

The Kids Cook Monday

Educators' Toolkit
LESSON PLANS
AND RECIPES



Start your week off right,
make Monday family night!

The Kids CookSM
Monday!

Lesson Plans

Now that we've gone over the basics, we'd love to share sample lesson plans and recipes from your favorite experts in The Kids Cook Monday movement. These culinary trailblazers have integrated the family dinner message through take-home activities that kids can do with their families after class.

Each lesson plan was made for a different age group and in a different setting. Feel free to flip through and use the boxes to determine which lesson plan applies to you and your cooks-in-training. We encourage you to take inspiration from these lesson plans, customize them to fit your needs and tell us about it at info@TheKidsCookMonday.org.

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For the Family: from Pam Koch, Director of the Center for Food and Environment at Teachers College, Columbia University.

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Ages 4-7: from Julie Negrin, Author of Easy Meals to Cook with Kids.

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Ages 5-8: from Stefania Patinella Director of Food and Nutrition Programs at The Children's Aid Society.

Your Veggies, Your Way _____ 16

Ages 5-8: from Greg Silverman, Senior Manager of Educational Outreach for Share Our Strength's Cooking Matters

Eat Your Colors Lettuce Wraps _____ 19

Ages 6-13: from Melissa Halas-Liang, founder of Superkids Nutrition Inc.

Beans in My Belly!

Source: Director of the Center for Food and Environment at Teachers College Columbia University
Pam Koch, ED, RD. Excerpt from Creative Cooks.

Age Group: Parents and kids of all ages.

Equipment: Full Kitchen

Timing: 90 minutes.

Participants will be able to:

- Understand basic principles of food and stovetop/flame safety.
- Explain why eating beans is important for health.
- Prepare bean dishes using stovetop burners.
- Express positive attitude towards cooking.

Students and Site

Age Group all family members

Number of Kids _____

Kitchen or Classroom kitchen

Budget _____

One-time class or part of series either

Duration of class _____

Check all that apply

Nutrition Activity x

Cooking Demo _____

Tasting _____

No Cooking _____

“Cold” Cooking (no equip)

Minimal Equipment _____

Full Kitchen x

Materials

Fresh food items:

1 green pepper
2 yellow onions
5 large cloves of garlic
1 bunch baby carrots
1 large bunch Swiss chard
1 cup of dried lentils
Dried basil
Chili powder
Olive Oil
Brown cane sugar

Canned food Items:

2 (14.5 oz) can of whole tomatoes in juice
1 (15.5 oz) can of black-eyed peas
1 (15.5 oz) can of kidney beans
1 (15.5 oz) can of chickpeas
2 (8 oz) can of tomato sauce
1 (32 oz) containers of vegetable broth

Miscellaneous:

12 Heavy Duty Knives
24 small cups for serving
12 spoons
2 medium-sized cooking pots
2 Butane burners
Poster board
Marker
Recipes on poster board
Tape
Paper towel
Napkins
Cutting boards
2 Heatproof mixing spoons
2 Ladles

Prior to the Lesson

- Soak and cook lentils
- Slightly boil carrots (to soften them so they can be cut with a plastic knife)
- Smash Garlic
- Rinse canned black-eyed peas, kidney beans, and chickpeas. Put each bean in a separate bowl
- Gather materials
- Write out recipes on chart paper

Procedure:

1. Introduction & Ice Breaker (2 min)

- Welcome everyone!
- Before we start, we will do a quick icebreaker. Let's go around the room and everyone say his or her name and one fruit or vegetable that starts with the same letter as his or her first name.

2. Explore the Importance of Eating Beans (5 min)

- Beans are great vegetables because they provide many vitamins, minerals, protein, iron, and fiber to help your body to grow strong and stay healthy.
- Beans help our bodies become stronger so that we can all play sports!
- Can anyone name a bean? (Chickpeas, kidney beans, lima beans, pinto beans, black beans, black-eyed peas, lentils.)
- Can anyone think of a way of adding beans to their foods? (With rice, in salad, in their pasta, mix them with their vegetables or eat them separately because they are so tasty!)

3. Exploring the Recipe (5 min)

- We have read a lot of different recipes. Now we need to explore the recipe in a different way. By looking at the major ingredients and spices you can learn if the recipe appeals to you or not. That's one way to decide on your own if you want to make the dish or not.
- These recipes use a lot of different beans. What beans are in them?
- What other beans do you like? What would you substitute? What would you keep the same?
- The recipes also use spices. Spices add a lot of flavor to a recipe. Chefs usually have their favorite spices. If they like hot food they use different spices than if they enjoy sweet, sour, or savory flavors.
- We are using three different spices, cumin, chili powder, and basil. Pass around small sample to smell.
- What does the spice smell like? Have you smelled something like that before?
- Spices are strong flavors. Let's look at the recipe and compare the amount of spices to other ingredients.
- Example: 1 1/2 cups carrots vs. 2 1/2 teaspoons cumin.
- Now that you looked carefully at the recipe, we can make the dishes and then you decide what you like about them and what you would change or keep the same if you made it again.

