili Powder
- Cumin (ground)
- Salt
- Pepper
- Tomatoes (diced)
- Beans (undrained)
- Elbow Macaroni (uncooked)
- Cheese (grated)



1. In a large skillet, sauté onion and garlic in oil; add meat, chili powder, cumin, salt and pepper; cook meat until browned.
2. Add tomatoes, beans and macaroni; mix well; bring to a boil, cover, and simmer 30 minutes or until macaroni is tender.
3. Sprinkle top with cheese.



**CALL TO WIN A PRIZE**



Please help us by talking with your child about the different dried beans and preparing the recipe at home. Ask your child about their favorite dried bean and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP ONE

## PARENT SUMMARY



### Produce Feature: Greens

Today, we tasted and learned about four greens: spinach, collard, red swiss chard, and kale. Greens are vegetables. The younger the green, the milder the flavor; and many greens need to be cooked to tame their bold flavor and soften their leaves.



#### SPINACH

Spinach greens have medium, green leaves that are either curly or smooth. Baby spinach has a milder flavor.



#### COLLARD

Collard greens have large, paddle-like, oval, light green leaves. The chewy leaves need to be cooked for a long time. Don't eat the stalk because it's bitter.

#### RED SWISS CHARD

Red swiss chard greens have deep red stalks and veins on large, green leaves. You can eat both the stalks and leaves; but, the stalks need to cook longer to soften.



#### KALE

Kale greens have medium, frilly leaves. The leaves can be green, purple, or white. Don't eat the center stalk. Kale is often used as a garnish.

We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

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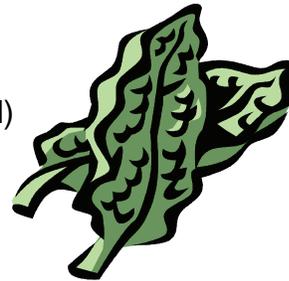
## Green Recipe

### **SPINACH SCRAMBLED EGGS**

5 servings

1 small  
1 large  
1 cup  
1 small  
¼ cup  
1 tablespoon  
6 large  
½ teaspoon  
1 teaspoon

Onion (diced)  
Carrot (grated)  
Spinach (minced)  
Red Bell Pepper (diced)  
Cabbage (minced)  
Vegetable Oil  
Eggs (beaten)  
Salt  
Pepper



1. In a large skillet, sauté onion, carrot, spinach, bell pepper and cabbage in oil over medium heat until tender.
2. Pour beaten eggs over sautéed vegetables in skillet.
3. Add salt and pepper; stir well; cook eggs over medium heat.
4. Once eggs are firm, remove from heat.



**CALL TO WIN A PRIZE**



Please help us by talking with your child about the different greens and preparing the recipe at home. Ask your child about their favorite green and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP ONE

## PARENT SUMMARY



### Produce Feature: Melons

Today, we tasted and learned about four melons: watermelon, honeydew, crenshaw, and cantaloupe. Melons are a fruit that vary in size. They have a hard rind with a juicy flesh that's filled with edible seeds.



#### WATERMELON

A watermelon is a large, oval or round melon with a smooth green striped rind. It has a bright pink or red flesh and some varieties are seedless.



#### HONEYDEW

A honeydew is a medium, round melon with a smooth white rind. It has a soft, green flesh.



#### CRENSHAW

A crenshaw is a large melon with deep, lengthwise ridges on its yellow rind and a point at one end. It has a tender, bright pink flesh.



#### CANTALOUPE

A cantaloupe is a medium, round melon with a netted, yellow or tan rind. It has a bright orange flesh.

We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

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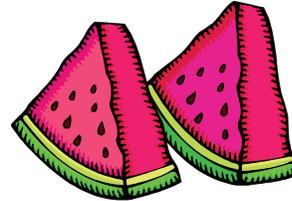
# Melon Recipe

## CHILLED MELON SALAD

8 servings

½ small  
1 medium  
1 large  
4 cups

Watermelon (diced)  
Cantaloupe (diced)  
Papaya (diced)  
Grapes (seedless)



### *Fruit Dressing:*

½ tablespoon  
2 large  
¼ cup  
1 tablespoon

*Sugar*  
*Apricots (diced, mashed)*  
*Plain Yogurt (low fat)*  
*Orange Juice*

1. Place melons, papaya and grapes in a large bowl.
2. In a small bowl, whisk sugar and apricots to make an apricot mixture.
3. Combine apricot mixture, yogurt and orange juice for fruit dressing; mix well.
4. Add fruit dressing to mixed fruit, toss gently; chill before serving.



## CALL TO WIN A PRIZE



Please help us by talking with your child about the different melons and preparing the recipe at home. Ask your child about their favorite melon and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP ONE

## PARENT SUMMARY



### Produce Feature: Potatoes

Today, we tasted and learned about four potatoes: russet, red, yukon gold, and blue. Potatoes are a vegetable. They have "eyes" that sprout as the potato gets older. Potatoes were once thought to be poisonous.



#### RUSSET

A russet is a long, slightly round potato with a thick, dark brown skin. It has a white, very starchy flesh. It is the most popular potato.



#### RED

A red is a small, round potato with a thin, red skin. It has a firm, waxy, white flesh.



#### YUKON GOLD

A yukon gold is a medium, round potato with thin, yellow skin. It has a golden yellow flesh that is both waxy and starchy.



#### BLUE

A blue is a round or oval potato with thick, blue skin. It has a white or purple flesh. Don't eat the skin because it can be poisonous. It is not a common potato.

We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

# SEE BACK

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# Potato Recipe

## **CELERY MASHED POTATOES**

4 servings

4 cups

2 cups

¼ cup

2 cloves

1 tablespoon

½ cup

3 tablespoons

½ teaspoon

1 teaspoon

Red Potatoes (diced)

Celery (diced)

Onion (diced)

Garlic (minced)

Vegetable Oil

Milk (low fat)

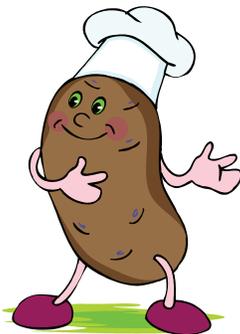
Butter

Salt

Pepper



1. In a medium saucepan, place potatoes and celery in enough water to cover them; bring to a boil; reduce heat, cover, and simmer until potatoes are tender (about 15-20 minutes).
2. Drain water; place potatoes and celery in a large bowl; mash well.
3. In a skillet, sauté onion and garlic in oil.
4. Mix onion, garlic, milk, butter, salt and pepper with mashed potatoes; mash to desired consistency.



## **CALL TO WIN A PRIZE**



Please help us by talking with your child about the different potatoes and preparing the recipe at home. Ask your child about their favorite potato and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP ONE

## PARENT SUMMARY



### Produce Feature: Tomatoes

Today, we tasted and learned about four tomatoes: beefsteak, roma, grape, and yellow pear. Many people think tomatoes are a vegetable; but, they are really a fruit. Tomatoes were once thought to be poisonous.



#### **BEEFSTEAK**

A beefsteak is a very large, slightly round tomato with a thick skin and many seeds. It has a bright red color.



#### **ROMA**

A roma is a medium, long, egg-shaped tomato with a thick flesh and few seeds. It has a dark red color.



#### **GRAPE**

A grape is a small, long, egg-shaped tomato with a thick flesh and few seeds. It has a dark red color and is a baby roma tomato.

#### **YELLOW PEAR**

A yellow pear is a small, teardrop-shaped tomato with a thin skin and few seeds. It has a yellow color.



We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

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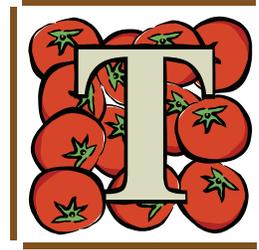
# Tomato Recipe

## CHUNKY TOMATO SAUCE

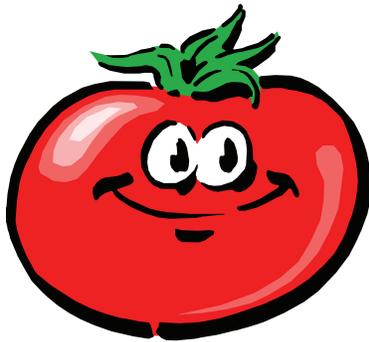
8 servings

½ cup  
1 clove  
1 tablespoon  
6 large  
1½ teaspoons  
1 teaspoon  
½ teaspoon  
1 teaspoon

Onion (minced)  
Garlic (minced)  
Vegetable Oil  
Tomatoes (diced)  
Oregano  
Basil  
Salt  
Pepper  
Cheese (grated)



1. Sauté onion and garlic in oil over medium heat.
2. In a medium saucepan, combine sautéed onion and garlic with tomatoes, oregano and basil; simmer 10-15 minutes or until sauce thickens; add salt and pepper.
3. Serve over pasta; sprinkle top with cheese.



**CALL TO WIN A PRIZE**



Please help us by talking with your child about the different tomatoes and preparing the recipe at home. Ask your child about their favorite tomato and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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*Let's Cook! Class*

*Step One (Beginners)*

*Cooking Skill Tip Sheets*

# Cooking Skill Tip Sheet

## Basic Recipe Reading Skills

- The title of the recipe is located at the top of the recipe
- The yield or # of servings tells you how many people the recipe will feed; it's commonly located under the title
- The list of ingredients tells you all the items you need to prepare the recipe; it's located under the yield or # of servings
- The amount of each ingredient you need is located next to the list of ingredients
- The directions are usually numbered and explain how to put the ingredients together
- Make sure you have all of the listed ingredients in the right amounts, and you have read through the entire recipe before you start to cook



# Cooking Skill Tip Sheet

## Measuring Dry Ingredients

- A dry measuring cup or spoon is used to measure dry ingredients (see pictures)
- The measuring cup or spoon has a flat top
- Measurements are in teaspoons, tablespoons and cups, and the measurement amount is marked on the handle of the cup or spoon
- Before measuring, stir the dry ingredient to eliminate lumps
- To accurately measure, overfill the cup or spoon with the dry ingredient and make sure it is packed full; then, level off the top using a straight edge (like a spatula)
- Examples of dry ingredients: flour, sugar, powdered milk



- What are examples of other foods you need to measure in a dry measuring cup or spoon?

# Cooking Skill Tip Sheet

## Measuring Liquid Ingredients

- A liquid measuring cup is used to measure liquid ingredients (see picture)
- The measuring cup is clear with an easy to pour spout
- To accurately measure, sit the cup on a flat surface and measure at eye level
- Measurements are usually listed in cups, ounces and milliliters on the side
- Examples of liquid ingredients: water, milk, oil, yogurt, honey
- What are examples of other foods you need to measure in a liquid measuring cup?



# Cooking Skill Tip Sheet

## General Knife Skills



- Never use a dull knife; it's safer to use a sharp knife
- Make sure to safely handle knives at all times and inform others around you that you're handling a knife
- When carrying a knife, firmly hold the knife down with the blade towards you
- Always use a cutting board so you don't damage your kitchen countertops
- When cutting, one hand grips the knife and the other hand must hold the food and guide it toward the blade
- Curl your fingers of the hand that is guiding the food so your knuckles act as a shield and protect your fingertips
- Never wash knives in the dishwasher; and use extra special care when washing knives by hand

# Cooking Skill Tip Sheet

## Slicing Skills

- Make sure you hold the knife properly: grasp the handle with three fingers and put your forefinger and thumb on opposite sides of the blade



- With a rocking motion, keeping the tip of the knife on the chopping board, slice down through the food at regular intervals; don't start and stop—try to use a continuous motion
- Use your other hand to feed the food toward the knife; for safety, curl your fingers in and use your fingertips to hold and move the food
- It's easiest to slice food with a Chef's or utility knife
- Types of foods often sliced: meat, cheese, fruits and vegetables, bread
- What are other foods you could slice?

# Cooking Skill Tip Sheet

## Dicing Skills



- A dice is a cube, that ranges in size from  $\frac{1}{4}$  inch to  $\frac{3}{4}$  inch square, similar to the dice you use when playing a board game
- To dice food, cut it into small, even-sized cubes
- It's easiest to dice food with a Chef's or utility knife
- Trim the food so that the sides are relatively straight; then, slice the food into panels
- Neatly stack the panels and slice them lengthwise, creating uniform matchsticks
- Line-up the matchsticks and cut across them again to make a perfect dice



- Types of foods often diced: onions, tomatoes, bell peppers
- What are other foods you could dice?

# Cooking Skill Tip Sheet

## Mincing Skills

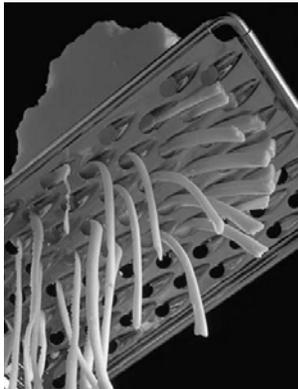
- To mince food, chop it into very small pieces
- This is done by placing the holding hand on the tip of the knife and rocking the base up and down in short strokes while moving the knife across the food several times
- It's easiest to mince food with a Chef's knife
- Types of foods often minced: herbs, garlic, onion, chili peppers
- What are other foods you could mince?



# Cooking Skill Tip Sheet

## Grating Skills

- To grate means to slice food into smaller pieces with a grater
- There are three common types of graters: *box grater* (different size holes on each side), *flat or hand grater* (same or different size holes), *microplane grater* (very small holes)
- Different graters have different size holes; the larger the hole, the larger the size of the grate



- To grate: hold the grater over a cutting board; firmly rub the food down the rough side of the grater; the grated food will fall through the grate holes and collect on the cutting board
- Throw away the block of food when it becomes small and hard to grate; be careful of your fingers because the grater is very sharp
- Types of foods and herbs/spices often grated: cheese, carrots, potatoes, ginger, nutmeg

# Cooking Skill Tip Sheet

## Sauteing Skills

- To sauté means to cook food quickly in a small amount of fat (oil, butter, margarine)
- Put a skillet on a stovetop burner; turn the burner on high; then, place fat (oil, butter, margarine) in the skillet; once the fat is hot, add the food that needs to be sautéed
- Use a wooden spoon to continually move the food around the skillet so it won't burn
- Hold the skillet handle in one hand and hold the wooden spoon in the other hand
- Use an oven mitt if the skillet handle is hot and keep the handle turned to the side to prevent an accident
- The food is sautéed, when it turns clear and light brown, and the fat is absorbed into the food (often 3 to 5 minutes)
- Types of foods often sautéed: onions, garlic, pepper, meat



# Cooking Skill Tip Sheet

## Oven Skills



- Check oven to see if any items have been stored in it before preheating
  - The oven must be preheated to the temperature listed on the recipe
  - Inform others close by that you are about to open the oven door
- 
- Make sure your hair is pulled back and you don't have any items like jewelry hanging around your neck
  - Always place oven mitts on both hands before opening the oven
  - It's important to open the oven door all the way down
  - Pull the metal rack out halfway to place food in the oven or to remove food from the oven
  - Slide metal rack back into the oven before closing the door
  - After food is placed in the oven, make certain you cook it the right amount of time (listed on recipe)

*Let's Cook! Class*  
*Step Two (Advanced)*  
*Lesson Plans*

# Let's Cook! Lesson Plan

## Produce Feature: Chili Peppers

### CHILI PEPPER TASTING ACTIVITY (30 MINUTES)

**Supplies:** Kids' Name Tags, Chili Peppers (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Chili Pepper Preference Survey Pictures, Water/Milk, Cups

#### Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of chili peppers (anaheim, serrano, jalapeno, pasilla); place two chili peppers (one whole, one sliced) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four chili pepper plates. Place water and milk with cups on table for chili pepper tasting.

#### Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a vegetable next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about chili peppers—chili peppers are a vegetable that grow on plants; capsaicin is what makes chili peppers hot—most capsaicin is found in the seeds and the veins; generally, the smaller the chili, the hotter; there are thousands of chili pepper varieties (different sizes, shapes and colors); we will learn about four types today:
  - a. **Anaheim:** long, narrow, flat pepper; light green skin with white veins and seeds inside; red when fully matured
  - b. **Serrano:** small, thin, pointed pepper; bright green skin with white veins and seeds inside; red when fully matured
  - c. **Jalapeno:** most popular; medium pepper with rounded tip; dark green skin with white veins and seeds inside; red when fully matured
  - d. **Pasilla:** also called poblano; large, full pepper; dark green skin with white veins and seeds inside
3. In their Kids' Notebook, direct the students to draw the first chili pepper variety in the first box of the *Chili Pepper Tasting Chart*. Taste the chili pepper together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the chili pepper. Show students the preference survey picture for that variety.
4. Repeat this process until all four chili pepper varieties are drawn, tasted and described.

- Vote on group's favorite chili pepper; ask other group their favorite chili pepper.

**Clean-Up:**

- Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**CHILI PEPPER COOKING ACTIVITY (75 MINUTES)**

**Supplies:** Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Electric Skillets, Hot Plates, Skillets, Electric Can Openers, Knives, Cooking Spray, Cooking Utensils, Measuring Cups/Spoons, Dirty Dish Bin, Tasting Bowls, Forks, Napkins

**SPICY VEGGIE QUESADILLAS**

12 servings

_____ 1 medium	Onion (diced)
_____ 1 T	Vegetable Oil
_____ 2 cans (15 oz)	Beans (drained)
_____ 3 medium	Tomatoes (seeded, diced)
_____ 2 medium	Bell Peppers (cored, julienned)
_____ 1 medium	Jalapeño (cored, minced)
_____ ¼ c	Cilantro (minced)
_____ 3 Tbsp	Taco Seasoning <b>*SUBSTITUTION*</b>
_____ 3 c	Cheese (grated)
_____ 12 medium	Flour Tortillas <b>*SUBSTITUTION*</b>

- In a large skillet, sauté onion in oil until golden, about 3 min.
- Add beans, tomatoes, peppers, cilantro and taco seasoning; simmer on medium heat, stir to blend flavors and heat well.
- Prepare another skillet with cooking spray; heat 2 tortillas (flipping to warm both sides).
- Place 1 warmed tortilla in the skillet, layer with bean mixture and cheese, place the other warmed tortilla on top; flip to grill both sides and melt cheese.
- Slice the quesadilla in half to yield 2 servings

**Cooking Skill Focus:** advanced recipe reading skills; advanced knife skills; seasoning skills; coring/pitting skills; small appliance skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

**Recipe Preparation (60 minutes):**

- Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe.
- Use the *Common Ingredient Substitutions* in their Kids' Notebook to identify substitutions noted on the recipe (prepare own taco seasoning; substitute flour tortillas with wheat tortillas).

3. Talk about the herbs and spices in the recipe and show students the *Herb & Spice Cooking Guide* in their Kids' Notebook. Explain the usual forms and cooking uses of the seasonings.
4. Discuss the types of knives to use in the recipe utilizing *Types of Knives* in their Kids' Notebook.
5. Each group will complete all steps. While the recipe is cooking, one group will wash dishes and the other will prepare the classroom for sampling.

Recipe Tasting (15 minutes):

1. Ask group to sample the chili pepper recipe. Ask each student to talk about the *Spicy Veggie Quesadillas*—do they like the taste? Ask students to record their comments on the *Chili Pepper Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different chili pepper varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with a *corer* as an incentive to encourage them to practice their coring/pitting skills at home.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan

## Produce Feature: Citrus Fruits

### CITRUS FRUIT TASTING ACTIVITY (30 MINUTES)

**Supplies:** Kids' Name Tags, Citrus Fruits (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Citrus Fruit Preference Survey Pictures

#### Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of citrus fruits (lemon, grapefruit, orange, lime); place two citrus fruits (one whole, one sliced) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four citrus fruit plates.

#### Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a fruit next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about citrus fruits—a large group of fruits known for their tartness and the fact that they are high in vitamin C; citrus fruits grow on trees in tropical climates; citrus fruit juice stops apples and bananas from turning brown; there are many varieties of citrus fruits; we will learn about four types today:
  - a. **Lemon:** small, oval fruit; bright yellow skin with pale yellow flesh; can have a thick or thin skin; seeded; squeezed for lemonade
  - b. **Grapefruit:** named because they grow on trees in bunches like grapes; large, round fruit; thin, yellow skin with white or pink flesh; can be seeded or seedless; squeezed for grapefruit juice
  - c. **Orange:** not named for their color (name means “fragrant” in another language); medium, round or oval fruit; orange skin with orange flesh; seeded or seedless; many types of oranges - sweet or bitter, large or small, easy to peel or hard to peel; squeezed for orange juice
  - d. **Lime:** very small, lemon-shaped fruit; thin, green skin with green flesh; seedless; squeezed for limeade
3. In their Kids' Notebook, direct the students to draw the first citrus fruit variety in the first box of the *Citrus Fruit Tasting Chart*. Taste the citrus fruit together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the citrus fruit. Show students the preference survey picture for that variety.

4. Repeat this process until all four citrus fruit varieties are drawn, tasted and described.
5. Vote on group's favorite citrus fruit; ask other group their favorite citrus fruit.

**Clean-Up:**

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**CITRUS FRUIT COOKING ACTIVITY (75 MINUTES)**

**Supplies:** Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Blenders, Knives, Cooking Utensils, Zesters, Cheesecloths, Mixing Bowls, Metal Pans, Measuring Cups/Spoons, Dirty Dish Bin, Tasting Bowls, Cups, Spoons, Napkins

**ORANGE BERRY SMOOTHIE**

2 servings

_____ 1 small	Banana (sliced)
_____ ½ c	Berries (sliced)
_____ 1 c	Orange Juice (fresh)
_____ ¼ c	Vanilla Yogurt <b>*SUBSTITUTION*</b>
_____ 4-5	Ice Cubes (optional)

1. Combine all ingredients in a covered blender; blend at high speed until smooth.
2. Add additional ice cubes for desired consistency.

**PINK GRAPEFRUIT SORBET**

4 servings

_____ 2 Tbsp	Grapefruit Zest
_____ 4 large	Grapefruits
_____ ½ c	Brown Sugar <b>*SUBSTITUTION*</b>
_____ 1½ tsp	Lemon Juice
_____ ¼ tsp	Nutmeg (ground)

1. Remove the zest (colored part) from the peel of half of a grapefruit.
2. Squeeze 2 cups of juice from the grapefruits.
3. Strain juice into a mixing bowl through a cheesecloth to remove excess pulp and seeds.
4. Add zest, sugar, lemon juice and nutmeg to strained grapefruit juice; mix well.
5. Freeze mixture in a metal cake pan; remove from freezer when partially frozen and break-up sorbet with a fork; then, return to freezer until solid.
6. Shave sorbet with a spoon; serve in cups.

**Cooking Skill Focus:** advanced recipe reading skills; advanced knife skills; seasoning skills; small appliance skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

### Recipe Preparation (60 minutes):

1. Keep students in divided groups; handout extra recipe copies. Read through the recipes together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipes.
2. Use the *Common Ingredient Substitutions* in their Kids' Notebook to identify substitutions noted on the recipes (substitute vanilla yogurt with lemon yogurt; substitute brown sugar with sugar).
3. Talk about the spices in the recipes and show students the *Herb & Spice Cooking Guide* in their Kids' Notebook. Explain the usual forms and cooking uses of the seasonings.
4. Discuss the types of knives to use for the recipes utilizing *Types of Knives* in their Kids' Notebook.
5. Each group will complete all steps. While the *Pink Grapefruit Sorbet* is freezing, prepare the *Orange Berry Smoothie*. Encourage one group to wash dishes and the other to prepare the classroom for sampling.

### Recipe Tasting (15 minutes):

1. Ask group to sample the citrus fruit recipes. Ask each student to talk about the *Orange Berry Smoothie* and the *Pink Grapefruit Sorbet*—do they like the taste? Ask students to record their comments on the *Citrus Fruit Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different citrus fruit varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with a *zester/mini grater* as an incentive to encourage them to practice their seasoning skills at home.

### Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan

## Produce Feature: Dried Fruits

### DRIED FRUIT TASTING ACTIVITY (30 MINUTES)

**Supplies:** Kids' Name Tags, Dried Fruits (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Dried Fruit Preference Survey Pictures

#### Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of dried fruits (raisin, dried fig, prune, dried mixed fruit); place two dried fruits (one whole, one sliced) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four dried fruit plates.

#### Drawing & Tasting (30 minutes):

- Students sign-in and stamp a fruit next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
- Explain that today we will learn about dried fruits—dried fruit is any fruit where the majority of the water has been removed; drying makes the fruit last longer and taste sweeter; fruit can be dried in the sun or by machine; there are many types of dried fruits; we will learn about four types today:
  - Raisin:** dried grape; small, flat, oval fruit; black or golden, shriveled skin with similar colored flesh
  - Dried Fig:** dried fig (fig is a pear-shaped fruit with a very sweet flavor); flat, round fruit; black or golden, shriveled skin with similar colored flesh
  - Prune:** dried plum; medium, flat, oval fruit; blue/black, shriveled skin with similar colored flesh
  - Dried Mixed Fruit:** any type of dried fruit (such as mango, pineapple, apples or berries); shape is smaller and flatter than original fruit; skin and flesh color is similar to original fruit
- In their Kids' Notebook, direct the students to draw the first dried fruit variety in the first box of the *Dried Fruit Tasting Chart*. Taste the dried fruit together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the dried fruit. Show students the preference survey picture for that variety.
- Repeat this process until all four dried fruit varieties are drawn, tasted and described.
- Vote on group's favorite dried fruit; ask other group their favorite dried fruit.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**DRIED FRUIT COOKING ACTIVITY (75 MINUTES)**

Supplies: Food, Kids' Notebooks, Extra Recipe Copies, Cooking Spray, Cutting Boards, Square Baking Pans, Hand Mixers, Whisks, Cooling Racks, Oven Mitts, Oven Thermometers, Knives, Cooking Utensils, Measuring Cups/Spoons, Dirty Dish Bin, Tasting Bowls, Forks, Napkins

**CHOCOLATE MINT PRUNE CAKE**

8 servings

_____ 1 c	Prunes (diced)
_____ ¼ c	Mint (minced)
_____ 1 c	Water (boiling)
_____ 1 tsp	Baking Soda
_____ ¼ c	Vegetable Oil
_____ ¾ c	Sugar
_____ 2 large	Eggs (beaten)
_____ ½ c	Applesauce
_____ ¼ tsp	Salt
_____ 2-inch piece	Vanilla Bean <b>*SUBSTITUTION*</b>
_____ 4 T	Cocoa
_____ 1¼ c	All-Purpose Flour <b>*SUBSTITUTION*</b>

1. Preheat oven to 350° F; spray a baking pan with cooking spray.
2. Place prunes and mint in a bowl; pour boiling water over the top and sprinkle with baking soda; mix well and let stand until cool.
3. Add oil and sugar; then, blend in eggs, applesauce, salt, vanilla and cocoa.
4. Add flour to prune batter; mix well.
5. Spread batter in pan and bake 40 min or until toothpick inserted comes out clean.
6. Place pan on a wire rack to cool.

**Cooking Skill Focus:** advanced recipe reading skills; advanced knife skills; seasoning skills; small appliance skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

Recipe Preparation (60 minutes):

1. Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe.
2. Use the *Common Ingredient Substitutions* in their Kids' Notebook to identify substitutions noted on the recipe (substitute vanilla bean with vanilla extract; substitute all-purpose flour with ½ wheat flour and ½ all-purpose flour).

3. Talk about the herbs and spices in the recipe and show students the *Herb & Spice Cooking Guide* in their Kids' Notebook. Explain the usual forms and cooking uses of the seasonings.
4. Discuss the types of knives to use in the recipe utilizing *Types of Knives* in their Kids' Notebook.
5. Each group will complete all steps. While the recipe is baking, one group will wash dishes and the other will prepare the classroom for sampling.

#### Recipe Tasting (15 minutes):

1. Ask group to sample the dried fruit recipe. Ask each student to talk about the *Chocolate Mint Prune Cake*—do they like the taste? Ask students to record their comments on the *Dried Fruit Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different dried fruit varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with a *cutting board* as an incentive to encourage them to practice their knife skills at home with adult supervision.

#### Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan

## Produce Feature: Mushrooms

### MUSHROOM TASTING ACTIVITY (30 MINUTES)

Supplies: Kids' Name Tags, Mushrooms (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Mushroom Preference Survey Pictures

#### Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of mushrooms (white, cremini, portobello, morel); place two mushrooms (one whole, one sliced) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four mushroom plates.

#### Drawing & Tasting (30 minutes):

- Students sign-in and stamp a vegetable next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
- Explain that today we will learn about mushrooms—mushrooms are a vegetable; they are a type of edible fungus that is not green; the darker the mushroom, the stronger the flavor; all mushrooms have a “cap”; do not pick and eat wild mushrooms because some are poisonous; there are thousands of mushroom varieties (different sizes, shapes and colors); we will learn about four types today:
  - White:** also called button mushroom; most common; smooth, round “cap” with stem; white color
  - Cremini:** young portobello mushroom; smooth, round “cap” with stem; dark brown color
  - Portobello:** mature cremini mushroom; large, open, flat “cap” with stem; dark brown color
  - Morel:** spongy, cone-shaped “cap” with stem; tan or dark brown color
- In their Kids' Notebook, direct the students to draw the first mushroom variety in the first box of the *Mushroom Tasting Chart*. Taste the mushroom together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the mushroom. Show students the preference survey picture for that variety.
- Repeat this process until all four mushroom varieties are drawn, tasted and described.
- Vote on group's favorite mushroom; ask other group their favorite mushroom.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**MUSHROOM COOKING ACTIVITY (75 MINUTES)**

Supplies: Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Hot Plates, Medium/Small Saucepans, Oven Mitts, Oven Thermometer, Cooking Spray, Electric Can Openers, Loaf Pans, Knives, Cooking Utensils, Measuring Cups/Spoons, Dirty Dish Bin, Tasting Bowls, Forks, Napkins

**VEGETABLE MUSHROOM BAKE**

8 servings

_____ 2 Tbsp	Butter
_____ 2 c	Celery (diced)
_____ 3 Tbsp	Water
_____ 2 cans (15 oz)	Green Peas
_____ ¼ tsp	Sage (ground)
_____ 1 can (10.5 oz)	Cream of Mushroom Soup
_____ 1 can (4 oz)	Mushrooms (drained, diced)
_____ 2 Tbsp	Butter (melted)
_____ ½ c	Cracker Crumbs <b>*SUBSTITUTION*</b>

1. Preheat oven to 350° F; spray loaf pan with cooking spray.
2. In a saucepan, melt 2 T butter.
3. Add celery and water; cover and cook, stir occasionally until tender-crisp, about 4 min.
4. Add peas and sage; simmer 5 additional min.
5. In another pan, combine mushroom soup and mushrooms; heat to make cream mixture.
6. Spread vegetables in bottom of loaf pan; cover entirely with cream mixture.
7. Mix 2 T melted butter with cracker crumbs; layer on top of cream mixture.
8. Bake 20 min or until bubbly.

**Cooking Skill Focus:** advanced recipe reading skills; advanced knife skills; seasoning skills; small appliance skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

Recipe Preparation (60 minutes):

1. Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe.
2. Use the *Common Ingredient Substitutions* in their Kids' Notebook to identify substitutions noted on the recipe (substitute cracker crumbs with bread crumbs).
3. Talk about the herbs in the recipe and show students the *Herb & Spice Cooking Guide* in their Kids' Notebook. Explain the usual forms and cooking uses of the seasonings.

4. Discuss the types of knives to use in the recipe utilizing *Types of Knives* in their Kids' Notebook.
5. Each group will complete all steps. While the recipe is baking, one group will wash dishes and the other will prepare the classroom for sampling.

Recipe Tasting (15 minutes):

1. Ask group to sample the mushroom recipe. Ask each student to talk about the *Vegetable Mushroom Bake*—do they like the taste? Ask students to record their comments on the *Mushroom Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different mushroom varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with a *can opener* as an incentive to encourage them to practice their small appliance skills at home.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan Produce Feature: Squash

## SQUASH TASTING ACTIVITY (30 MINUTES)

Supplies: Kids' Name Tags, Squash (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Squash Preference Survey Pictures

Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of squash (spaghetti, acorn, pumpkin, butternut); place two squash (one whole, one cooked) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four squash plates.

Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a vegetable next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about squash—squash is a large group of vegetables that grow on vines; there are two main types of squash (winter and summer); we will talk about winter squash today which have hard, thick skins and large seeds; there are many winter squash varieties (different sizes, shapes and colors); we will learn about four types today:
  - a. **Spaghetti:** named because its flesh separates like spaghetti when cooked; watermelon-shaped squash; yellow skin with gold flesh
  - b. **Acorn:** named because it looks like a big acorn; oval squash; dark green, ribbed skin with light orange flesh
  - c. **Pumpkin:** carved for Halloween; round squash; range in size from small to large; bright orange, ribbed skin with orange flesh; edible seeds if roasted
  - d. **Butternut:** large, pear-shaped squash; tan skin with orange flesh
3. In their Kids' Notebook, direct the students to draw the first squash variety in the first box of the *Squash Tasting Chart*. Taste the squash together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the squash. Show students the preference survey picture for that variety.
4. Repeat this process until all four squash varieties are drawn, tasted and described.
5. Vote on group's favorite squash; ask other group their favorite squash.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**SQUASH COOKING ACTIVITY (75 MINUTES)**

Supplies: Food, Kids' Notebooks, Extra Recipe Copies, Hand Mixers, Whisks, Zesters/Graters, Electric Can Openers, Cooking Utensils, Measuring Cups/Spoons, Dirty Dish Bin, Tasting Bowls, Forks, Napkins

**QUICK PUMPKIN PIE**

8 servings

_____ 1/3 c	Evaporated Milk
_____ 1 can (15 oz)	Pumpkin
_____ 1 pkg (3.4 oz)	Vanilla Pudding (instant)
_____ 1/2 tsp	Cinnamon (ground)
_____ 1/4 tsp	Nutmeg (ground)
_____ 1/4 tsp	Ginger (ground) <b>*SUBSTITUTION*</b>
_____ 1 c	Dream Whip® Topping
_____ 1 (9-inch)	Graham Cracker Pie Crust

1. In a large bowl, mix milk and pumpkin until smooth; then, add pudding, cinnamon, nutmeg and ginger; beat 2 min.
2. Fold in the whip topping (prepared according to package directions); pour into pie crust.
3. Chill at least 2 hrs and serve.

**Cooking Skill Focus:** advanced recipe reading skills; seasoning skills; small appliance skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

Recipe Preparation (60 minutes):

1. Keep students in divided groups; handout extra recipe copies. Read through the recipe together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipe.
2. Use the *Common Ingredient Substitutions* in their Kids' Notebook to identify substitutions noted on the recipe (substitute ground ginger with fresh ginger).
3. Talk about the spices in the recipe and show students the *Herb & Spice Cooking Guide* in their Kids' Notebook. Explain the usual forms and cooking uses of the seasonings.
4. Each group will complete all steps. While the recipe is chilling, one group will wash dishes and the other will prepare the classroom for sampling.

Recipe Tasting (15 minutes):

1. Ask group to sample the squash recipe. Ask each student to talk about the *Quick Pumpkin Pie*—do they like the taste? Ask students to record their comments on the *Squash Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different squash varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.

4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with an *empty spice shaker* as an incentive to encourage them to practice their seasoning skills at home.

Clean-Up:

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.

# Let's Cook! Lesson Plan

## Produce Feature: Tropical Fruits

### TROPICAL FRUIT TASTING ACTIVITY (30 MINUTES)

Supplies: Kids' Name Tags, Tropical Fruits (four of each variety), Paper Plates (8), Black Marker, Knife, Napkins, Toothpicks, Kids' Notebooks, Colored Pencils, Pens, Tropical Fruit Preference Survey Pictures

Preparation (prior to class):

Divide students into two groups; set-up tasting tables (with preference survey pictures) and prepare cooking stations. Label four paper plates with different types of tropical fruits (mango, pineapple, kiwi fruit, coconut); place two tropical fruits (one whole, one sliced) of the same variety on the matching labeled plate; then, set plate on tasting table next to the corresponding preference survey picture. Repeat this process until both tasting tables have all four tropical fruit plates.

Drawing & Tasting (30 minutes):

1. Students sign-in and stamp a fruit next to their name on the attendance poster; pick-up name tag; wash hands with soap and warm water; place student at one of two tables according to pre-divided groups.
2. Explain that today we will learn about tropical fruits—tropical fruits a large group of fruits grouped together because they grow on trees in warm, tropical climates (the region either side of the equator); tropical fruits do not taste similar and are all different sizes, shapes and colors; we will learn about four types today:
  - a. **Mango:** medium, oblong fruit; yellow/orange or green with red blushed skin and bright orange flesh; one large, flat seed
  - b. **Pineapple:** named because it looks like a pine cone; long, cylindrical fruit; light yellow skin with long, sword-like leaves and yellow flesh; many bumpy, diamond patterns (“eyes”) on skin
  - c. **Kiwi Fruit:** small, egg-shaped fruit; brown, “hairy” skin and bright green flesh with many tiny, black seeds
  - d. **Coconut:** large, round fruit; several layers: smooth, tan outer covering; hard, brown, “hairy” husk with three “eyes” at one end; thin, brown skin; creamy, white flesh; and juice in the center
3. In their Kids' Notebook, direct the students to draw the first tropical fruit variety in the first box of the *Tropical Fruit Tasting Chart*. Taste the tropical fruit together; take turns describing how it looks, smells, tastes and feels. Ask students to write at least three adjectives (*Words to Describe* listed in front of Kids' Notebook) in the box to describe the color, shape, size, texture and taste of the tropical fruit. Show students the preference survey picture for that variety.

4. Repeat this process until all four tropical fruit varieties are drawn, tasted and described.
5. Vote on group's favorite tropical fruit; ask other group their favorite tropical fruit.

**Clean-Up:**

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash and prepare area for cooking.

**TROPICAL FRUIT COOKING ACTIVITY (75 MINUTES)**

**Supplies:** Food, Kids' Notebooks, Extra Recipe Copies, Cutting Boards, Blenders, Knives, Cooking Utensils, Corers, Mixing Bowls, Square Baking Pans, Measuring Cups/Spoons, Oven Thermometers, Cooling Racks, Hand Mixers, Oven Mitts, Plate, Dirty Dish Bin, Tasting Bowls, Cups, Forks, Napkins

**PINEAPPLE UPSIDE-DOWN CAKE**

9 servings

_____ 1½ c	Baking Mix
_____ ⅓ c	Sugar
_____ ½ tsp	Allspice (ground)
_____ ½ c	Water
_____ 2 Tbsp	Vegetable Oil
_____ 1 large	Egg (beaten)
_____ ½ tsp	Vanilla Extract
_____ ¼ c	Butter (melted) <b>*SUBSTITUTION*</b>
_____ ½ c	Brown Sugar
_____ 1 medium	Pineapple (peeled, cored, julienned)

1. Preheat oven to 350° F.
2. In a large bowl, combine baking mix, sugar and allspice together; in another bowl, beat water, oil, egg and vanilla together until foamy.
3. Stir liquid mixture into dry mixture; beat until smooth.
4. Place melted butter in a square baking pan; sprinkle brown sugar over butter.
5. Lay pineapple on top of brown sugar; then, pour cake batter over pineapple.
6. Bake 25 min or until cake springs back from touch.
7. Place a plate upside down over cake pan; hold plate and cake together and turn upside down so cake is on top. Cake will drop onto the plate.

**SIMPLE MANGO SMOOTHIE**

2 servings

_____	1 c	Plain Yogurt	<b>*SUBSTITUTION*</b>
_____	1 c	Mango (peel ed, pi tted, sl iced)	
_____	1 tsp	Honey	
_____	3-4	I ce Cubes (opti onal )	

1. Comb ine al l ingredi ents i n a covered bl ender; bl end at hi gh speed unti l smooth.
2. Add addi ti onal i ce cubes for desi red consi stency.

**Cooking Skill Focus:** advanced recipe reading skills; advanced knife skills; seasoning skills; coring/pitting; small appliance skills (use the corresponding *Cooking Skill Tip Sheet* to teach or reinforce each skill)

**Recipe Preparation (60 minutes):**

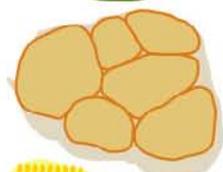
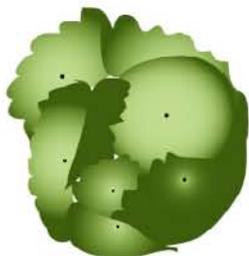
1. Keep students in divided groups; handout extra recipe copies. Read through the recipes together. Explain how we will use the *Measuring Tips* in their Kids' Notebook to half the recipes.
2. Use the *Common Ingredient Substitutions* in their Kids' Notebook to identify substitutions noted on the recipes (substitute plain yogurt with lemon yogurt; substitute butter with margarine).
3. Talk about the spices in the recipes and show students the *Herb & Spice Cooking Guide* in their Kids' Notebook. Explain the usual forms and cooking uses of the seasonings.
4. Discuss the types of knives to use for the recipes utilizing *Types of Knives* in their Kids' Notebook.
5. Each group will complete all steps. While the *Pineapple Upside-Down Cake* is baking, prepare the *Simple Mango Smoothie*. Encourage one group to wash dishes and the other to prepare the classroom for sampling.

**Recipe Tasting (15 minutes):**

1. Ask group to sample the tropical fruit recipes. Ask each student to talk about the *Simple Mango Smoothie* and the *Pineapple Upside-Down Cake*—do they like the taste? Ask students to record their comments on the *Tropical Fruit Tasting Chart*.
2. Quiz students, using the preference survey pictures, on the four different tropical fruit varieties they learned about today.
3. Ask students to discuss the cooking skills they learned today.
4. Provide each student with a *Parent Summary Sheet* about today's class to share with their family members.
5. Provide each student with a *recipe book* as an incentive to encourage them to practice their recipe reading skills at home.

**Clean-Up:**

1. Encourage students to take responsibility for cleaning up. Ask students to clean their tables, dispose of trash, help wash dishes and pack supplies.



# Let's Cook!

## Step Two

**THIS BOOK BELONGS TO:**

---

Let's Cook! is a cooking class for children sponsored by the Basic Food Nutrition Education Program (BFNEP). The class encourages children living in low income households to eat more produce by introducing them to new fruits & vegetables and teaching them how to cook fruits & vegetables.



# Words To Describe

acidic	fine	oval	sour
aromatic	firm	pale	speckled
beautiful	flavorful	peeled	spicy
black	flavorless	peppery	spongy
bland	fluffy	pink	spotty
blue	fragrant	pleasing	squishy
brittle	fresh	plump	starchy
brown	golden	purple	stringy
bumpy	good	red	striped
bushy	grand	rich	strong
chewy	green	ripe	sugary
chunky	hard	rough	sweet
clean	healthy	round	syrupy
cold	heavy	runny	tan
colorful	hot	salty	tart
cool	interesting	satisfying	tasty
creamy	juicy	savory	tender
crispy	liquid	scented	thick
crumbly	little	scrumptious	thin
crusty	long	sharp	tiny
curly	luscious	shiny	tough
delicious	melted	short	unripe
doughy	moist	silky	watery
dry	mushy	simple	wet
dull	nice	skinny	white
earthy	nutritious	slimy	wilted
fair	oblong	small	yellow
fat	oily	smooth	yummy
fibrous	orange	soft	zesty

# Measuring Tips

## LIQUID MEASURES

1 gallon = 4 quarts = 8 pints = 16 cups = 128 fl oz

$\frac{1}{2}$  gallon = 2 quarts = 4 pints = 8 cups = 64 fl oz

$\frac{1}{4}$  gallon = 1 quart = 2 pints = 4 cups = 32 fl oz

$\frac{1}{2}$  quart = 1 pint = 2 cups = 16 fl oz

$\frac{1}{4}$  quart =  $\frac{1}{2}$  pint = 1 cup = 8 fl oz

$\frac{1}{2}$  stick butter =  $\frac{1}{4}$  cup

1 stick butter =  $\frac{1}{2}$  cup



## DRY MEASURES

1 cup = 16 Tbsp = 48 tsp = 250 ml

$\frac{3}{4}$  cup = 12 Tbsp = 36 tsp = 175 ml

$\frac{2}{3}$  cup =  $10\frac{2}{3}$  Tbsp = 32 tsp = 150 ml

$\frac{1}{2}$  cup = 8 Tbsp = 24 tsp = 125 ml

$\frac{1}{3}$  cup =  $5\frac{1}{3}$  Tbsp = 16 tsp = 75 ml

$\frac{1}{4}$  cup = 4 Tbsp = 12 tsp = 50 ml

$\frac{1}{8}$  cup = 2 Tbsp = 6 tsp = 30 ml

1 Tbsp = 3 tsp = 15 ml



## ABBREVIATIONS

gal = gallon

pt = pint

fl oz = fluid ounce

t = tsp = teaspoon

ml = milliliter

# = lb = pound

hr = hour

pkg = package

qt = quart

c = cup

T = Tbsp = tablespoon

l = liter

oz = ounce

kg = kilogram

min = minute

° F = degrees Fahrenheit

# Common Ingredient Substitutions

IN PLACE OF	USE
1 tsp <i>Allspice</i>	½ tsp ground cinnamon + ½ tsp ground cloves
1 tsp <i>Baking Powder</i>	¼ tsp baking soda + <sup>5</sup> / <sub>8</sub> tsp cream of tartar
1 c <i>Bread Crumbs</i>	¾ c cracker crumbs
1 c <i>Broth</i>	1 bouillon cube + 1 c boiling water
1 c <i>Butter</i>	1 c margarine
1 c <i>Flour</i> (all-purpose)	½ c whole wheat flour + ½ c all-purpose flour
1 clove <i>Garlic</i>	⅛ tsp garlic powder
1 Tbsp <i>Ginger</i> (raw)	⅛ tsp ground ginger
1 Tbsp <i>Herbs</i> (fresh)	1 tsp dried or ½ tsp ground
1 c <i>Honey</i>	1¼ c sugar + ¼ c liquid (whatever recipe calls for)
1 tsp <i>Italian Seasoning</i>	¼ tsp dried basil + ⅔ tsp dried parsley + pinch of dried oregano
1 tsp <i>Lemon Juice</i>	½ tsp vinegar
1 c <i>Mayonnaise</i>	1 c plain yogurt or sour cream
1 c <i>Milk</i>	⅓ c powdered milk + enough water to make 1 c
¼ c <i>Oil</i> (sautéing)	¼ c butter or margarine
1 small <i>Onion</i>	½ Tbsp onion powder
1 medium <i>Orange</i>	6-8 Tbsp orange juice
1 c <i>Pears</i>	1 c apples (any variety)
1 c <i>Rice</i> (white)	equal substitute any variety; cooking times & water will differ
1½ c <i>Salt Substitute</i>	½ c onion powder, ¾ c dried parsley, 3 T dried oregano, 3 T dried basil, 2 T garlic powder, 1 T ground paprika + 1 tsp ground pepper
1 c <i>Sugar</i> (granulated)	1 c brown sugar
3 Tbsp <i>Taco Seasoning</i>	1 Tbsp chili powder + 2 tsp ground cumin + 1 tsp ground oregano + 1 tsp ground paprika + 1 tsp onion powder + 1 tsp garlic powder
1 c <i>Tomato Sauce</i>	½ c tomato paste + ½ c water
1 <i>Tortilla</i> (flour)	1 whole wheat or corn tortilla
1 tsp <i>Vanilla Extract</i>	1-inch piece vanilla bean
1 c <i>Yogurt</i>	1 c plain, vanilla or lemon yogurt



Sometimes when you're cooking, you realize you don't have all the ingredients listed in the recipe. Use this handy guide to learn if you can substitute another food for your missing ingredient.

# Herb & Spice Cooking Guide



*Herbs:* leaves of plants used either fresh or dried  
*Spices:* bark, buds, fruit, roots, seeds or stems of plants used dried

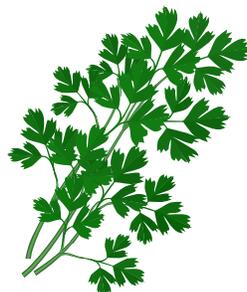
Use this handy guide to learn about different herbs and spices, and how to use them.

