

## Setting the Stage for Healthy Choices // WEEK 1



Time	Topics	Workbook Reference
15 min.	<b>Getting Started</b> Welcome and Introductions Pre-Workshop Survey (when applicable); Attendance	
10 min.	<b>Taste Test</b>	p. 6
15 min.	<b>Making a Food Collage</b> <ul style="list-style-type: none"> <li>» Students identify foods they like, dislike, and would like to try.</li> <li>» Students begin the workshop by sharing, instead of listening to a presentation.</li> </ul>	p. 7
15 min.	<b>Designing SMART Goals/Goal Tracker</b> <ul style="list-style-type: none"> <li>» Students identify a SMART nutrition goal.</li> <li>» Students create one to two SMART nutrition goals for themselves or their family.</li> </ul>	p. 8-9
15 min.	<b>Kitchen Safety Review</b> <ul style="list-style-type: none"> <li>» Students learn the basics of kitchen safety.</li> </ul>	p. 12
	<b>How to Read a Recipe</b> <ul style="list-style-type: none"> <li>» Students identify the parts of a recipe.</li> <li>» Students learn how to follow a recipe.</li> </ul>	p. 13
20 min.	<b>Recipe Demonstration or Group Preparation (see EatFresh.org for ideas)</b> Choose a quick recipe for the first class. Closing Question: <i>What do you hope to learn in this class?</i>	

### Notes:

## Materials

- » workbook page 6
- » simple whole foods, cut or portioned into bite sizes; link to workshop recipe or theme if possible. Cut seasonal fruits or vegetables, unsalted nuts or seeds, plain tofu or yogurt are all good options.

## Desired Outcomes

- » Students explore whole foods with their senses.

The aim of the taste test is multifold: to expose workshop participants to foods they may not have tried before, to raise awareness of the benefits and pleasure of eating seasonal fruits and vegetables, and to raise curiosity and interest in the abundant diversity of food. To this end, the taste test is meant to be an interactive and fun start to the class.

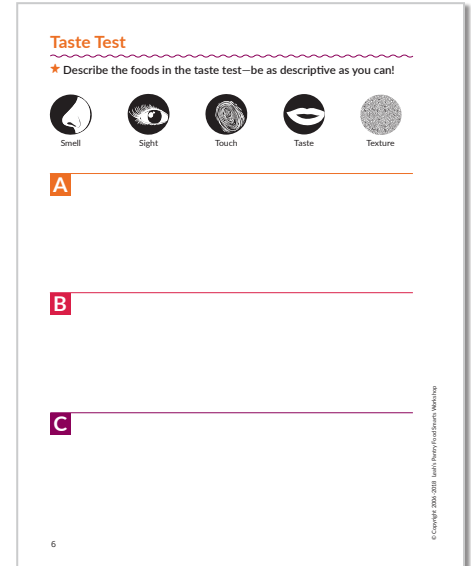
You may find it helpful to coordinate the taste tests with the recipe for each week; for example, if you are making hummus & veggie wraps for a class at the end of summer, you might provide a taste test of different kinds of tomatoes—different colors, heirloom varieties, etc.—and you can then use those same kinds of tomatoes for the recipe, bringing the class full circle.

## Directions

1. At the beginning of class, provide bite-sized sample portions of your taste test item.
2. Ask participants eat slowly and not comment on the food immediately, but rather observe it using their senses:
  - Sight:** What color is the food? Does it look appealing? Can you tell what it is?
  - Smell:** What does it smell like?
  - Touch:** What is the temperature like? Is the food soft or hard? Wet or dry?
  - Sound:** Does it make a sound when you eat it?
  - Taste:** Does it remind you of any other foods? How would you describe the taste? Does the taste change as it's in your mouth?
3. Once everyone has had a chance to try the item, invite students to share their observations.