4. Food Safety/ Hygiene (10 min)

****Even when participants are familiar with this material, continue to do a quick review before cooking****
Before we cook, it is important to review some basic things we must do so that we are safe in the kitchen, and our food is safe to eat. Any ideas about what we need to do before we start? Write these and other ideas from the students on poster board or chart paper and save for future sessions.

Safe Kitchens, Safe Food

- Wash our hands for at least 20 seconds in hot water with soap
- Make sure that all cooking surfaces and all equipment are clean
- Thoroughly wash all fresh vegetables and fruits in cold water
- Remember, if you have to scratch an itch or touch things that are not part of our clean cooking area, wash your hands again.

- Be very careful with items such as knives and stoves. Explain that the stove is exciting, but also hot, so students should only go near it when adding ingredients and when an adult is right there. Show the students the stove and where the flame comes out.
- When the instructor asks for quiet please stop what you are doing (including talking), look at the instructor and wait for further instructions.

5. Preparing the Dish (25-30 min)

The first step is to wash our hands. Then we will divide into two groups and each make a recipe. When we are done, we will all sit down together to enjoy our meal!

6. Transform the cooking area into an eating area (during the preparation)

Make the eating atmosphere as pleasant as possible. One way to do this is to clean up and put away the cooking materials, and set the table to make it into an eating area.

7. Enjoying the meal (15 min)

Remind the students that their food just came off the stove and may be hot. Try a small sample first before taking a big bite and blow on their food to cool it.

Guide on eating together

- Wait until everyone is served so we can all eat together. Don't start eating until everyone is served.
- Don't "yuck" another person's "yum."
- Use descriptive words when discussing the food, such as sweet, spicy, crunchy.
- Compliment each other on your great cooking abilities.

8. Clean Up (10 min)

Tasks include: washing bowls, utensils, throwing out trash, wiping down tables etc.

9. Wrap-Up (2 min)

Let's go around and have everyone say what they would keep the same if they made the recipe again or what they would change.

Make Monday Family Night! The instructor describes what the class will be making the following Monday. Encourage families to keep exploring their favorite type of bean this week by creating a healthful recipe at home. Students can then share their dish ideas at the next class.

Three Bean Chili

Makes 15 small or 8 large servings

Ingredients:

- 1 green pepper
- 1 onion
- 2 garlic cloves
- 1/2 tablespoon olive oil
- 1 (15 1/2 ounce) can kidney beans, rinsed and drained
- 1 (15 1/2 ounce) can black eyed peas, rinsed and drained
- 1 (15 1/2 ounce) can chickpeas, rinsed and drained
- 1 (14 1/2 ounce) can diced tomatoes
- 2 (8 ounce) cans tomato sauce
- 1/2 tablespoon chili powder
- 1 teaspoon brown sugar
- 1 teaspoon dried basil
- 1 cup water

Directions:

1. Green pepper: Wash and chop.
2. Onion: Wash, peel, and chop.
3. Garlic: Peel and cut into very tiny pieces.
4. In a large, heavy pot, heat the olive oil.
5. Add the green pepper, onion and garlic to the pot. Cook, continuously stirring, until the pepper, onion, and garlic are soft.
6. Add the rest of the ingredients to the pot.
7. Cover and cook on medium-high until mixture just begins to bubble, about 10 minutes. Stir occasionally.

The Mediterranean Diet with Greek Mezze

Lesson Plan Created by Julie Negrin © 2011

Overview:

In this lesson, students learn about and cook with foods that are part of Greek cuisine, including fresh herbs, yogurt, olive oil and vegetables. Students also learn that Greek cuisine is a plant-based way of eating that keeps us healthy today and also prevent us from getting diseases in the future.

To experience Greek cuisine, students learn to prepare and eat Tzatziki Yogurt Cucumber Dip and Crispy Pita Chips.

Objectives:

Students will be able to:

- Identify key ingredients in Greek cuisine including fresh herbs, yogurt, olive oil and vegetables.
- Demonstrate their ability to make yogurt dip and use a knife to cut vegetables.
- List nutrients that are in yogurt and vegetables and describe the health benefits that go into these nutrients.
- State their intentions to eat more yogurt and vegetables.

Students and Site

Age Group 4-7 years old

Number of Kids 10

Kitchen or Classroom either

Budget \$30-\$38

One-time class or part of series either

Duration of class 1-1.25 hours

Check all that apply

Nutrition Activity _____

Cooking Demo _____

Tasting _____

No Cooking _____

“Cold” Cooking (no equip) x

Minimal Equipment x

Full Kitchen x

Grocery List

1 small bag of baby carrots
4 whole-wheat or white pita pockets
2 ½ cups plain whole milk or Greek yogurt
1 ½ cucumber, grated
2 ½ tbsp apple cider vinegar
3 lemons, juiced
2 ½ tablespoon olive oil
1 clove garlic, minced
5 tsp fresh dill, chopped
1 ½ teaspoon kosher salt or sea salt
freshly ground pepper, to taste
6 tablespoons olive oil
4-5 bell peppers
Optional: 1 ¼ cup sour cream
Optional: Dried oregano and/or basil