## HERB/SPICE

## USUAL FORMS

## COOKING USES (EXAMPLES)

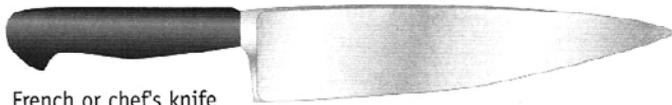
Allspice	dry: whole or ground	baked goods, fruits, meats, veggies
Basil	fresh or dry leaves	veggies, meats, pasta, salads, fruits
Chili Powder	ground	veggies, eggs, meats, rice, soups/stews
Cilantro	fresh	salsa, veggies, pasta, meats, salads
Cinnamon	dry: sticks or ground	fruits, cereals, baked goods, pancakes
Cumin	ground	veggies, meats, cheeses, rice, soups/stews
Dill Weed	fresh or dry leaves	eggs, meats, veggies, salads, pasta
Garlic	fresh or ground	meats, breads, rice, veggies, salads
Ginger	fresh or ground	beverages, veggies, fruits, baked goods
Mint	extract or fresh	baked goods, fruits, beverages
Nutmeg	dry: whole or ground	meats, veggies, fruits, baked goods
Onion	fresh or ground	veggies, meats, soups/stews, salads
Oregano	fresh or ground	pasta, meats, veggies, soups/stews, breads
Paprika	ground	meats, veggies, cheeses, soups/stews, eggs
Parsley	fresh or dry leaves	pasta, meats, veggies, soups/stews, salads
Pepper	dry: whole or ground	meats, salads, soups/stews, veggies
Rosemary	fresh or dry leaves	veggies, pasta, soups/stews, meats
Sage	fresh or ground	veggies, meats, cheeses, soups/stews
Tarragon	fresh or dry leaves	eggs, meats, veggies, salads, fruits
Thyme	fresh or dry leaves	meats, soups/stews, veggies, cheeses, eggs
Vanilla	extract or fresh	baked goods, fruits, frozen desserts



# Types OF Knives

FIGURE C-16

Common knives used in food preparation.



French or chef's knife



Utility knife



Paring knife



Boning knife



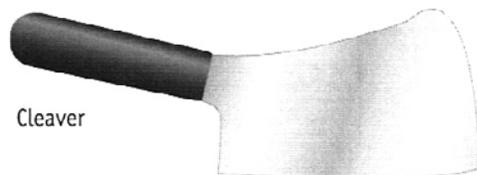
Slicer



Serrated slicer



Butcher knife

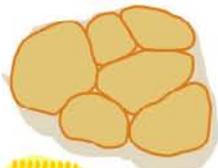
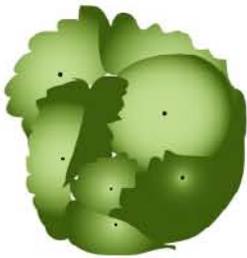


Cleaver

*Chef's Knife:* largest; serves as an all-purpose knife for cutting meats and for mincing, dicing and slicing fruits & veggies; side of blade can be used to crush garlic cloves and ginger slices.

*Utility Knife:* geared toward lighter duties such as cutting tomatoes, carving meat or preparing julienne slices.

*Paring Knife:* smaller & shorter; used for more delicate jobs that require close control such as peeling fruits & veggies.

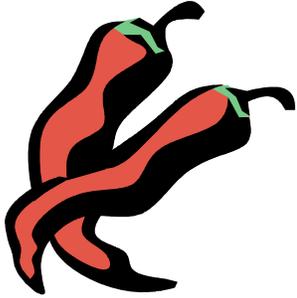


Let's  
Cook!

**CHILI PEPPERS**

# Chili Pepper Tasting Chart


**SPICY VEGGIE QUESADILLAS:**

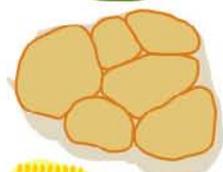
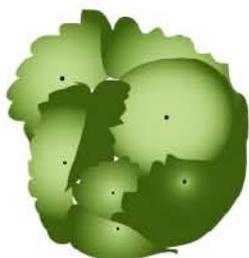


## SPICY VEGGIE QUESADILLAS

12 servings

_____ 1 medium	Onion (diced)
_____ 1 T	Vegetable Oil
_____ 2 cans (15 oz)	Beans (drained)
_____ 3 medium	Tomatoes (seeded, diced)
_____ 2 medium	Bell Peppers (cored, julienned)
_____ 1 medium	Jalapeño (cored, minced)
_____ ¼ c	Cilantro (minced)
_____ 3 Tbsp	Taco Seasoning <b>*SUBSTITUTION*</b>
_____ 3 c	Cheese (grated)
_____ 12 medium	Flour Tortillas <b>*SUBSTITUTION*</b>

1. In a large skillet, sauté onion in oil until golden, about 3 min.
2. Add beans, tomatoes, peppers, cilantro and taco seasoning; simmer on medium heat, stir to blend flavors and heat well.
3. Prepare another skillet with cooking spray; heat 2 tortillas (flipping to warm both sides).
4. Place 1 warmed tortilla in the skillet, layer with bean mixture and cheese, place the other warmed tortilla on top; flip to grill both sides and melt cheese.
5. Slice the quesadilla in half to yield 2 servings.

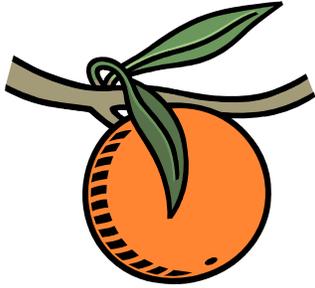


# Let's Cook!

**CITRUS FRUITS**

# Citrus Fruit Tasting Chart


**ORANGE BERRY SMOOTHIE:**  
**PINK GRAPEFRUIT SORBET:**



## ORANGE BERRY SMOOTHIE

2 servings

\_\_\_\_\_ 1 small  
\_\_\_\_\_ ½ c  
\_\_\_\_\_ 1 c  
\_\_\_\_\_ ¼ c  
\_\_\_\_\_ 4-5

Banana (sliced)  
Berries (sliced)  
Orange Juice (fresh)  
Vanilla Yogurt **\*SUBSTITUTION\***  
Ice Cubes (optional)

1. Combine all ingredients in a covered blender; blend at high speed until smooth.
2. Add additional ice cubes for desired consistency.



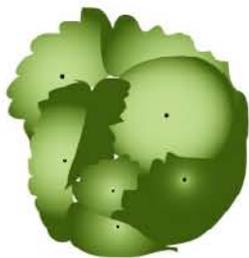
## PINK GRAPEFRUIT SORBET

4 servings

\_\_\_\_\_ 2 Tbsp  
\_\_\_\_\_ 4 large  
\_\_\_\_\_ ½ c  
\_\_\_\_\_ 1½ tsp  
\_\_\_\_\_ ¼ tsp

Grapefruit Zest  
Grapefruits  
Brown Sugar \*SUBSTITUTION\*  
Lemon Juice  
Nutmeg (ground)

1. Remove the zest (colored part) from the peel of half of a grapefruit.
2. Squeeze 2 cups of juice from the grapefruits.
3. Strain juice into a mixing bowl through a cheesecloth to remove excess pulp and seeds.
4. Add zest, sugar, lemon juice and nutmeg to strained grapefruit juice; mix well.
5. Freeze mixture in a metal cake pan; remove from freezer when partially frozen and break-up sorbet with a fork; then, return to freezer until solid.
6. Shave sorbet with a spoon; serve in cups.

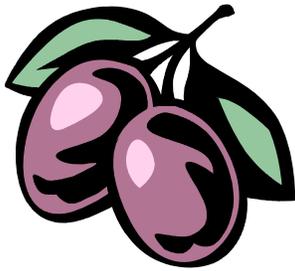


# Let's Cook!

**DRIED FRUITS**

# Dried Fruit Tasting Chart


**CHOCOLATE MINT PRUNE CAKE:**

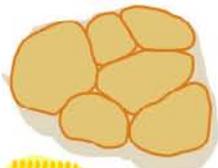
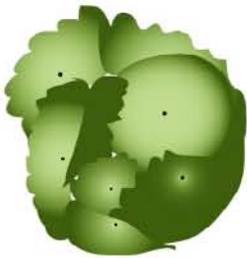


## CHOCOLATE MINT PRUNE CAKE

8 servings

_____ 1 c	Prunes (diced)
_____ ¼ c	Mint (minced)
_____ 1 c	Water (boiling)
_____ 1 tsp	Baking Soda
_____ ¼ c	Vegetable Oil
_____ ¾ c	Sugar
_____ 2 large	Eggs (beaten)
_____ ½ c	Applesauce
_____ ¼ tsp	Salt
_____ 2-inch piece	Vanilla Bean *SUBSTITUTION*
_____ 4 T	Cocoa
_____ 1¼ c	All-Purpose Flour *SUBSTITUTION*

1. Preheat oven to 350° F; spray a baking pan with cooking spray.
2. Place prunes and mint in a bowl; pour boiling water over the top and sprinkle with baking soda; mix well and let stand until cool.
3. Add oil and sugar; then, blend in eggs, applesauce, salt, vanilla and cocoa.
4. Add flour to prune batter; mix well.
5. Spread batter in pan and bake 40 min or until toothpick inserted comes out clean.
6. Place pan on a wire rack to cool.



Let's  
Cook!

**MUSHROOMS**

# Mushroom Tasting Chart


**VEGETABLE MUSHROOM BAKE:**

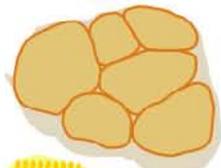
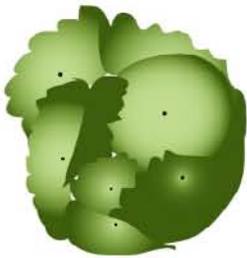


## VEGETABLE MUSHROOM BAKE

8 servings

_____ 2 Tbsp	Butter
_____ 2 c	Celery (diced)
_____ 3 Tbsp	Water
_____ 2 cans (15 oz)	Green Peas
_____ ¼ tsp	Sage (ground)
_____ 1 can (10.5 oz)	Cream of Mushroom Soup
_____ 1 can (4 oz)	Mushrooms (drained, diced)
_____ 2 Tbsp	Butter (melted)
_____ ½ c	Cracker Crumbs <b>*SUBSTITUTION*</b>

1. Preheat oven to 350° F; spray loaf pan with cooking spray.
2. In a saucepan, melt 2 T butter.
3. Add celery and water; cover and cook, stir occasionally until tender-crisp, about 4 min.
4. Add peas and sage; simmer 5 additional min.
5. In another pan, combine mushroom soup and mushrooms; heat to make cream mixture.
6. Spread vegetables in bottom of loaf pan; cover entirely with cream mixture.
7. Mix 2 T melted butter with cracker crumbs; layer on top of cream mixture.
8. Bake 20 min or until bubbly.



# Let's Cook!

**SQUASH**

# Squash Tasting Chart


**QUICK PUMPKIN PIE:**

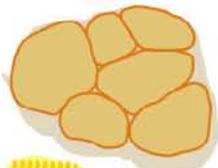
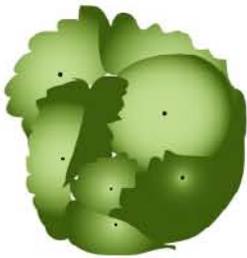


## QUICK PUMPKIN PIE

8 servings

_____ $\frac{1}{3}$ c	Evaporated Milk
_____ 1 can (15 oz)	Pumpkin
_____ 1 pkg (3.4 oz)	Vanilla Pudding (instant)
_____ $\frac{1}{2}$ tsp	Cinnamon (ground)
_____ $\frac{1}{4}$ tsp	Nutmeg (ground)
_____ $\frac{1}{4}$ tsp	Ginger (ground) <b>*SUBSTITUTION*</b>
_____ 1 c	Dream Whip® Topping
_____ 1 (9-inch)	Graham Cracker Pie Crust

1. In a large bowl, mix milk and pumpkin until smooth; then, add pudding, cinnamon, nutmeg and ginger; beat 2 min.
2. Fold in the whip topping (prepared according to package directions); pour into pie crust.
3. Chill at least 2 hrs and serve.



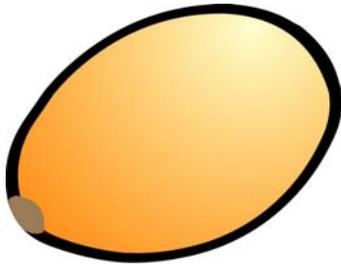
# Let's Cook!

**TROPICAL FRUITS**

# Tropical Fruit Tasting Chart


**SIMPLE MANGO SMOOTHIE:**

**PINEAPPLE UPSIDE-DOWN CAKE:**

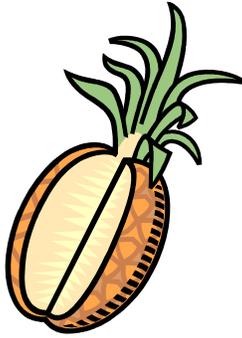


## **SIMPLE MANGO SMOOTHIE**

2 servings

_____	1 c	Plain Yogurt	<b>*SUBSTITUTION*</b>
_____	1 c	Mango (peel ed, pi tted, sl i ced)	
_____	1 tsp	Honey	
_____	3-4	Ice Cubes (opti onal )	

1. Combine all ingredients in a covered blender; blend at high speed until smooth.
2. Add additional ice cubes for desired consistency.



## PINEAPPLE UPSIDE-DOWN CAKE

9 servings

_____ 1½ c	Baking Mix
_____ ⅓ c	Sugar
_____ ½ tsp	Allspice (ground)
_____ ½ c	Water
_____ 2 Tbsp	Vegetable Oil
_____ 1 large	Egg (beaten)
_____ ½ tsp	Vanilla Extract
_____ ¼ c	Butter (melted) <b>*SUBSTITUTION*</b>
_____ ½ c	Brown Sugar
_____ 1 medium	Pineapple (peeled, cored, julienned)

1. Preheat oven to 350° F.
2. In a large bowl, combine baking mix, sugar and allspice together; in another bowl, beat water, oil, egg and vanilla together until foamy.
3. Stir liquid mixture into dry mixture; beat until smooth.
4. Place melted butter in a square baking pan; sprinkle brown sugar over butter.
5. Lay pineapple on top of brown sugar; then, pour cake batter over pineapple.
6. Bake 25 min or until cake springs back from touch.
7. Place a plate upside down over cake pan; hold plate and cake together and turn upside down so cake is on top. Cake will drop onto the plate.

Let's Cook! is a cooking class for children sponsored by the Basic Food Nutrition Education Program (BFNEP). The class encourages children living in low income households to eat more produce by introducing them to new fruits & vegetables and teaching them how to cook fruits & vegetables.



This material was funded by the USDA's Basic Food Program. USDA is an equal opportunity provider and employer. The Basic Food Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-877-980-9180.

The Basic Food Nutrition Education Program (BFNEP) is a non-competitive nutrition education program sponsored by the Washington State Department of Health, the Washington State Department of Social & Health Services and the US Department of Agriculture, Food & Nutrition Services.

The BFNEP goal is to provide educational programs that increase, within a limited budget, the likelihood that Basic Food Program and Food Distribution Program recipients will make healthy food choices and choose active lifestyles consistent with the Dietary Guidelines for Americans.

*Let's Cook! Class*

*Step Two (Advanced)*

*Parent Summary Sheets*

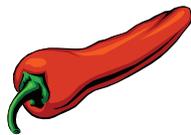
# LET'S COOK! CLASS - STEP TWO

## PARENT SUMMARY



### Produce Feature: Chili Peppers

Today, we tasted and learned about four chili peppers: anaheim, serrano, jalapeno, and pasilla. Chili peppers are a vegetable. Capsaicin is what makes chili peppers hot, and most of the capsaicin is found in the veins and seeds.



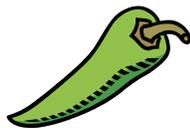
#### ANAHEIM

An anaheim is a long, flat-shaped pepper. It has a light green skin with white veins and seeds inside; and it turns red when fully matured.