### Additional Information:

- » **Spring:** greens: spinach, chard, dandelion, different varieties of lettuce, asparagus
- » **Summer:** berries: strawberries, raspberries, blackberries, blueberries, gooseberries, tomatoes, corn, cherries
- » **Fall:** pumpkin, squashes, apples, pears, grapes
- » **Winter:** citrus fruits: clementines, mandarins, satsumas, persimmons: fuyu and ripe hachiya, pomegranates, berries: strawberries, raspberries, blackberries, blueberries, gooseberries, tomatoes, corn, cherries
- » **Year-round:** milks: skim, low-fat, whole, soy, rice, and almond beverages, nuts: raw almonds, cashews



## Taste Test (CONTINUED)

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### ■ EatFresh.org Recipe & Taste Test Combination Suggestions

Berries, Fruits	Fruit and Yogurt Parfaits
Tomatoes	Hummus & Veggie Wraps
Vegetables	Pita Pizzas
Tomatoes	Tabbouleh
Persimmons	Spinach & Persimmon Salad
Apples	Curried Waldorf Salad; Spicy Sweet Potato & Apple Soup
Avocados	Avocado & Orange Soup
Beans, Vegetables	Black Bean Soup
Tomatoes, Mangoes	Salsa Two Ways
Fruits, Grains	Oat Bran Banana Muffins
Berries, Tofu, Soy Milks	Tofu Berry Smoothie

# Taste Test

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★ Describe the foods in the taste test—be as descriptive as you can!



Smell



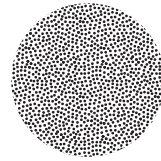
Sight



Touch



Taste



Texture

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**A**

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**B**

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**C**

# Making a Food Collage

## Materials

- » workbook page 7
- » magazines or grocery inserts
- » scissors
- » glue sticks
- » markers/crayons
- » large paper

## Desired Outcomes

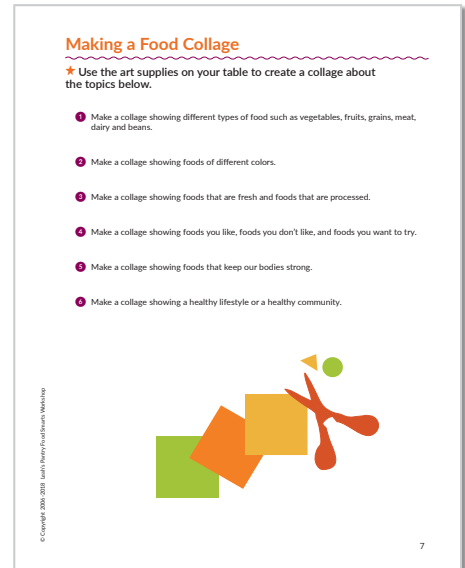
- » Students summarize their nutrition and awareness.
- » Students begin the workshop by sharing, instead of listening to a presentation.

## Directions

1. Give each student a piece of paper and access to markers/crayons, glue sticks, magazine/grocery inserts, and scissors.
2. Depending on the age and knowledge of the group, choose one of the following collage options: Food Groups, Foods I Like, and Food Systems.
  - » For option 1 give participants the choice of making a food collage of a particular food group, a food color, or a type of processing (i.e. fresh or whole, minimally processed, or highly processed). See “What is a Processed Food” activity for more explanation on processed foods.
  - » For option 2 write three titles on the board: Foods I Like, Foods I Dislike, and Foods I Would Like to Try. Ask the students to cut out pictures or draw foods that fall into each category.
  - » For option 3 ask participants to cut out pictures or draw a picture in response to any of the following questions:
    - » What influences our food choices?
    - » What does a healthy community look like?
    - » What does a healthy lifestyle look like?
    - » What does healthy mean to you?
3. Depending on time and size of class, have one or several students present their collages to the class.

## Discussion Questions

- » Why do you like the foods you put on your list? Because they taste good, are healthy, are what you're used to eating, etc.
- » What are some different reasons we eat?
- » What foods would you like to try in this class?



# Making a Food Collage

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★ Use the art supplies on your table to create a collage about the topics below.

- 1 Make a collage showing different types of food such as vegetables, fruits, grains, meat, dairy and beans.
- 2 Make a collage showing foods of different colors.
- 3 Make a collage showing foods that are fresh and foods that are processed.
- 4 Make a collage showing foods you like, foods you don't like, and foods you want to try.
- 5 Make a collage showing foods that keep our bodies strong.
- 6 Make a collage showing a healthy lifestyle or a healthy community.



# Designing SMART Goals & Goal Tracker

**Designing SMART Goals**

★ How can you help your family be healthy? Set goals that are SMART.