Equipment List

Small Oven or Toaster
10 cutting boards or plates
10 plastic knives or butter knives
A few sets of measuring spoons
8-10 stainless bowls
1 colander
pepper grinder
At least 3 graters
Chef's knife & cutting board for instructor
Several pastry brushes
2-3 baking sheets
Parchment paper
To-go containers and ziptop bags

Teacher Prep Before Class:

- One hour before class starts, set out cutting boards/plates with knives. Place graters and “water” bowls (for students to squeeze excess liquid from cucumbers into). Set out the apple cider vinegar and olive oil with measuring spoons. Place out dried herbs, the pepper grinder and kosher salt for seasoning.
- Rinse baby carrots and put them in a bowl. If the fresh dill needs rinsing, run it under water and dry well with paper towel or dishtowel.
- Wash the cucumbers and lemons and cut into 10 portions so that each child gets to grate and squeeze their own. Lemon wedges should be big enough that, when squeezed, they will produce about 1 teaspoon of lemon juice. Wash the bell peppers and cut them into even portions for each child. Pull apart garlic cloves so that each student or pair gets 1-2 cloves.
- Cut pita bread into triangles as directed in recipe and place on parchment paper lined baking sheet. Pour olive oil into small bowls and place pastry brushes on student table.

What Teacher Will Do During Class:

- Teacher oversees hand-washing.
- Teacher oversees salting of pita chips and transfers to/from the oven.
- Teacher helps students measure and add apple cider vinegar and olive oil.
- Teacher can add scoop of sour cream to each bowl OR omit sour cream if you're on a tight budget.
- While kids are eating, the teacher reviews nutrition benefits of the meal (fiber, vitamin D), reviews new cooking terms (mincing, dicing) and reminds students that this meal is a good example of the Mediterranean diet, rich in plant based nutrients.

What Students Will Do During Class:

- Students wash hands and are reminded of class rules.
- Students brush olive oil on pita chips and sprinkle salt and dried herbs on.
- Students grate cucumbers, squeeze excess water out into a “water” bowl, and add to yogurt.
- Older students can smash a clove of garlic and mince it.
- Students tear dill into tiny pieces and add to yogurt mixture.
- Students pour olive oil into each bowl with assistance from the teacher.
- Students squeeze lemon slices into their mixture, add salt and pepper and stir.
- Students do a taste test and adjust flavors (with their partner if they working in pairs).
- Students eat the food while the teacher reviews nutrition and culinary concepts.

Make Monday Family Night:

Divide the leftover chips and tzatziki between the students to take home and show their parents. Encourage students to tell their families how the food affects their bodies, what they liked about the recipe and what they would change if they were to make the dish again.

Crispy Pita Chips

Prep time: 10 minutes Total time: 25 minutes Yields: 32 chips

Ingredients:

- 2 whole-wheat or white pita pockets
- 3 tablespoons olive oil
- Kosher salt or sea salt to taste
- minced garlic or dried herbs such as oregano, basil, parsley

Directions:

Preheat the oven to 350°F degrees. On a cutting board, carefully slice each pita into eight triangle shapes with a pizza cutter or a knife. Pull each triangle in half so that one pita pocket will yield a total of 16 pieces.

Lay the pita pieces close together on a greased baking sheet or one lined with parchment paper. Pour the olive oil into a small bowl. Brush each piece of pita generously with olive oil using a pastry brush. Sprinkle with salt and herbs and garlic.

Bake the chips for 12-14 minutes, or until crispy and golden-brown around the edges. Store the pita chips in a sealed container or bag at room temperature for up to 4 days.

Tangy Tzatziki (Yogurt Cucumber Dip)

Prep time: 20 minutes Total time: 20 minutes
Yields: 2 cups

Ingredients:

- 1 cup plain whole milk yogurt or Greek yogurt
- 1/2 cup sour cream
- 1 cup grated cucumber
- 1 tablespoon apple cider vinegar
- 2 tablespoons freshly squeezed lemon juice
- 1 tablespoon olive oil
- 1 teaspoon garlic, minced
- 2 teaspoons fresh dill, chopped
- 1/2 teaspoon kosher salt or sea salt
- freshly ground pepper to taste

Directions:

Drain the yogurt of excess liquid by carefully tipping the container over the sink. Scoop the yogurt into a medium-sized bowl, add the sour cream, and stir.

Gather the grated cucumber into your fists and squeeze out as much liquid as you can until it's drained of moisture. Add the cucumber to the yogurt and sour cream mixture. Stir in the vinegar, lemon juice, olive oil, garlic, dill, salt, and pepper and combine well.

Serve immediately at room temperature with Crispy Pita Chips and veggies.

Adapted from [Easy Meals to Cook with Kids](#) by Julie Negrin © 2010 The book is available at www.JulieNegrin.com

Go! Fruits: Swedish Apple Pancake

Source: Stefania Patinella, Director of Food & Nutrition Programs, The Children's Aid Society.

Lesson: Go! Fruits

Overview:

Go! Fruits is lesson 6 in The Children's Aid Society's 24-week Go!Kids Food and Fitness Curriculum. In this lesson, students learn that all fruits are "go! foods"—they give us the nutrients our bodies need to grow and go! The lesson focuses on apples. Students read the book *Apple Farmer Annie*; do an apple exploration activity that engages their five senses and begins to build their food vocabulary; and prepare and enjoy a Swedish Apple Pancake.