#### SERRANO

A serrano is a small, thin, pointed pepper. It has a bright green skin with white veins and seeds inside; and it turns red when fully matured.



#### JALAPENO

A jalapeno is a medium pepper that has a round tip. It has a dark green skin with white veins and seeds inside; and it turns red when fully matured.



#### PASILLA

A pasilla is a large, full pepper. It has a dark green skin with white veins and seeds inside. It's also called a poblano pepper.

We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

# SEE BACK

**LET'S COOK! CLASS**

Contact  
Information:



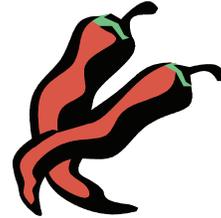
Let's Cook! is a cooking class for children sponsored by the Basic Food Nutrition Education Program (BFNEP). The class encourages children living in low income households to eat more produce by introducing them to new fruits & vegetables and teaching them how to cook fruits & vegetables.

# Chili Pepper Recipe

## SPICY VEGGIE QUESADILLAS

12 servings

1 medium	Onion (diced)
1 Tbsp	Vegetable Oil
2 cans (15 oz)	Beans (drained)
3 medium	Tomatoes (seeded, diced)
2 medium	Bell Peppers (cored, julienned)
1 medium	Jalapeño (cored, minced)
¼ C	Cilantro (minced)
3 Tbsp	Taco Seasoning
3 C	Cheese (grated)
12 medium	Tortillas



1. In a large skillet, sauté onion in oil until golden, about 3 min.
2. Add beans, tomatoes, peppers, cilantro and taco seasoning; simmer on medium heat, stir to blend flavors and heat well.
3. Prepare another skillet with cooking spray; heat 2 tortillas (flipping to warm both sides).
4. Place 1 warmed tortilla in the skillet, layer with bean mixture and cheese, place the other warmed tortilla on top; flip to grill both sides and melt cheese.
5. Slice the quesadilla in half to yield 2 servings.



## CALL TO WIN A PRIZE



Please help us by talking with your child about the different chili peppers and preparing the recipe at home. Ask your child about their favorite chili pepper and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

This material was funded by the USDA's Basic Food Program. USDA is an equal opportunity provider and employer. The Basic Food Program provides nutrition assistance to people with low income. It can help you buy nutritious foods for a better diet. To find out more, contact 1-877-980-9140.



# LET'S COOK! CLASS - STEP TWO

## PARENT SUMMARY



### Produce Feature: Citrus Fruits

Today, we tasted and learned about four citrus fruits: lemons, grapefruits, oranges, and limes. Citrus is a large group of fruits known for their tartness and the fact that they're high in vitamin C. They grow on trees in tropical climates and citrus fruit juice stops apples and bananas from turning brown.



#### LEMONS

A lemon is a small, oval fruit. It has a bright, yellow skin and a pale, yellow flesh with seeds. Squeeze lemons for lemonade.



#### GRAPEFRUITS

A grapefruit is a large, round fruit. It has a thin, yellow skin and a white or pink flesh with or without seeds. Squeeze grapefruits for grapefruit juice.



#### ORANGES

An orange is a medium, round fruit. It has an orange skin and an orange flesh with or without seeds. There are many types of oranges. Squeeze oranges for orange juice.



#### LIMES

A lime is a very small, lemon-shaped fruit. It has a thin, green skin and a green flesh without seeds. Squeeze limes for limeade.

We also learned to prepare the recipes on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipes at home.

# SEE BACK

**LET'S COOK! CLASS**

Contact  
Information:



Let's Cook! is a cooking class for children sponsored by the Basic Food Nutrition Education Program (BFNEP). The class encourages children living in low income households to eat more produce by introducing them to new fruits & vegetables and teaching them how to cook fruits & vegetables.

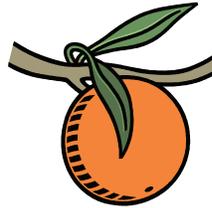
# Citrus Fruit Recipes

## ORANGE BERRY SMOOTHIE

2 servings

1 small  
½ c  
1 c  
¼ c  
4-5

Banana (sliced)  
Berries (sliced)  
Orange Juice (fresh)  
Yogurt  
Ice Cubes (optional)



1. Combine all ingredients in a covered blender; blend at high speed until smooth.
2. Add additional ice cubes for desired consistency.

## PINK GRAPEFRUIT SORBET

4 servings

2 Tbsp  
4 large  
½ c  
1½ tsp  
¼ tsp

Grapefruit Zest  
Grapefruits  
Sugar  
Lemon Juice  
Nutmeg (ground)



1. Remove the zest (colored part) from the peel of half of a grapefruit.
2. Squeeze 2 cups of juice from the grapefruits.
3. Strain juice into a mixing bowl through a cheesecloth to remove excess pulp and seeds.
4. Add zest, sugar, lemon juice and nutmeg to strained grapefruit juice; mix well.
5. Freeze mixture in a metal cake pan; remove from freezer when partially frozen and break-up sorbet with a fork; then, return to freezer until solid.
6. Shave sorbet with a spoon; serve in cups.

**CALL TO WIN A PRIZE**

Please help us by talking with your child about the different citrus fruits and preparing the recipes at home. Ask your child about their favorite citrus fruit and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP TWO

## PARENT SUMMARY



### Produce Feature: Dried Fruits

Today, we tasted and learned about four dried fruits: raisins, dried figs, dried mixed fruits, and prunes. A dried fruit is any fruit where the majority of the water has been removed. It's dried in the sun or by machine to make it last longer and taste sweeter.

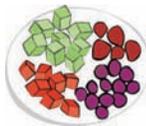


#### RAISINS

A raisin is a dried grape. When dried, the grape becomes small, flat and oval. It has a black or golden, shriveled skin with a similar colored flesh.

#### DRIED MIXED FRUITS

Dried mixed fruit is any type of fruit that has been dried (such as mango, pineapple or berries). When dried, the fruit has a smaller, flatter shape; but, the skin and flesh have a color that is similar to the original fruit.



#### DRIED FIGS

A dried fig is a dried fig (a fig is a pear-shaped fruit with a very sweet flavor). When dried, the fig becomes flat and round. It has a black or golden, shriveled skin with a similar colored flesh.



#### PRUNES

A prune is a dried plum. When dried, the plum becomes flat and oval. It has a blue/black, shriveled skin with similarly colored flesh.

We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

# SEE BACK

**LET'S COOK! CLASS**

Contact  
Information:



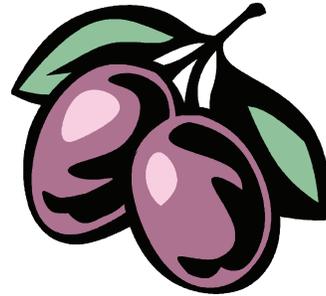
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# Dried Fruit Recipe

## CHOCOLATE MINT PRUNE CAKE

8 servings

1 c	Prunes (diced)
¼ c	Mint (minced)
1 c	Water (boiling)
1 tsp	Baking Soda
¼ c	Vegetable Oil
¾ c	Sugar
2 large	Eggs (beaten)
½ c	Applesauce
¼ tsp	Salt
2 tsp	Vanilla Extract
4 T	Cocoa
1¼ c	All-Purpose Flour



1. Preheat oven to 350° F; spray a baking pan with cooking spray.
2. Place prunes and mint in a bowl; pour boiling water over the top and sprinkle with baking soda; mix well and let stand until cool.
3. Add oil and sugar; then, blend in eggs, applesauce, salt, vanilla and cocoa.
4. Add flour to prune batter; mix well.
5. Spread batter in pan and bake 40 min or until toothpick inserted comes out clean.
6. Place pan on a wire rack to cool.

## CALL TO WIN A PRIZE



Please help us by talking with your child about the different dried fruits and preparing the recipe at home. Ask your child about their favorite dried fruit and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP TWO

## PARENT SUMMARY



### Produce Feature: Mushrooms

Today, we tasted and learned about four mushrooms: white, morel, cremini, and portobello. Mushrooms are a vegetable and a type of fungus you can eat. Don't pick and eat wild mushrooms as some are poisonous.



#### WHITE

A white is the most common mushroom. It has a white, smooth and round "cap" with a white stem. It's also called a button mushroom.



#### MOREL

A morel has a dark brown, spongy and cone-shaped "cap" with a tan stem.



#### CREMINI

A cremini is a young portobello mushroom. It has a dark brown, smooth and round "cap" with a brown stem.



#### PORTOBELLO

A portobello is a mature cremini mushroom. It has a dark brown, large and flat "cap" with a brown stem.

We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

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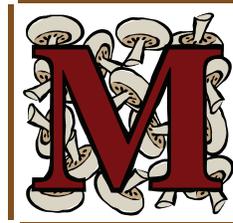
# Mushroom Recipe

## VEGETABLE MUSHROOM BAKE

8 servings

2 Tbsp  
2 c  
3 Tbsp  
2 cans (15 oz)  
¼ tsp  
1 can (10.5 oz)  
1 can (4 oz)  
2 Tbsp  
¾ c

Butter  
Celery (diced)  
Water  
Green Peas  
Sage (ground)  
Cream of Mushroom Soup  
Mushrooms (drained, diced)  
Butter (melted)  
Bread Crumbs



1. Preheat oven to 350° F; spray loaf pan with cooking spray.
2. In a saucepan, melt 2 T butter.
3. Add celery and water; cover and cook, stir occasionally until tender-crisp, about 4 min.
4. Add peas and sage; simmer 5 additional min.
5. In another pan, combine mushroom soup and mushrooms; heat to make cream mixture.
6. Spread vegetables in bottom of loaf pan; cover entirely with cream mixture.
7. Mix 2 T melted butter with cracker crumbs; layer on top of cream mixture.
8. Bake 20 min or until bubbly.



## CALL TO WIN A PRIZE



Please help us by talking with your child about the different mushrooms and preparing the recipe at home. Ask your child about their favorite mushroom and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP TWO

## PARENT SUMMARY



### Produce Feature: Squash

Today, we tasted and learned about four squash: spaghetti, acorn, pumpkin, and butternut. Squash is a large group of vegetables that is divided into two groups: winter and summer. We focused on winter squash which have hard, thick skins and large seeds.



#### SPAGHETTI

A squash named because its flesh separates like spaghetti when cooked. It's a watermelon-shaped vegetable with a yellow skin and a gold flesh.



#### ACORN

A squash named because it looks like a big acorn. It's an oval vegetable with a dark green, ribbed skin and a light orange flesh.



#### PUMPKIN

A squash typically carved for Halloween. It's a round vegetable with a bright orange, ribbed skin and an orange flesh.



#### BUTTERNUT

A butternut squash is a large, pear-shaped vegetable with a tan skin and an orange flesh.

We also learned to prepare the recipe on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipe at home.

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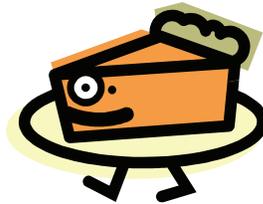
# Squash Recipe

## QUICK PUMPKIN PIE

8 servings

1/3 c  
1 can (15 oz)  
1 pkg (3.4 oz)  
1/2 tsp  
1/4 tsp  
1/4 tsp  
1 c  
1 (9-inch)

Evaporated Milk  
Pumpkin  
Vanilla Pudding (instant)  
Cinnamon (ground)  
Nutmeg (ground)  
Ginger (ground)  
Dream Whip® Topping  
Graham Cracker Pie Crust



1. In a large bowl, mix milk and pumpkin until smooth; then, add pudding, cinnamon, nutmeg and ginger; beat 2 min.
2. Fold in the whip topping (prepared according to package directions); pour into pie crust.
3. Chill at least 2 hrs and serve.



## CALL TO WIN A PRIZE



Please help us by talking with your child about the different squash and preparing the recipe at home. Ask your child about their favorite squash and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.

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# LET'S COOK! CLASS - STEP TWO

## PARENT SUMMARY



### Produce Feature: Tropical Fruits

Today, we tasted and learned about four tropical fruits: mango, pineapple, coconut, and kiwi fruit. Tropical fruits are named because they grow on trees in warm, tropical climates. They all taste and look different; but, they're grouped together because they grow in tropical places.



#### MANGO

A mango is a medium, oblong fruit. It has a yellow/orange or green skin with a red blush and a bright orange flesh. It has one large, flat seed.



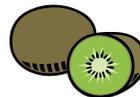
#### PINEAPPLE

A pineapple is named because it looks like a pine cone. It's a long, cylindrical fruit. It has a light yellow skin with bumpy, diamond patterns and a yellow flesh. It has sword-like leaves.



#### COCONUT

A coconut is a large, round fruit. It has several layers: a smooth, tan outer covering; a hard, brown, "hairy" husk with three "eyes" at one end; a thin, brown skin; a creamy, white flesh; and juice in the center.



#### KIWI FRUIT

A kiwi is a small, egg-shaped fruit. It has a brown "hairy" skin and a bright green flesh with many, tiny seeds.

We also learned to prepare the recipes on the back of this page. Ask your child about the incentive item they received to encourage them to prepare the recipes at home.

# SEE BACK

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# Tropical Fruit Recipes

## **SIMPLE MANGO SMOOTHIE**

2 servings

- |       |                                |
|-------|--------------------------------|
| 1 c   | Plain Yogurt                   |
| 1 c   | Mango (peeled, pitted, sliced) |
| 1 tsp | Honey                          |
| 3-4   | Ice Cubes (optional)           |

1. Combine all ingredients in a covered blender; blend at high speed until smooth.
2. Add additional ice cubes for desired consistency.

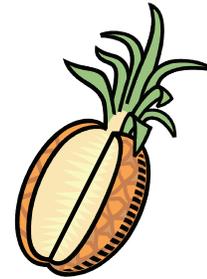


## **PINEAPPLE-UPSIDE DOWN CAKE**

9 servings

- |          |                                      |
|----------|--------------------------------------|
| 1½ c     | Baking Mix                           |
| ⅓ c      | Sugar                                |
| ½ tsp    | Allspice (ground)                    |
| ½ c      | Water                                |
| 2 Tbsp   | Vegetable Oil                        |
| 1 large  | Egg (beaten)                         |
| ½ tsp    | Vanilla Extract                      |
| ¼ c      | Butter (melted)                      |
| ½ c      | Brown Sugar                          |
| 1 medium | Pineapple (peeled, cored, julienned) |

1. Preheat oven to 350° F.
2. In a large bowl, combine baking mix, sugar and allspice together; in another bowl, beat water, oil, egg and vanilla together until foamy.
3. Stir liquid mixture into dry mixture; beat until smooth.
4. Place melted butter in a square baking pan; sprinkle brown sugar over butter.
5. Lay pineapple on top of brown sugar; then, pour cake batter over pineapple.
6. Bake 25 min or until cake springs back from touch.
7. Place a plate upside down over cake pan; hold plate and cake together and turn upside down so cake is on top. Cake will drop onto the plate.



**CALL TO WIN A PRIZE**

Please help us by talking with your child about the different tropical fruits and preparing the recipes at home. Ask your child about their favorite tropical fruit and what cooking skills they learned in class. To win a prize, call our office and share with us your child's class experience.