- **Specific**—Avoid words like “more,” “less” or “better”
- **Measurable**—Will you know when you’ve achieved it?
- **Action Based**—Not everything is in your control; choose goals that relate to your actions.
- **Realistic**—Choose goals you’re likely to accomplish. Start small.
- **Time Frame**—Set a goal to achieve this week.

★ Some examples:

- I will drink water with my lunch at school this week.
- I will ride my bike on Saturday for half an hour.
- I will help cook a meal with my family one time this week.

**Your Family’s Goals**

Write down several things you would like to change about your family’s food choices or lifestyle. After you’ve finished, circle the three things that are most important to you.

In this box, rewrite the ideas you circled above as SMART goals.

- 1.
- 2.
- 3.

See also Goal Tracker Handout.

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**Goal Tracker**

★ Make a SMART Goal that you can work on for a few weeks.

I will \_\_\_\_\_ (action) \_\_\_\_\_ (how often) \_\_\_\_\_ this week.

To track your progress each week, ask yourself:

- Did I meet my goal this past week? Why or why not?
- What was hard about my goal?
- What was easy?
- Should I stay with this goal or create a new one? If so, what is it?

Week (end of)	My Progress
1	
2	
3	
4	
5	
6	

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## Materials

- » workbook pages 8 and 9

## Desired Outcomes

- » Students create three SMART goals.
- » Students identify SMART goals, and improve vague goals.

## Directions

Have students follow directions to imagine their healthy futures. They can make notes in the workbook. Then:


- » Explain “SMART” goals and work with the class to find some examples.
- » Help each individual create at least one SMART goal they will try to achieve during the course of the workshop. See the back of the goal tracker for examples.
- » Record each student’s goal on the goal tracking worksheet and follow up each week.

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**Adapting for Younger Kids**

Younger kids may not understand abstract differences between vague goals and specific ones, and they don’t have much control over food that is offered to them. Instead, consider setting a group goal that can be accomplished in the context of the class. For example:

- » I will drink a cup of water every afternoon with my snack.
- » I will try one new food today.



# Designing SMART Goals

★ How can you help your family be healthy? Set goals that are SMART.

- » **Specific**—Avoid words like “more,” “less” or “better.”
- » **Measurable**—Will you know when you’ve achieved it?
- » **Action Based**—Not everything is in your control; choose goals that relate to your actions.
- » **Realistic**—Choose goals you’re likely to accomplish. Start small.
- » **Time Frame**—Set a goal to achieve this week.

★ **Some examples:**

- » I will drink water with my lunch at school this week.
- » I will ride my bike on Saturday for half an hour.
- » I will help cook a meal with my family one time this week.

## Your Family’s Goals

<p>Write down several things you would like to change about your family’s food choices or lifestyle. After you’ve finished, circle the three things that are most important to you.</p>	
<p>In this box, rewrite the ideas you circled above as SMART goals.</p>	<p>1.</p> <p>2.</p> <p>3.</p>

See also Goal Tracker Handout.



# Goal Tracker

★ Make a SMART Goal that you can work on for a few weeks.

I will \_\_\_\_\_ this week.  
(action) (how often)

To track your progress each week, ask yourself:

- » Did I meet my goal this past week? Why or why not?
- » What was hard about my goal?
- » What was easy?
- » Should I stay with this goal or create a new one? If so, what is it?



Week (end of)	My Progress
1	
2	
3	
4	
5	
6	

# Kitchen Safety

## ★ Which safety rules do you follow at home?

- 1 No sharp knives for small children. Keep them out of reach and out of sight.
- 2 The stove is hot! Even when turned off, it can still be hot and dangerous.
- 3 Always turn off the stove and oven when done.
- 4 Make sure all handles on pots and pans are turned inward—this avoids accidentally knocking anything over.
- 5 Cook hot soup or hot food on a back burner if possible.
- 6 Be sanitary!
  - » Always use clean hands—to ensure you have clean hands, wash them in hot, soapy water for at least 20 seconds (or for the amount of time it takes to sing the ABCs).
  - » Clean countertops and dishes well before and after cooking to prevent cross contamination of foods.
  - » Always clean items that were in contact with raw meats and eggs immediately after using. Don't put cooked food on a plate or surface that had raw foods!
- 7 Although it's tempting, avoid licking mixing spoons or fingers—sample when it is done cooking, or use a clean spoon each time.
- 8 Keep electronic appliances away from water.
- 9 Put ingredients back after using.
- 10 Always have an adult around to supervise!