Objectives:

Students will be able to

- explain that apples grow on trees.
- describe how apples look, feel, sound, smell, and taste, thereby beginning to build a varied food vocabulary.
- state their intention to eat more apples and other fruits.

Students and Site

Age Group 3-6

Number of Kids 16

Kitchen or Classroom kitchen or classroom with access to electric or kitchen oven

Budget _____

One-time class or part of series series

Duration of class 40 minutes, w/book reading

Check all that apply

Nutrition Activity x

Cooking Demo x

Tasting x

No Cooking _____

"Cold" Cooking (no equip) _____

Minimal Equipment _____

Full Kitchen electric or kitchen oven

Materials

Food items:

- 4 tablespoons butter
- 2 apples, for the class
- 1 cup 1% milk
- 4 large eggs
- 2 tablespoons brown sugar, divided
- 1 teaspoon vanilla extract
- 1/2 teaspoon salt
- 1/4 teaspoon ground cinnamon
- 1/2 cup whole wheat flour
- 16 apples, for the take home activity

Equipment:

- Plastic Plates or Cutting Boards
- Vegetable Peeler
- Chef's Knife (for the teacher)
- Measuring cups
- Plates, forks and napkins, for eating
- Plastic knives
- Rubber Spatula
- 9 Inch Round Baking Pan
- Measuring Spoons
- Mixing Bowls
- Metal Fork
- Oven Mitts
- Electric or Kitchen Oven

Optional Book: *Apple Farmer Annie* by Monica Wellington

Prior to the Lesson Preparation:

- Cut butter into small cubes.
- Put unbleached flour, whole wheat flour and sugar (and other ingredients if you wish) into separate mixing bowls to make it easy for children to measure.
- Keep one example of each color apple (red, yellow and green) whole for students to see. Peel, core, and cut the remaining apples into 8 equal pieces. Place apple slices in a bowl and squeeze a little lemon over them to keep them from turning brown.

Lesson Plan:

- Circle Time: Read *Apple Farmer Annie*, engaging the students in a conversation about apples.
- Have students wash their hands, and reinforce the idea that they should always wash up before cooking and eating.
- Show students all the ingredients they will use for the cooking activity. Help students name each one, and encourage them to explore each by touching and smelling.
- Tell students they are going to do an “apple exploration” activity using all of their senses. Ask them to name the five senses (sight, touch, smell, taste and hearing). Explain that the goal of the activity is to use their senses to come up with as many different words as possible to describe apples. (This will encourage students to begin to build a vocabulary of new words to use when talking about food—beyond “I like/don’t like it.”)
- Give one slice of apple to each child and ask:

- Use your eyes— what does the apple look like? (Ask them to comment on shape, color, and size.)
- Use your fingers— how does the apple feel? (Firm, grainy, cold, etc.)
- Use your nose— how does the apple smell? (Fresh, flowery, etc.)
- Close your eyes and take a bite— how does the apple taste? (Crispy, juicy, sweet, etc.)
- When you take a bite, what sound does the apple make? (Snap, crunch, etc.)
- During cooking and eating, engage students in discussion, such as:
 - Before you put the pan with apples and butter in the oven, ask: “Can you guess what will happen to the apples and butter in the oven?” (Take guesses, and make sure to show the children what the partially cooked apples look like before you move on to step 3 of the recipe.)
 - When you pour the batter over the apples, ask: “Can you guess what will happen to the batter in the oven?” (Take guesses and when the pancake is done, explain that the batter turned from liquid to solid, and it puffed up because of the whisked eggs.)

Make Monday Family Night:

Give each student an apple to take home and use in a creative snack that they can make with their families. Students can share their snack idea with the class at the next session.

Baked Apple Pancake

Food Items

- 4 tablespoons butter
- 2 apples, for the class
- 1 cup 1% milk
- 4 large eggs
- 2 tablespoons brown sugar, divided
- 1 teaspoon vanilla extract
- 1/2 teaspoon salt
- 1/4 teaspoon ground cinnamon
- 1/2 cup unbleached all-purpose flour
- 1/2 cup whole wheat flour
- 16 apples

- 1) Preheat oven to 425 degrees.
- 2) Peel, core and cut apples into 8 pieces. Give students each a piece on their plates or cutting boards and instruct them to cut apples into thin slices with a plastic knife. Review knife safety rules with them.
- 3) Combine apples and butter into a 9-inch round baking pan. Place pan in oven and bake for 10 minutes, until apples begin to soften and butter is bubbling and beginning to brown around the edges.
- 4) While apples cook, help students crack eggs into a medium bowl and beat with a fork.
- 5) Help students measure and add the milk, 1 tablespoon brown sugar, vanilla, salt and cinnamon to the bowl with the eggs and mix with spatula until well blended.
- 6) Help students measure and add the flours to the same bowl and mix until batter is smooth.
- 7) Once apples have cooked for 10 minutes, pour batter over apples in baking pan and sprinkle the top with the remaining 1 tablespoon brown sugar.
- 8) Bake the pancake for an additional 15-20 minutes, until it is puffed and golden brown. Let rest for 20 minutes and serve warm.