*Let's Cook! Class*  
*Step Two (Advanced)*  
*Cooking Skill Tip Sheets*

*Also utilize the Step One (Beginners) Cooking Skill  
Tip Sheets to reinforce previously taught skills.*

# Cooking Skill Tip Sheet

## Advanced Recipe Reading Skills



- Always follow the basic recipe reading tips
- If the yield or # of servings will prepare too much or too little food, you will

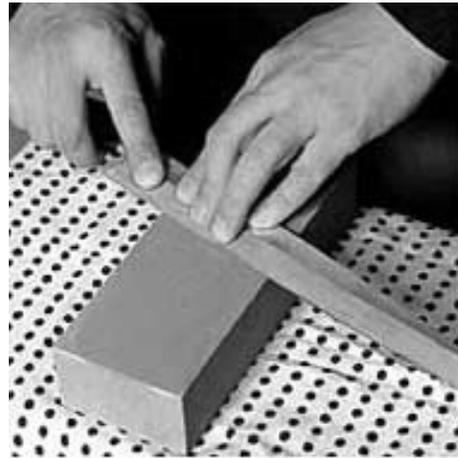
need to use your math skills to half or double the recipe

- If you need help halving or doubling the recipe, use *Measuring Tips* in your Kids' Notebook
- The amount of each ingredient you need is often listed using an abbreviation; make sure you understand all abbreviations for the recipe
- If you don't understand all the abbreviations, use *Measuring Tips* in your Kids' Notebook
- Sometimes you don't have all the ingredients needed to prepare the recipe; if this happens, use the *Common Ingredient Substitutions* in your Kids' Notebook to find another ingredient to use

# Cooking Skill Tip Sheet

## Knife Sharpening Skills

- To keep your knives really sharp, you'll need to sharpen and steel them regularly
- Always have a parent or adult help you sharpen and steel knives
- *How do I sharpen a knife?* The sharpening stone has two sides: one rough, one fine. Soak the stone in water and place it on a damp cloth (this stops the stone from moving). Then, hold your knife at a 20° angle to the stone, and slide the entire length of the blade over the stone. Use your free hand to apply pressure and firmly move the blade. Turn the blade over and repeat the process; give each side of the knife the same number of slides until it's very sharp.

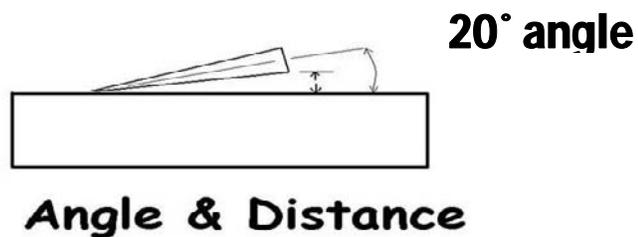


**More On Back**

- *How do I steel a knife?*  
Wipe the knife clean of any metal or water. Position the steel vertically on a cutting board. Hold your knife at a 20° angle to the steel, and slide the knife from handle to tip down one side, then the other. Apply light pressure and don't dig into the steel. Alternating sides of the blade, take six slides each side of the knife.



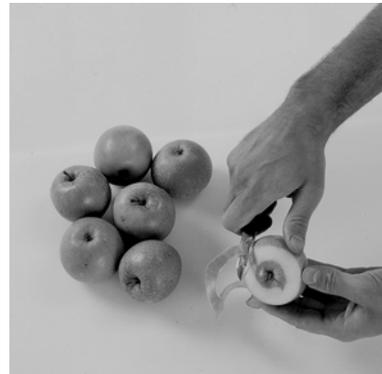
- Steeling does not sharpen a knife, but hones it by straightening the edge
- Steeling is an effective way to maintain your knife's edge between sharpenings; but, eventually, your knife will become dull and need to be sharpened



# Cooking Skill Tip Sheet

## Peeling Skills

- To peel food, you need to remove the skin
- It's easiest to peel food with a vegetable peeler or a paring knife
- Hold the food in the palm of your hand and carefully move the peeler around the food to remove the skin in long, even strips; hold the peeler at a slight angle and peel with one hand and rotate the food with your other hand
- Use a long continuous motion and try to only remove the skin
- Some peelers are also a corer; to core: firmly press the corer down outer side of the stem and turn it in a complete circle that surrounds the core; then, pull the corer back up
- Types of foods peeled: potatoes, carrots, apples, pears
- What are other foods you could peel?



# Cooking Skill Tip Sheet

## Julienne Skills

- To julienne food, cut it into narrow sticks that are usually 3 inches long and  $\frac{1}{8}$ -inch thick
- It's easiest to julienne food with a Chef's knife or utility knife



- Determine the length of your julienne and cut the vegetable onto pieces that size; then, trim the vegetable so its sides are straight
- Next, hold your knife vertical and slice each piece into  $\frac{1}{8}$ -inch panels
- Finally, lay the panels out on the cutting board, and cut them lengthwise to create uniform matchsticks
- Types of foods often julienned: potatoes, carrots, celery, chili peppers
- What are other foods you could julienne?

# Cooking Skill Tip Sheet

## Seasoning Skills

- It's fun to experiment and flavor food with different types of herbs & spices
- An herb is the leaves of plants used either fresh or dried
- A spice is the bark, buds, fruit, seeds or stems of plants used dried
- Most herbs & spices are available in different forms at the grocery store (for example, garlic is available fresh and ground)
- Use the *Herb & Spice Cooking Guide* in your Kids' Notebook to learn about different herbs & spices and how to use them
- Usually herbs and spices have a stronger flavor when they're dried (for example, you would use less ground oregano and more fresh oregano for the same flavor)



# Cooking Skill Tip Sheet

## Pitting & Coring Skills

- Many produce items have a core or a pit that needs to be removed before you eat the fruit or vegetable



- A pit is a very large seed
- *To remove a pit:* slice open the fruit or vegetable; some pits can be easily removed with a spoon; but, other pits need to be removed with a knife
- Types of fruits and vegetables with a pit: mango, plum, apricot, peach
- A core is the inside stem that may have seeds attached
- *To remove a core:* slice open the fruit or vegetable; some cores can be easily removed with a spoon; but, other cores need to be removed with a knife
- Types of fruits and vegetables with a core: pineapple, apple, bell pepper, cabbage
- It's easiest to use a paring knife to gently cut around the pit or core for removal; this skill may take some practice



# Cooking Skill Tip Sheet

## Hand Mixer Skills

- A mixer is very popular and can be found in most kitchens

- There are two types of mixers: hand mixers and stand mixers. Hand mixers are lightweight for easy tasks. While, stand mixers are heavyweight for hard tasks such as kneading dough. We will use a hand mixer.



- There are two main types of hand mixer attachments: wire beaters and wire whisks

- *How do I use a food mixer?*

Properly assemble the hand mixer. Push the two beaters/whisks into the two openings, rotating slightly if necessary, until they lock into place. Plug the mixer into the wall receptacle. Hold the mixer by the handle and insert beaters/whisks into the center of the bowl. Select the correct speed for the food you're mixing. Generally, it's best to

start on the lowest speed (1), then increase speed once the beaters/whisks are in the food.

**More On Back**

Use one hand to hold the mixer and the other hand to securely hold the bowl.

- *Do I need to clean a hand mixer?*  
It's important to clean your mixer after each use. Unplug the mixer and eject the attachments. Wash the attachments with a mild detergent and air dry. Wipe the mixer down with a damp rag.
- To remove the attachments, turn the mixer off and push the beater eject button; be careful because they come out quickly



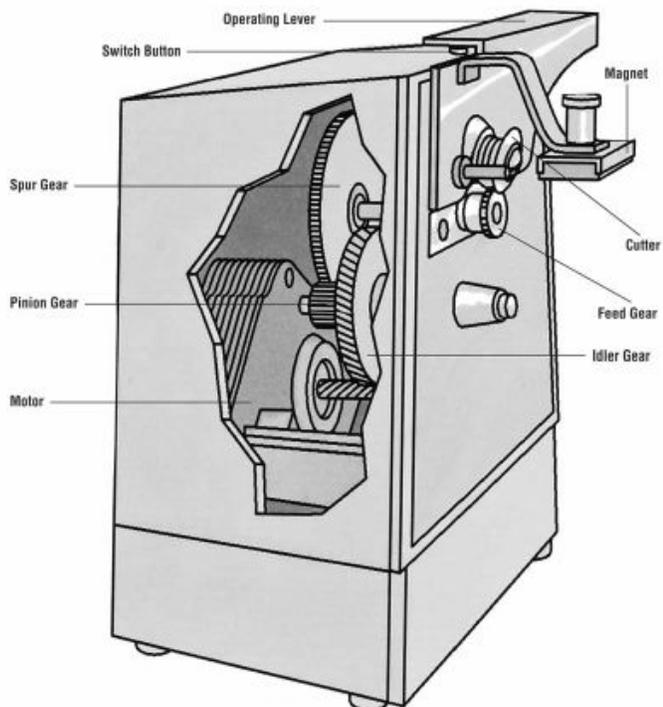
- Keep hands, hair, clothing and kitchen utensils away when the hand mixer is turned on
- A power boost button increases the speed to the maximum level; don't operate the power boost for more than 2 minutes
- Types of foods you need a mixer to prepare: cookies, cakes, muffins, breads
- What are other foods you need a mixer to prepare?

# Cooking Skill Tip Sheet

## Electric Can Opener Skills

- An electric can opener can be a handy kitchen appliance that is tricky to use
- *How does an electric can opener work?*  
The electric can opener is activated by an operating lever. The lever is lifted, and the edge of a can is placed between the feed gear and cutter.

A magnet grips the top of the can. When pressed down, the lever activates a switch that turns the motor on. The motor passes power through gears to turn the small feed gear and rotate the can. As it is rotated, the cutter cuts through the edge of the lid. When the can is removed, the lid stays attached to the magnet.



**More On Back**

- *Do I need to clean an electric can opener?*  
It's important to clean your electric can opener to make sure it works well. Regularly clean the feed gear and cutter. Always unplug it from the wall receptacle, clean the parts with a toothbrush and mild detergent, and wipe clean.
- You can also use a hand can opener instead of an electric can opener



- Types of foods you need a can opener to open: canned green beans, canned peaches, canned tomatoes, canned mixed fruit
- What are other foods you need a can opener to open?

# Cooking Skill Tip Sheet

## Blender Skills

- A blender is a popular and useful kitchen appliance
- It will blend, puree, mix or crush foods and liquids

- *How do I use a blender?*

Properly assemble the blender. Carefully place the blade into the retainer ring and position the rubber gasket onto the rim of the blade. Screw the jug securely into the retainer ring. Place the jug on the power base and push it down until it's securely locked into place. Add food or liquid into the jug and firmly place the lid on the jug. Insert the measuring cap into the lid opening and turn it clockwise. Plug the blender into the wall receptacle and turn the power base on. The higher the speed, the faster the blade will rotate.



**More On Back**

- *Do I need to clean a blender?*  
It's important to clean your blender after each use. Unplug the power base and separate the measuring cap, lid, jug, rubber gasket, blade and retainer ring. Wash all items (except power base) with a mild detergent and air dry. Be careful when cleaning the jug because it's glass and the blade because it's very sharp. Wipe the power base down with a damp rag.
- To keep a blender working well, it's important not to overload it with foods and liquids
- The pulse option provides instant power bursts
- Never place hands or kitchen utensils in the jug when the blender is turned on
- Types of foods and liquids to place in a blender: fruits, vegetables, soups, pancake batter, ice
- What are other foods you could place in a blender?

*Let's Cook! Class*

*Step One (Beginners)*

*Cooking Skill Evaluation*

## Let's Cook! Step One Cooking Skill Evaluation

Child's Name: \_\_\_\_\_ PRE POST  
Skill Assessment by: \_\_\_\_\_ Date: \_\_\_\_\_

- Recipe Reading Skills:**  
Ability to read, understand and follow order of instructions
- Measuring Skills:**  
Ability to accurately measure dry ingredients  
Ability to accurately measure liquid ingredients
- Knife Skills:**  
Ability to slice zucchini and green onion  
Ability to dice black olives  
Ability to mince garlic
- Grating Skills:**  
Ability to finely grate cheese
- Sautéing Skills:**  
Ability to saute green onions and garlic
- Oven Skills:**  
Ability to safely use oven to cook zucchini pizzas

## Let's Cook! Step One Cooking Skill Evaluation

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Skill Assessment by: \_\_\_\_\_ Date: \_\_\_\_\_

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Ability to finely grate cheese
- Sautéing Skills:**  
Ability to saute green onions and garlic
- Oven Skills:**  
Ability to safely use oven to cook zucchini pizzas

# ZUCCHINI PIZZAS

5 servings

_____	1 large	Zucchini Squash (sliced in coins)
_____	1 large	Green Onion (sliced)
_____	1 clove	Garlic (minced)
_____	½ tablespoon	Vegetable Oil
_____	4 ounces	Tomato Sauce
_____	⅛ teaspoon	Oregano
_____	⅛ teaspoon	Basil
_____	3 tablespoons	Black Olives (diced)
_____	¼ cup	Cheese (finely grated)



1. Cover baking sheet with aluminum foil; place zucchini slices in rows on the baking sheet.
2. Sauté green onion and garlic in vegetable oil over medium heat, about 3 minutes; add tomato sauce and season with oregano and basil; stir well.
3. Top each zucchini slice with tomato sauce, black olives and cheese.
4. Broil in oven until cheese melts and zucchini is crisp, about 3-5 minutes.



*Let's Cook! Class*

*Step Two (Advanced)*

*Cooking Skill Evaluation*

## Let's Cook! Step Two

### Cooking Skill Evaluation

Child's Name: \_\_\_\_\_ PRE POST  
Skill Assessment by: \_\_\_\_\_ Date: \_\_\_\_\_

- Advanced Recipe Reading Skills:**  
Ability to read, understand and follow order of instructions  
Ability to half recipes and understand abbreviations  
Ability to identify common recipe substitutions
- Advanced Knife Skills:**  
Ability to identify types of knives  
Ability to verbally describe how to clean and sharpen knives  
Ability to verbally describe mince vs. dice vs. slice  
Ability to peel and julienne
- Seasoning Skills:**  
Ability to identify different herbs and spices  
Ability to flavor foods effectively with dry and fresh
- Coring/Pitting Skills:**  
Ability to safely core/pit
- Small Appliance Skills:**  
Ability to safely use hand mixer, can opener and blender

## Let's Cook! Step Two

### Cooking Skill Evaluation

Child's Name: \_\_\_\_\_ PRE POST  
Skill Assessment by: \_\_\_\_\_ Date: \_\_\_\_\_

- Advanced Recipe Reading Skills:**  
Ability to read, understand and follow order of instructions  
Ability to half recipes and understand abbreviations  
Ability to identify common recipe substitutions
- Advanced Knife Skills:**  
Ability to identify types of knives  
Ability to verbally describe how to clean and sharpen knives  
Ability to verbally describe mince vs. dice vs. slice  
Ability to peel and julienne
- Seasoning Skills:**  
Ability to identify different herbs and spices  
Ability to flavor foods effectively with dry and fresh
- Coring/Pitting Skills:**  
Ability to safely core/pit
- Small Appliance Skills:**  
Ability to safely use hand mixer, can opener and blender

## Let's Cook! Step Two

### Cooking Skill Evaluation

Child's Name: \_\_\_\_\_ PRE POST  
Skill Assessment by: \_\_\_\_\_ Date: \_\_\_\_\_

- Advanced Recipe Reading Skills:**  
Ability to read, understand and follow order of instructions  
Ability to half recipes and understand abbreviations  
Ability to identify common recipe substitutions
- Advanced Knife Skills:**  
Ability to identify types of knives  
Ability to verbally describe how to clean and sharpen knives  
Ability to verbally describe mince vs. dice vs. slice  
Ability to peel and julienne
- Seasoning Skills:**  
Ability to identify different herbs and spices  
Ability to flavor foods effectively with dry and fresh
- Coring/Pitting Skills:**  
Ability to safely core/pit
- Small Appliance Skills:**  
Ability to safely use hand mixer, can opener and blender

## Let's Cook! Step Two

### Cooking Skill Evaluation

Child's Name: \_\_\_\_\_ PRE POST  
Skill Assessment by: \_\_\_\_\_ Date: \_\_\_\_\_

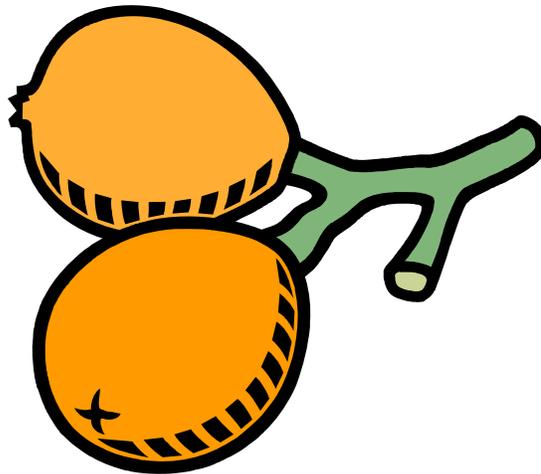
- Advanced Recipe Reading Skills:**  
Ability to read, understand and follow order of instructions  
Ability to half recipes and understand abbreviations  
Ability to identify common recipe substitutions
- Advanced Knife Skills:**  
Ability to identify types of knives  
Ability to verbally describe how to clean and sharpen knives  
Ability to verbally describe mince vs. dice vs. slice  
Ability to peel and julienne
- Seasoning Skills:**  
Ability to identify different herbs and spices  
Ability to flavor foods effectively with dry and fresh
- Coring/Pitting Skills:**  
Ability to safely core/pit
- Small Appliance Skills:**  
Ability to safely use hand mixer, can opener and blender

# REFRESHING APRICOT SMOOTHIE

2 servings

_____	1 can (15 oz)	Apricots (sliced)
_____	1 c	Plain Yogurt <b>*SUBSTITUTION*</b>
_____	1 Tbsp	Honey
_____	2-3 drops	Vanilla Extract
_____	6-8	Ice Cubes (optional)

1. Combine all ingredients in a covered blender; blend at high speed until smooth.
2. Add additional ice cubes for desired consistency.