Information adapted from [kids-cooking-activities.com](http://kids-cooking-activities.com)

# How to Read a Recipe

## Materials

- » EatFresh.org or Leah's Pantry recipe booklet
- » workbook page 13

## Desired Outcome

- » Students identify the parts of a recipe.
- » Students are able to double a recipe.
- » Students identify ingredients that may be swapped for others in some recipes.

## Directions

### Reading the Recipe

Using this session's recipe, or the sample provided, read through the recipe as a class, making a note of the title, ingredient list, directions, yield, and other information provided. Then, using the Leah's Pantry recipe booklet or EatFresh.org, have each student select a recipe, and go around the class asking students about the parts of their recipes. You may also ask students to interview each other about their recipes.

Explain that the recipe is like a map, and that it is helpful to read the entire recipe before beginning, so you know where to go!

### Doubling the Recipe

Ask students to double the recipe. Have the students figure out the measurements needed to double the yield.

### Ingredient Swaps

Explain that sometimes ingredients can be switched, and that these tricks can be helpful in a pinch or to make a recipe healthier. Review a few basic ingredient swaps.

### How to Read a Recipe

★ Have you ever tried to make something that came out all wrong? Reading a recipe can help.

**Smoothies**  
Prep Time: 5 min Cook Time: 0 min Yield: 2 servings


**Ingredients:**

- » 4 frozen strawberries
- » 1 cup low-fat plain yogurt
- » ½ cup 100% orange juice
- » 1 banana, cut into chunks
- » 4 ice cubes

**Directions:**

- » Place all ingredients in a blender.
- » Cover and process until smooth.

**Per Serving:** 150 calories, 2g total fat (1g sat), 30g carb, 2g fiber, 65mg sodium



- ❶ Read the recipe well before starting.
  - » Make sure you have all the items you need, and enough time for the recipe.
  - » Look up any terms you don't know.
  - » When an ingredient is optional or if desired, you don't have to use it unless you want to.
  - » If necessary, preheat the oven while you prepare.
- ❷ Prepare ingredients for the recipe.
  - » If a recipe calls for chopped onion, for example, do the chopping now.
- ❸ Measure carefully.
  - » It helps to know abbreviations: c. = cup, T. or tbsp. = tablespoon, t. or tsp. = teaspoon. It's also helpful to know measurement shortcuts. For example:
    - 4 Tablespoons = ½ cup
    - 3 teaspoons = 1 Tablespoon
- ❹ Follow the steps in order!
- ❺ If you change your recipe as you cook, make a note. That way you can prepare the dish exactly the same way next time—or not!

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13

# How to Read a Recipe

★ Have you ever tried to make something that came out all wrong? Reading a recipe can help.

## Smoothies

Prep Time: 5 min Cook Time: 0 min Yield: 2 servings

### Ingredients:

- » 4 frozen strawberries
- » 1 cup low-fat plain yogurt
- » ½ cup 100% orange juice
- » 1 banana, cut into chunks
- » 4 ice cubes

### Directions:

- » Place all ingredients in a blender.
- » Cover and process until smooth.

**Per 1 Cup Serving:** 150 calories, 2g total fat (1g sat), 30g carb, 2g fiber, 65mg sodium



- 1 Read the recipe well before starting.
  - » Make sure you have all the items you need, and enough time for the recipe.
  - » Look up any terms you don't know.
  - » When an ingredient is *optional* or *if desired*, you don't have to use it unless you want to.
  - » If necessary, preheat the oven while you prepare.
- 2 Prepare ingredients for the recipe.
  - » If a recipe calls for chopped onion, for example, do the chopping now.
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    - 4 tablespoons = ¼ cup
    - 3 teaspoons = 1 tablespoon
- 4 Follow the steps in order!
- 5 If you change your recipe as you cook, make a note. That way you can prepare the dish exactly the same way next time—or not!

# Food Demonstration Planning Template

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Recipe Title: \_\_\_\_\_

EQUIPMENT/MATERIALS	INGREDIENTS

Recipe Modifications to Suggest:

Healthy Nutrition Message to Highlight:

Culinary Skill to Demonstrate:

Food Bank-Friendly Items to Show:

Ingredients to Prep Ahead of Time (if any):