Your Veggies, Your Way

Source: Greg Silverman and Jill Panichelli from Share Our Strength's Cooking Matters.

Age Group: Kindergarten-3rd grade

Equipment: Pots, a hot plate, knives, bowls, index cards and stickers.

Educational Objectives: 30 minutes

Participants will be able to:

- Understand the distinctive flavors of different fresh herbs.
- Understand how different fresh herbs affect the flavors of vegetables.
- Express positive attitude towards cooking.

Students and Site

Age Group K-3rd grade

Number of Kids _____

Kitchen or Classroom either

Budget _____

One-time class or part of series either

Duration of class 30 minutes

Check all that apply

Nutrition Activity _____

Cooking Demo _____

Tasting x

No Cooking _____

“Cold” Cooking (no equip) _____

Minimal Equipment x

Full Kitchen _____

Ingredients:

- At least 2 medium carrots per child.
- 1-2 tablespoons canola oil.
- 5 bunches of different fresh herbs.
 - Basil, dill, sage, cilantro, mint, oregano, rosemary and parsley all work well here.

Before Class:

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

During Class:

- Ask kids to wash hands in preparation (see Hygiene and Safety Guidelines on page 18).
- Pass out sprigs of fresh herbs and have kids pluck and chop the leaves, assisting as needed. Instruct them to place each chopped herb in a separate bowl.
- In front of each bowl, place the index card with the name of the herb in that bowl.
- Distribute the carrots among the herb bowls, reserving just enough carrots for kids to have another taste of their favorites at the end. Stir the carrots so that they are coated evenly with the herbs. There should be approximately 1 tablespoon of herbs for every 2 cups carrots.
- Invite kids to taste each variation of the seasoned carrots and indicate their preferred flavor by placing a sticker on the index card in front of the herb they liked best.
- Provide everyone with another taste of one or two of the “most popular” flavors. Congratulate kids on experimenting with many new flavors.

Make Monday Family Night!

Suggest other vegetables that students could help their parents flavor at home in the same way, such as zucchini, squash, corn or sweet potatoes. Hand out the Black Bean and Vegetable Quesadilla recipe and encourage students to make the quesadillas that night with their families. Explain to students that they can apply their new knowledge of fresh herbs while seasoning the zucchini for the quesadillas.

Black Bean and Vegetable Quesadillas

Recipe created by Chef Deborah Kelly of Share Our Strength's Cooking Matters.

Prep time: 25 minutes Total time: 20 minutes Yields: 6 quesadillas

Materials:

- Box grater
- Can opener
- Colander
- Cutting board
- Fork
- Large skillet with a fitted lid
- Measuring spoons
- Medium bowl
- Rubber spatula
- Sharp knife

Ingredients

- Half of 1 (15.5 ounce) can "no salt added" black beans
- 2 medium zucchini
- 4 cups fresh spinach
- 1 ear fresh corn or 1 cup canned corn
- 4 ounces lowfat cheddar cheese
- 1 tablespoon canola oil
- pinch of cayenne pepper
- 1-2 teaspoons water
- 1/2 teaspoon ground black pepper
- 6 (8 inch) whole wheat flour tortillas
- non-stick cooking spray
- 3 tablespoons fresh parsley, cilantro or your favorite fresh herb.

Directions:

Together: In a colander, drain and rinse black beans. Rinse zucchini. Cut into thin slices or shred with a grater. Rinse and chop fresh spinach. Rinse and chop the fresh herbs.

Adult: If using an ear of fresh corn, peel it and use a knife to cut the kernels off the cob. If using canned corn, drain.

Together: Grate cheese.

Adult: In a large skillet over medium-high heat, heat oil. Add zucchini and cayenne pepper. Cook until zucchini is semi soft, about 5 minutes. Add corn and spinach. Cover and cook until tender, stirring a few times, about 5 minutes more. Remove from heat.

Adult: Add black beans to the veggie mixture. Stir to combine. Smash beans lightly with a fork. Add 1-2 teaspoons water to make a bean-and-veggie paste. Season mixture with black pepper and the fresh herbs. Transfer mixture to medium bowl. Reserve skillet.

Together: Spread vegetable mixture evenly on half of each tortilla. Sprinkle cheese on top. Fold tortillas over. Press lightly with spatula to flatten.

Adult: Spray skillet lightly with non-stick cooking spray. Heat over medium heat. Add one folded tortilla. Cook about 4 minutes per side, or until both sides of the tortilla are golden brown. Repeat until all quesadillas are cooked. Cut each quesadilla into 2 wedges. Serve while hot.

Eat Your Colors Lettuce Wraps

Grades: K-6

Source: Superkids Nutrition Inc.

Time Allotted for the Lesson: Approximately 45 Minutes

Overview:

The lesson will focus on the benefits of eating a variety of colors. Students will discuss different kinds of healthy foods and learn how to use MyPlate to eat a varied diet. Afterwards, students will have the opportunity to prepare lettuce wraps from different colors of vegetables. Optional slides for this lesson plan can be found at: <http://www.superkidsnutrition.com/SuperCrewTastingParty.pdf>

Educational Objectives:

Nutrition Information

- Students will state the importance of eating a variety of colorful health foods in their diets.
- Students will identify the Super Crew® kids' favorite foods and the benefits of each color of food.