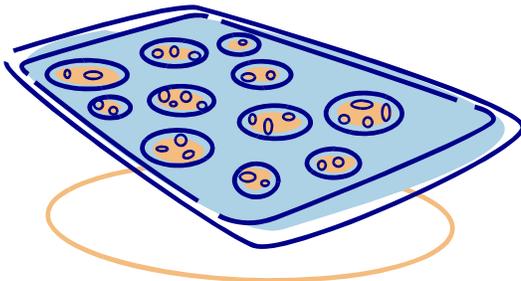
# OATMEAL RAISIN PEAR COOKIES

21 servings

_____	¼ c	Butter (softened)
_____	½ c	Brown Sugar
_____	¼ c	Sugar
_____	1 large	Egg
_____	½ inch piece	Vanilla Bean <b>*SUBSTITUTION*</b>
_____	¼ c	Applesauce
_____	½ c + 6 T	All-Purpose Flour
_____	½ tsp	Baking Soda
_____	½ tsp	Cinnamon (ground)
_____	¼ tsp	Ginger (ground) <b>*SUBSTITUTION*</b>
_____	¼ tsp	Salt
_____	1½ c	Oatmeal
_____	½ c	Pears (peeled, cored, julienned & sliced in thirds) <b>*SUBSTITUTION*</b>
_____	½ c	Raisins

*Note:* If substituting fresh spices for ground spices, add them to wet ingredients instead of dry ingredients.

1. Preheat oven to 375° F; spray cookie sheet with cooking spray.
2. In a large bowl, beat butter, brown sugar and sugar until creamy; add egg, vanilla and applesauce; beat well.
3. In a small bowl, combine flour, baking soda, cinnamon, ginger and salt; then, add to the butter/sugar mixture; mix well. Stir in oatmeal, pears and raisins.
4. Drop dough by rounded tablespoonfuls onto cookie sheet.
5. Bake 11-13 min or until golden brown (centers will be soft); cool two minutes on cookie sheet; remove to wire rack and cool completely.



*Let's Cook! Class*

*Step One (Beginners)*

*Preference Evaluation*

# Fruit & Vegetable Preference Survey Script

1. Circle **PRE** or **POST** on top of survey form; fill-out your name (BFNEP Data Collector), the child's name, and the child's age on bottom of form.
2. Tell the child you will ask them to identify pictures of fruits & vegetables; then, you will ask if they **don't like this, like this a little, or like this a lot.**
3. Show the child the pictures in the order listed on survey form. Make sure to cover the name of the fruit or vegetable with your hand (on bottom corner of picture). Ask "Do you know what this is?". If the child answers NO – check **don't know what this is** on survey form, tell the child the name of the fruit or vegetable, and go to the next item. If the child answers YES – ask them to identify the fruit or vegetable variety to confirm their knowledge.
4. If the child answers YES and can correctly identify the fruit or vegetable variety – ask if they **don't like this, like this a little, or like this a lot.** Use the thumbs up/thumbs down page as a visual reminder. Check answer on survey form and go to the next item.
5. Give completed survey forms to BFNEP staff for data analysis.

I don't like this



I like this a little



I like this a lot



# Fruit Preference Survey

How much do you like these fruits? Please  check your answer.

Fruits	I don't like this 	I like this a little 	I like this a lot 	I don't know what this is 
Huckleberry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Braeburn Apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Strawberry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Honeydew Melon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Granny Smith Apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Crenshaw Melon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raspberry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Red Delicious Apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blackberry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watermelon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pink Lady Apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cantaloupe Melon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Vegetable Preference Survey

How much do you like these vegetables? Please  check your answer.

Vegetables	I don't like this 	I like this a little 	I like this a lot 	I don't know what this is 
Spinach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black Bean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Green Bell Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collard Green	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Red Bell Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kale	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black-Eye Bean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pinto Bean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Bell Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Navy Bean	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orange Bell Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Red Swiss Chard	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: \_\_\_\_\_

Age: \_\_\_\_\_

BFNEP Data Collector: \_\_\_\_\_

# Fruit Preference Survey

How much do you like these fruits? Please  check your answer.

Fruits	I don't like this 	I like this a little 	I like this a lot 	I don't know what this is 
Beefsteak Tomato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Braeburn Apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roma Tomato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Common Banana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Granny Smith Apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Red Banana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grape Tomato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Red Delicious Apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Pear Tomato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baby Banana	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pink Lady Apple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Plantain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Vegetable Preference Survey

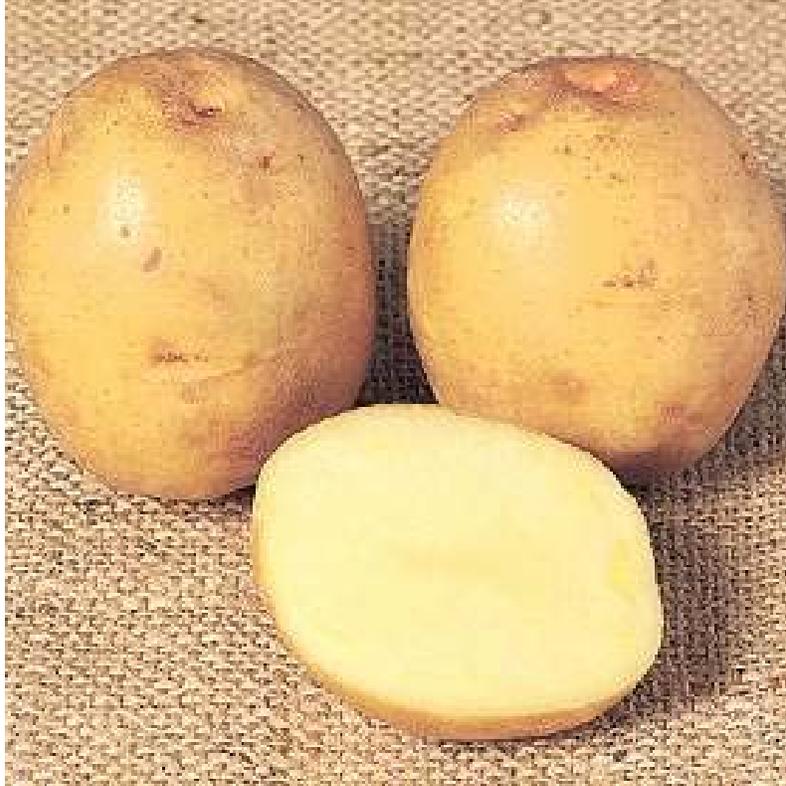
How much do you like these vegetables? Please  check your answer.

Vegetables	I don't like this 	I like this a little 	I like this a lot 	I don't know what this is 
Broccoli	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Russet Potato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Green Bell Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cabbage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Red Bell Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brussels Sprout	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Red Potato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yukon Gold Potato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Yellow Bell Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blue Potato	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orange Bell Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cauliflower	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: \_\_\_\_\_

Age: \_\_\_\_\_

BFNEP Data Collector: \_\_\_\_\_



YUKON GOLD  
POTATO



CABBAGE



NAVY  
BEAN



BLUE  
POTATO



PINTO  
BEAN



BLACK-EYE  
BEAN



CAULIFLOWER



RED  
POTATO



BRUSSELS  
SPROUT



RUSSET  
POTATO



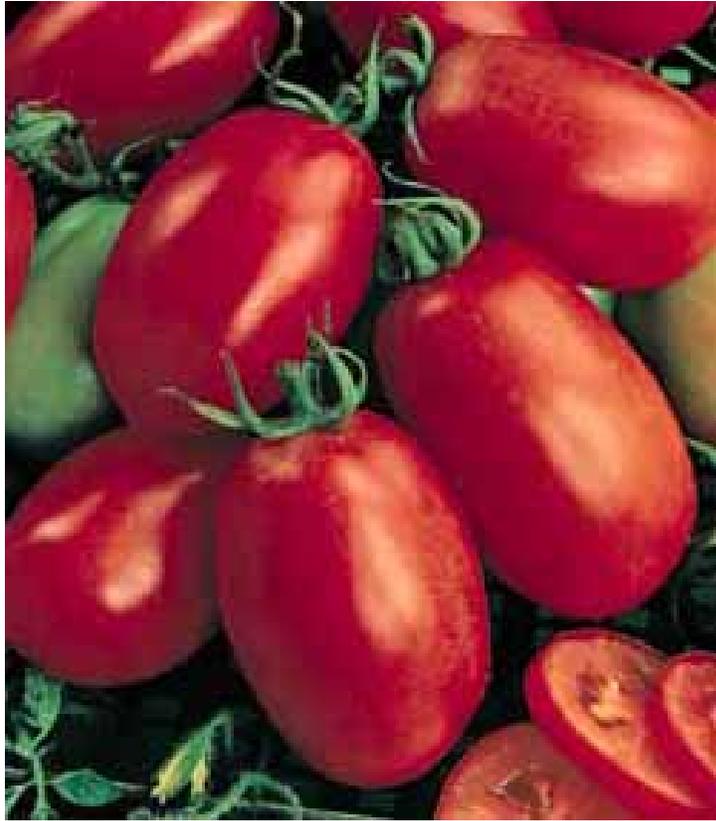
BLACK  
BEAN



BROCCOLI



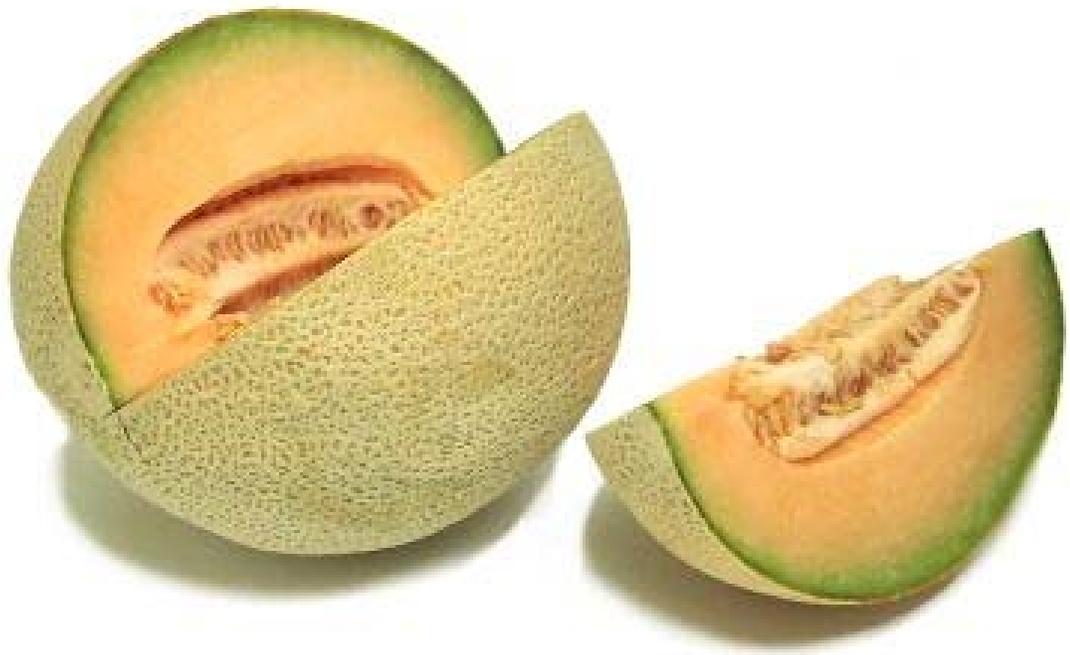
GRAPE  
TOMATO



ROMA  
TOMATO



YELLOW PEAR  
TOMATO



CANTALOUPE  
MELON



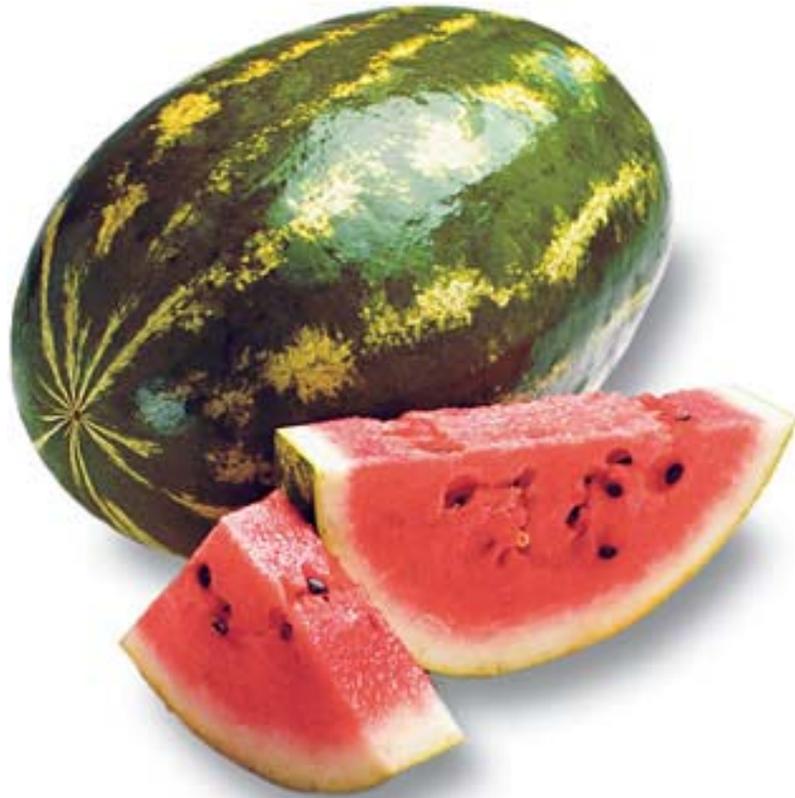
CRENSHAW  
MELON



HONEYDEW  
MELON



BEEFSTEAK  
TOMATO



WATERMELON



PINK LADY  
APPLE



RED DELICIOUS  
APPLE



GRANNY  
SMITH APPLE



BRAEBURN  
APPLE



GREEN BELL  
PEPPER



RED BELL  
PEPPER



ORANGE BELL  
PEPPER



YELLOW BELL  
PEPPER



COMMON  
BANANA



RED  
BANANA





PLANTAIN



SPINACH



COLLARD  
GREEN





RED SWISS  
CHARD



STRAWBERRY





BLACKBERRY



HUCKLEBERRY

*Let's Cook! Class*

*Step Two (Advanced)*

*Preference Evaluation*

# Fruit & Vegetable Preference Survey Script

1. Circle **PRE** or **POST** on top of survey form; fill-out your name (BFNEP Data Collector), the child's name, and the child's age on bottom of form.
2. Tell the child you will ask them to identify pictures of fruits & vegetables; then, you will ask if they **don't like this, like this a little, or like this a lot.**
3. Show the child the pictures in the order listed on survey form. Make sure to cover the name of the fruit or vegetable with your hand (on bottom corner of picture). Ask "Do you know what this is?". If the child answers NO – check **don't know what this is** on survey form, tell the child the name of the fruit or vegetable, and go to the next item. If the child answers YES – ask them to identify the fruit or vegetable variety to confirm their knowledge.
4. If the child answers YES and can correctly identify the fruit or vegetable variety – ask if they **don't like this, like this a little, or like this a lot.** Use the thumbs up/thumbs down page as a visual reminder. Check answer on survey form and go to the next item.
5. Give completed survey forms to BFNEP staff for data analysis.