Self-assessment

- Students will identify their favorite fruits and vegetables based on color and self-assess their current intakes of all different colors of these foods.

Health Behavior Change:

- Students will be able to name at least one benefit of eating a variety of different colors of fruits and vegetables, and understand what it means for their overall health.
- Students will be able to taste a variety of vegetables in order to increase the likelihood of them tasting new foods at home.

Culinary Skills

- Students will identify the different colors of fruits and vegetables in a recipe and develop a taste for them.
- Students will learn how to prepare Eat Your Colors Lettuce Wraps.

Self-efficacy/ Action Plan

- Students will receive supplemental material on tracking their progress of eating fruits and vegetables of all different colors throughout the week.

Students and Site

Age Group K-6

Number of Kids 15

Kitchen or Classroom either

Budget \$30-\$38

One-time class or part of series x

Duration of class 45 minutes

Check all that apply

Nutrition Activity x

Cooking Demo x

Tasting x

No Cooking

“Cold” Cooking (no equip)

Minimal Equipment x

Full Kitchen

Grocery List

Lettuce Wraps

- 1 bag of shredded carrots
- 2 heads of romaine lettuce
- 2 roasted red peppers from a glass jar
- 1 can (15 oz) of corn
- 1 can (15 oz) of black beans
- Buy or make balsamic vinaigrette dressing or ranch dressing

Balsamic Vinaigrette Dressing (optional):

- 3/4 cup olive oil
- 1/4 cup balsamic vinegar
- 1 tbsp honey
- 1 clove garlic, minced
- salt, to taste
- 1/2 tsp dry mustard
- 1/4 tsp ground pepper

Equipment List

- Knives for cutting peppers
- Plastic knives for children
- Can opener
- Measuring spoons
- Measuring cups
- Bowls
- Spoons
- Small serving bowls

Materials/ Resources Needed

- Slide projector and presentation or printed copies of PowerPoint slides
- Eat the Alphabet Handout
- Follow your Food Handout
- The Super Crew Colorful Food Tracker
- MyPlate Activity
- Dry erase board, chalk board or white poster board
- Laminated pictures of healthy foods (optional)
- Large image of MyPlate (optional)

Preparation:

- Review equipment inventory, make sure burners are working
- Purchase all ingredients about one day in advance
- Make copies of the handouts and recipes for the students
- Obtain a projector for PowerPoint slides, or print out a copy for each student

Instructional Procedures:

1. Begin the lesson by saying that we are going to make Colorful Lettuce Wraps, and discussing the importance of eating a variety of colors with the Super Crew Kids. (Slides 1 to 3):
 - The Super Crew gets their super powers from their favorite color of healthy food.
 - Eating lots of different colors can make you healthy and give you a lot of energy like the Super Crew.
2. Briefly discuss the seven colors represented by the Super Crew characters that reflect the ingredients featured in the recipe. Introduce the Super Crew character that likes each color, his or her power and favorite foods of that color. See slides for details on how to present.
 - a. Green Foods with Jessie (slide 4):
 - b. White/Beige Foods with Carlos (Slide 5):
 - c. Red Foods (Slide 6)
 - d. Yellow Foods (slide 7)
 - e. Orange Foods (slide 8)
 - f. Black and Purple Foods (slide 9)
 - g. Brown Foods (slide 10) Answer to Question: A kind of nut that looks like a heart and a brain is a walnut.
 - h. All the colors! (slide 11)
3. Aim for all the colors (slide 12)
 - Instructor will describe the importance of eating a variety of colors
 - Different colors of fruits and vegetables have their own special vitamins and minerals that make you feel good, look good, and give you a lot of energy. They make you healthy, protect your heart, and keep you smart! Eat a variety of fruits and vegetables so you can get all of these vitamins and minerals.
4. What healthy foods do you eat that start with the letters of the alphabet? (slide 13, Handout: Eat the Alphabet)
 - a. Engage the students in a discussion regarding their intake of different colors of fruits and vegetables
 - Students will raise their hands or call out names of foods starting with each letter. They may need the instructor to provide some examples.
 - Write the children's responses on a dry erase board or a white poster board.
 - Optional: Show laminated pictures of foods to help children come up with ideas.

- b. Conclude: "Wow, so many of you guys are eating all the colors of foods already!"
5. Super Crew Tracker (Handout: The Super Crew Colorful Food Tracker)
 - Use the Super Crew Color tracker activity to have students color in which colors of foods they ate today. Then encourage them to continue the tracker for the rest of the week!
 6. Let's Practice MyPlate with Colors (Slide 14)
 - a. Instructor will illustrate how different colors of foods fit into MyPlate guidelines
 - b. Optional Activity: Using a poster board of MyPlate, invite kids to come up and put laminated images of different colors of foods on the correct food group.
 - c. Discuss the five food groups on MyPlate based on the image on the slide.
 - What are some examples of different colors of food in the vegetable group? (answers include: green broccoli, red pepper, purple eggplant, etc.)
 - What are some examples of different colors of foods in the fruit group? (answers include: red apple, orange mango, purple plum, yellow lemon)
 - What are some examples of grains? Which Super Crew Kid likes whole grains? (answer: Kira)
 - What are some examples of different colors of food in the protein group? (answers include: white and black beans)
 7. Name 2 Healthy foods that you like for each Super Crew Character! (Slide 15)
 - a. Review different colors of foods based on the color each Super Crew Kid enjoys. Children will name 2 healthy foods that they like for each character.
 - b. Conclude: "Look how many different colored foods we all like!"
 8. Instructor will introduce recipe and help children prepare a healthy snack (Slides 16-18).
 - a. Before Cooking:
 - Explain: "Today we are going to make a recipe that has lots of colors in it!"
 - Introduce Colorful Lettuce Wraps
 - Review the different colors of each ingredient in lettuce wraps:
 1. Orange carrots
 2. Green romaine lettuce
 3. Red peppers
 4. Black beans
 5. Yellow corn
 6. Brown Pepper
 7. White garlic
 - Review hand washing and food safety tips.

Eat Your Colors Lettuce Wraps

(serves approximately 15 children)

Wrap Ingredients:

- 1 bag of shredded carrots
- 2 heads of romaine lettuce
- 2 whole red peppers
- 1 can (15 oz) of black beans
- 1 can (15 oz) of corn
- Make or buy balsamic dressing:
- Other optional ingredients: quinoa, brown rice, or barley.

Equipment:

- Knives for cutting peppers
- Plastic knives for children
- Can opener
- Measuring spoons
- Measuring cups
- Plates
- Spoons
- Small serving bowls

For Dressing:

Balsamic Vinaigrette Dressing (optional):

- 3/4 cup olive oil
- 1/4 cup balsamic vinegar
- 1 tbsp honey
- 1 clove garlic, minced
- salt, to taste
- 1/2 tsp dry mustard
- 1/4 tsp ground pepper

1. Set up the equipment at the front of the classroom, including a serving bowl, measuring cups and spoons, mixing spoon, and a garlic mincer.
2. Invite children to help out with the following tasks:
 - Measure and pour $\frac{3}{4}$ cup of oil into a serving bowl.
 - Older children: Ask children how we can measure $\frac{3}{4}$ cup from available measuring cups. Explain that you can use one $\frac{1}{2}$ cup and one $\frac{1}{4}$ cup since they add to $\frac{3}{4}$.
 - Measure and pour $\frac{1}{4}$ cup balsamic vinegar into serving bowl with the oil.
 - Measure 1 tbsp of honey, and add to serving bowl.
 - Measure $\frac{1}{2}$ tsp of dry mustard, and add to serving bowl.
 - Measure $\frac{1}{4}$ tsp of dry pepper, and add to serving bowl.
3. The teacher can use a garlic mincer or grater to crush the garlic clove and add to mixture. Season with salt to taste.
4. Invite several children to come to the front of the classroom, one at a time, and take turns mixing the ingredients.
5. Put aside for later.

Lettuce Wraps:

1. Hand out cutting boards and plastic knives to every student.
2. Set up the equipment at the front of the classroom, including a serving bowl, measuring cups and spoons, can opener, and a mixing spoon.
3. Open the cans of corn and black beans.
4. Invite children to help out with the following tasks:
 - Open the bag of shredded carrots and pour into the serving bowl.
 - Pour can of black beans into the serving bowl.
 - Pour can of yellow corn into the serving bowl.
 - Separate romaine lettuce into leaflets and set aside.
 - Add optional ingredients, if using.
5. Cut red peppers
 - Invite two children to cut each of the two peppers into 8 pieces.
 - Hand out a piece of the pepper to every child. Instruct each child to cut the pepper into smaller pieces.
 - Collect pieces of red pepper and add to other ingredients in large serving bowl.
6. Invite children to pour in dressing, and stir ingredients together.
7. Demonstrate how to assemble lettuce wraps. Make a pile of romaine lettuce to assemble like a wrap.
8. Hand each child a piece of romaine lettuce on a plate, and let children serve themselves the vegetables.
9. Enjoy!

Make Monday Family Night:

(Slide 19 and MyPlate Activity, Tasting Party with All the Colors)

- After completion of the lesson, children will make a healthy body pledge by checking the “goal” boxes on the handout.
- They will then choose a behavior they would like to start, a behavior they would like to stop, and a behavior they would like to keep. For example, a child can decide to start eating more broccoli, stop eating candy, and continue to eat yellow corn.
- Give students the MyPlate Activity, Tasting Party with All the Colors.
- Students and their families solve the Tasting Party with All the Colors activity.
- Students draw Monday Night’s dinner, according to which food groups are fulfilled, in the MyPlate Activity Sheet. Students share their family dinner drawings in the next class.