I don't like this



I like this a little



I like this a lot



# Fruit Preference Survey

How much do you like these fruits? Please  check your answer.

Fruits	I don't like this 	I like this a little 	I like this a lot 	I don't know what this is 
Grapefruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dried Fig	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mango	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lemon	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pineapple	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lime	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Raisin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prune	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Orange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kiwi Fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dried Mixed Fruit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Coconut	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Vegetable Preference Survey

How much do you like these vegetables? Please  check your answer.

Vegetables	I don't like this 	I like this a little 	I like this a lot 	I don't know what this is 
Spaghetti Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cremini Mushroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anaheim Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portobello Mushroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acorn Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Serrano Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Morel Mushroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Butternut Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jalapeno Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pumpkin Squash	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White Mushroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pasilla Pepper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name: \_\_\_\_\_

Age: \_\_\_\_\_

BFNEP Data Collector: \_\_\_\_\_





ANAHEIM  
PEPPER





JALAPENO  
PEPPER



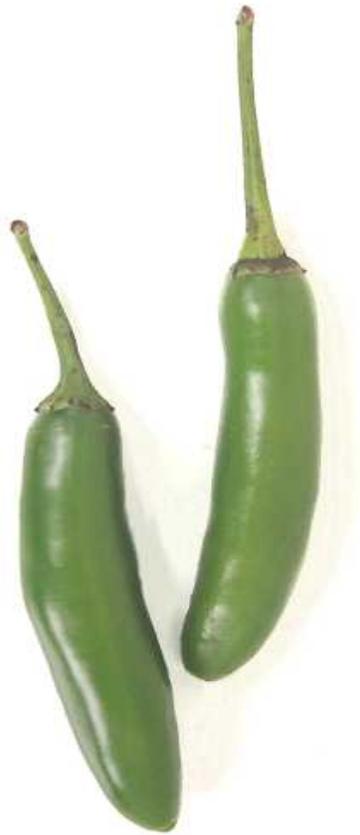
WHITE  
MUSHROOM



PASILLA  
PEPPER



MOREL  
MUSHROOM



SERRANO  
PEPPER



COCONUT



KIWI FRUIT



PINEAPPLE

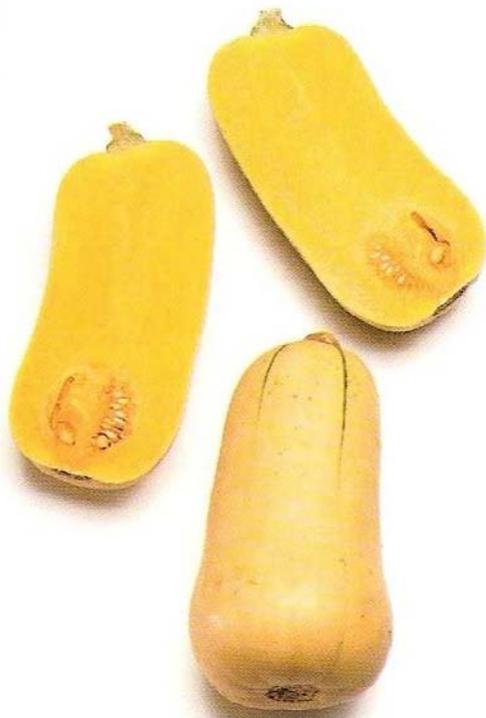




SPAGHETTI  
SQUASH



ACORN  
SQUASH



BUTTERNUT  
SQUASH



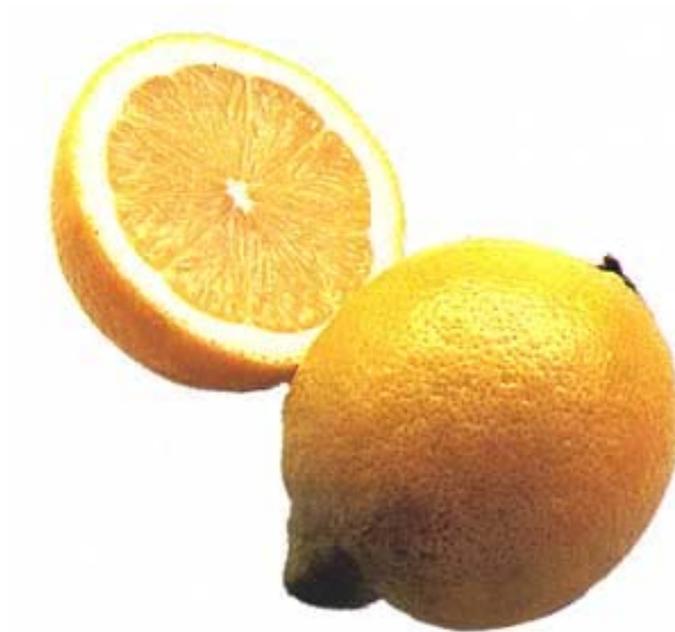




DRIED MIXED  
FRUIT









CREMINI  
MUSHROOM





DRIED FIG

*Let's Cook! Class*  
*Supplemental Materials*

# Examples of Incentive Items

Below is a list of possible incentive items for the *Let's Cook! Class*. Your options are endless – these suggestions are simply a guide. It is important to link the incentive item to the cooking class, reinforcing the cooking skills or increasing fruit and vegetable preferences. The children enjoy the below incentive items and they can all be purchased for less than \$4.00 each. Good Luck!

## *Recipe Reading Skills*

- Kids' Fruit & Vegetable Recipe Book
- Recipe Ingredient Substitution Magnet

## *Measuring Skills*

- Dry Ingredient Measuring Cups & Spoons
- Liquid Measuring Cup
- Measurement Tip Magnet

## *Knife Skills*

- Cutting Board
- Vegetable Peeler

## *Grating Skills*

- Hand Grater
- Mini Grater

## *Sautéing Skills*

- Wooden Spoon
- Small Skillet
- Spatula

## *Oven Skills*

- Pan Scraper
- Mixing Bowl
- Cooling Rack
- Baking Pan/Sheet
- Oven Mitt/Potholder
- Oven Thermometer
- Digital Timer

## *Seasoning Skills*

- Empty Spice Shaker
- Zester

## *Coring/Pitting Skills*

- Corer

## *Small Appliance Skills*

- Can Opener

## *Fruit & Vegetable Preferences*

- Fruit & Vegetable Key Chain
- Fruit & Vegetable Tattoo
- Fruit & Vegetable Stadium Cup
- Fruit & Vegetable Pen/Pencil
- Fruit & Vegetable Magnet
- Fruit & Vegetable Seedie
- Fruit & Vegetable Notepad
- Fruit & Vegetable Lunch Tote
- Fruit & Vegetable Apron



## CONFEDERATED TRIBES and BANDS of the YAKAMA NATION

### **BASIC FOOD NUTRITION EDUCATION PROGRAM (BFNEP)**

Post Office Box 151; Toppenish, WA 98948; 509-865-5121 x 4828

October 1, 2007

Dear Parent/Guardian of:

The Yakama Nation Basic Food Nutrition Education Program (BFNEP) is partnering with the Toppenish Safe Haven After-School Program to teach cooking classes for children this fall.

BFNEP is excited to inform you that your child signed-up to participate in the *Let's Cook! Class – Step One*. We will teach a total of six cooking classes. It is important for your child attend all six classes because each class will introduce a different fruit or vegetable and teach different cooking skills. The class is also limited to ten participants so your child will receive “hands on” instruction.

The classes will be held weekly from **3:30PM – 5:00PM** at the Safe Haven After-School Program (410 Washington Avenue; 509-865-1804). Of course, classes are provided free of charge by our program for your child.

Please make a note of the following class dates:

**Wednesday, October 10<sup>th</sup>**

**Wednesday, October 17<sup>th</sup>**

**Wednesday, October 24<sup>th</sup>**

**Wednesday, October 31<sup>st</sup>**

**Wednesday, November 7<sup>th</sup>**

**Wednesday, November 14<sup>th</sup>**

You are welcome to attend any of the classes with your child. Please assist us by encouraging your child to attend each class, be on time, stay for the entire class, and have fun!

Lastly, we included a photo release form so we can take pictures of your child in the cooking classes. Please return the completed form to the Safe Haven After-School Program for your child to receive a prize. If you have any questions, don't hesitate to call Stephanie or Margaret at 509-865-5121 x 4828. Thank you in advance for your assistance!

Stephanie Hightower Rendulic, RD, CD  
BFNEP Nutritionist Program Manager

Margaret Ambrose  
BFNEP Program Coordinator



## CONFEDERATED TRIBES and BANDS of the YAKAMA NATION

### BASIC FOOD NUTRITION EDUCATION PROGRAM (BFNEP)

Post Office Box 151; Toppenish, WA 98948; 509-865-5121 x 4828

January 16, 2008

Dear Parent/Guardian of:

The Yakama Nation Basic Food Nutrition Education Program (BFNEP) is partnering with the Toppenish Safe Haven After-School Program to teach advanced cooking classes for children this winter. BFNEP is excited to inform you that since your child graduated from the *Let's Cook! Class – Step One*, they are eligible to attend the *Let's Cook! Class – Step Two*.

Although, prior to the start of the *Let's Cook! Class – Step Two*, we will need to evaluate your child's cooking skill level. Please ask your child to be at the Safe Haven After-School Program on **January 31<sup>st</sup>**, **February 1<sup>st</sup>**, **February 4<sup>th</sup>** or **February 5<sup>th</sup>**.

We will teach a total of six cooking classes. It is important for your child to attend all six classes because each class will introduce a different fruit or vegetable and teach different advanced cooking skills. The classes will also reinforce the cooking skills your child learned in the *Let's Cook! Class – Step One*. The classes are limited to ten participants so your child will receive "hands on" instruction.

The classes will be held weekly from **3:30PM – 5:00PM** at the Safe Haven After-School Program (410 Washington Avenue; 509-865-1804). Of course, classes are provided free of charge by our program for your child.

Please make a note of the dates for the *Let's Cook! Class – Step Two*:

**Thursday, February 7<sup>th</sup>**

**Thursday, February 14<sup>th</sup>**

**Thursday, February 21<sup>st</sup>**

**Thursday, February 28<sup>th</sup>**

**Thursday, March 6<sup>th</sup>**

**Thursday, March 13<sup>th</sup>**

As always you are welcome to attend any of the classes with your child. Please assist us by encouraging your child to attend each class, be on time, stay for the entire class and have fun! If you have any questions, don't hesitate to call Stephanie or Margaret at 509-865-5121 x 4828. Thank you in advance for your assistance!

Stephanie Rendulic, RD, CD  
BFNEP Nutritionist Program Manager

Margaret Ambrose  
BFNEP Program Coordinator



# Let's Cook! Class Attendance

Date: \_\_\_\_\_

FIRST NAME	LAST NAME
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	

Instructors: \_\_\_\_\_

# Let's Cook! Class



Name \_\_\_\_\_

# Let's Cook! Class



Name \_\_\_\_\_

# Let's Cook! Class



Name \_\_\_\_\_

# Let's Cook! Class



Name \_\_\_\_\_

# Let's Cook! Class



Name \_\_\_\_\_

# Let's Cook! Class



Name \_\_\_\_\_





Cruciferous Veggies are named because the flowers on the plant that they grow on look like a cross (or crucifix).



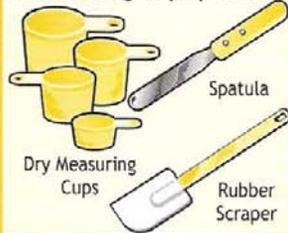
# Measuring Solids

Ingredients such as:  
Solid Shortening  
Butter/Margarine  
Peanut Butter  
Brown Sugar



\*Note: Butter and margarine are also marked on the package and can be cut to amount needed. 1 stick = 1/2 cup

Measuring Equipment:



Steps for Solid or Moist Ingredients:

- Determine cups needed. 
- Pack ingredients into cup. 
- Level with a spatula. 
- Scrape ingredients out of cup. 

# Measuring Liquids

Ingredients such as:  
Water  
Milk  
Juice  
Syrup  
Oil  
Sauce



Sample Measurements:



Steps:

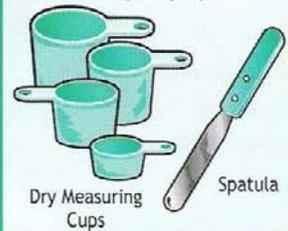
- Determine amount needed. 
- Pour into liquid measuring cup. 
- View at eye level. (add or take away if needed) 
- Exactly one cup. 

# Dry Ingredients

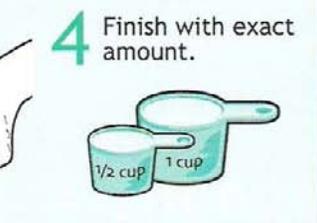
Ingredients such as:  
Flour  
Granulated or Powdered Sugar  
Powdered Milk



Measuring Equipment:



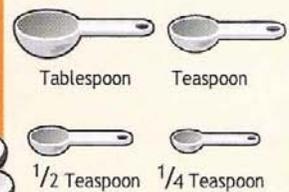
Steps:

- Determine cups needed. 
- Fill cups (no packing or tapping). 
- Level with a spatula. 
- Finish with exact amount. 

# Measuring Spoons

Abbreviations:  
Tbsp. or T. = Tablespoon  
tsp. or t. = Teaspoon

Measuring Spoons:



Equivalents:

3 tsp. = 1 Tbsp.  
4 Tbsp. = 1/4 cup



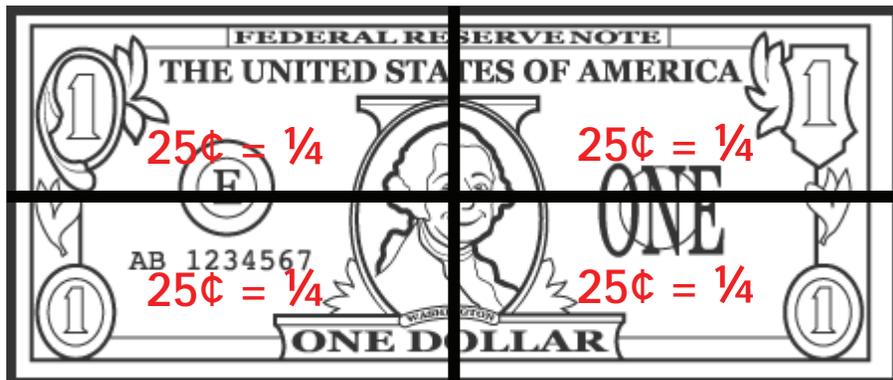
Steps for Liquid Ingredients:

- Pour liquid into spoon. 
- Fill spoon level with the rim. 

Steps for Dry or Solid Ingredients:

- Fill spoon - heaping. 
- Level with a spatula. 

# FRACTION CHEAT SHEET



1 dollar (\$1.00) = 4 quarters (25¢ each)

 $25¢ = \frac{1}{4}$	 $25¢ = \frac{1}{4}$	 $25¢ = \frac{1}{4}$	 $25¢ = \frac{1}{4}$
 $25¢ = \frac{1}{4}$	 $50¢ = \frac{1}{2}$	 $75¢ = \frac{3}{4}$	 $\$1.00 = 1$



# CERTIFICATE OF COMPLETION

THIS CERTIFICATE IS AWARDED TO

**NAME:** \_\_\_\_\_

FOR SUCCESSFUL COMPLETION OF THE  
LET'S COOK! CLASS-STEP ONE



PRESENTED BY \_\_\_\_\_

DATE \_\_\_\_\_

# CERTIFICATE OF COMPLETION

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FOR SUCCESSFUL COMPLETION OF THE  
LET'S COOK! CLASS-STEP ONE



PRESENTED BY \_\_\_\_\_

DATE \_\_\_\_\_

# CERTIFICATE OF COMPLETION

THIS CERTIFICATE IS AWARDED TO

**NAME:** \_\_\_\_\_

FOR SUCCESSFUL COMPLETION OF THE  
LET'S COOK! CLASS-STEP TWO



PRESENTED BY \_\_\_\_\_

DATE \_\_\_\_\_