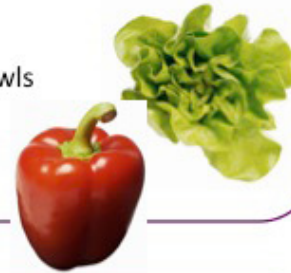
A Tasting Party for all of the Colors with the Super Crew® Colorful Lettuce Wraps

Ingredients

- 1 bag of shredded carrots
- 2 heads of romaine lettuce
- 2 whole red peppers (roasted glass jar pepper optional)
- 1 can (15 oz) of corn
- 1 can (15 oz) of black beans
- Make or buy balsamic vinaigrette dressing or ranch dressing
- Optional : quinoa or brown rice

Tools

- Knives for cutting vegetables - include plastic knives for younger children
- Can opener
- Plates
- Spoons
- Small serving bowls

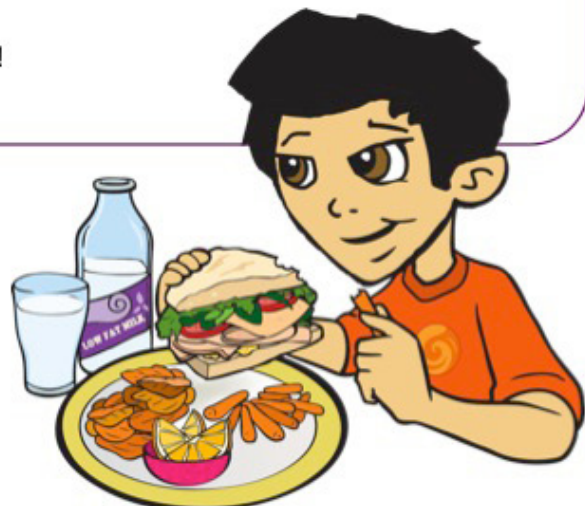


Directions

1. Wash and separate leaves of romaine lettuce
2. Wash and cut red peppers into small pieces
3. Combine pieces of pepper, black beans, corn, shredded carrots, salad dressing and optional ingredients in a serving bowl.
4. Mix vegetables together.
5. Wrap vegetables in a salad leaflet, and enjoy!

Did you know you know eating a variety of colors makes you have super healthy powers? Eat at least 4 different colors everyday and you can be a Super kid, just like us!

-Andy



A Tasting Party Logic Puzzle

At the tasting party, Baby Abigail told the Super Crew kids that they should eat all of the colors of fruits and vegetables. So, all of the Super Crew kids decided to taste a new color of food. Baby Abigail made black beans, yellow corn, orange carrots, red pepper, and green lettuce. Baby Tom Tom, Jessie, Penny, Marcus, and Andy attended the party. Using the clues below, find out which new food each Super Kid tried!

1. None of the children ate the same thing
2. None of the Super Crew kids ate their favorite color of food at the tasting party.
3. Andy ate a yellow vegetable
4. Baby Tom Tom did not eat an orange vegetable
5. Jessie ate Penny's favorite color food
6. Penny wants X-ray vision, and ate a vegetable that helps her see better!



-Abigail

	Baby Tom-Tom	Jessie	Penny	Marcus	Andy
1. Black Beans					
2. Romaine Lettuce					
3. Carrots					
4. Red Pepper					
5. Corn					

Baby Tom Tom



Carlos



Marcus



Penny



Jessie



Andy



Kira



Practice MyPlate and your Colors!



- Make ½ your plate fruits and vegetables
- Make at least ½ your grains whole grains
- Go lean with protein
- Choose low-fat or fat free dairy
- Always remember to eat a variety of colors!

Answers: 1. Jessie 2. Baby Tom Tom 3. Penny 4. Marcus 5. Andy



A Tasting Party Logic Puzzle Answer Key

	Baby Tom Tom	Jessie	Penny	Marcus	Andy
1. Black Beans	X	yes	X	X	X
2. Romaine Lettuce	yes	X	X	X	X
3. Carrots	X	X	yes	X	X
4. Red Pepper	X	X	X	yes	X
5. Corn	X	X	X	X	yes

Answers: 1. Jessie 2. Baby Tom Tom 3. Penny 4. Marcus 5. Andy

“saving the world one healthy food at a time”™

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Recommended Books:

- *Everybody Eats Lunch*, by Cricket Azima
- *Mama Panya's Pancakes*, by Mary and Rich Chamberlin and Julia Cairns
- *Everybody Bakes Bread, Everybody Cooks Rice, and Everybody Serves Soup*, by Norah Dooley and Peter J. Thornton
- *Eating the Alphabet*, by Lois Ehlert
- *Market Day*, by Lois Ehlert
- *Come and Eat with Us!*, by Annie Kubler and Caroline Formby
- *How My Parents Learned to Eat*, by Ina R. Friedman and Allen Say
- *Bread, Bread, Bread*, by Ann Morris and Ken Heyman
- *Easy Meals to Cook with Kids*, by Julie Negrin
- *How to Teach Cooking to Kids*, by Julie Negrin
- *The Tortilla Factory*, by Gary Paulsen and Ruth Paulsen
- *La Tortilleria*, by Gary Paulsen, Ruth Wright Paulsen and Gloria De Aragon Andujar
- *How to Make an Apple Pie and See the World*, by Marjorie Priceman
- *A Kwanzaa Celebration Pop-Up Book: Celebrating The Holiday With New Traditions And Feasts*, by Nancy Williams and Robert Sabuda
- *A Comer/Let's Eat*, by Ana Zamorano, Susana Pasternac and Julie Vivas