



# Bountiful Backpack

## Manual







# Welcome to the Bountiful Backpack Program!

## About the Program:

The Bountiful Backpack Program (BBP) is designed to address the childhood obesity epidemic by improving dietary quality for children who will receive weekly packages of healthy foods with which to prepare meals at home with their family.

The recipes were designed to include a majority of shelf-stable ingredients so that they could be easily transported in a backpack program. In addition, the majority of the ingredients are types of items that individuals readily receive through nutrition distribution programs such as food pantries, food give-away programs, and the USDA Food Distribution Programs (CSFP, FDPIR, TEFAP, etc.), which can further reinforce continued use of recipes beyond the backpack program.

The goal of the program is to improve the overall nutritional quality of meals eaten at home by children and their families. This program seeks to develop cooking, food safety, and recipe preparation skills for its participants. Ultimately, this program seeks to improve food security by linking nutrition education and preparation with food that is sent home in backpack food programs.

## Audience:

The nutrition education lessons were designed to be used with children in grades 3 through 5. However, we have found that the recipes and lessons can easily be adapted for older audiences as well.

## Acknowledgements:

The Bountiful Backpack Program began as an opportunity to link nutrition education through the SDSU Extension Expanded Food & Nutrition Education Program (EFNEP) and Supplemental Nutrition Assistance Program Education (SNAP-Ed) with a weekend backpack of food items.

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## Bountiful Backpack Program Lessons and Recipes

Nutrition Lesson	Recipe
<b>Protein</b>	
Power up with Fiber	<ul style="list-style-type: none"> <li>• Bean &amp; Rice Burrito</li> <li>• Black-Eyed Pea Skillet Dinner</li> <li>• Confetti Bean Salsa</li> <li>• Two Bean Chili</li> </ul>
A Healthy & Healing Soup	<ul style="list-style-type: none"> <li>• Chicken Vegetable Soup</li> <li>• Mexican Chicken Soup</li> <li>• Two Bean Chili</li> </ul>
Tuna: A Heart Healthy Choice	<ul style="list-style-type: none"> <li>• Tuna &amp; Veggie Mac</li> <li>• Tuna Melt Sandwich</li> </ul>
Healthy Boxed Meals	<ul style="list-style-type: none"> <li>• Easy Ramen Stir Fry</li> <li>• Spring Chicken</li> <li>• Tuna &amp; Veggie Mac</li> </ul>
Power Up Your Meals with Protein	<ul style="list-style-type: none"> <li>• Ham &amp; Brown Rice</li> <li>• Spring Chicken</li> </ul>
<b>Grains</b>	
Healthy Snacking: Energize with Whole Grains	<ul style="list-style-type: none"> <li>• Take-Along Trail Mix</li> </ul>
Breakfast: Break-the-fast!	<ul style="list-style-type: none"> <li>• Breakfast Burrito</li> <li>• French Toast Sticks</li> <li>• Sweet Potato Pancakes</li> </ul>
A Healthier "Ramen Noodle" Meal	<ul style="list-style-type: none"> <li>• Easy Ramen Stir Fry</li> </ul>
<b>Fruits</b>	
Get Creative with Fruit! Healthy Snacking for Strong Bones	<ul style="list-style-type: none"> <li>• Apple Grilled Cheese</li> <li>• Layered Pudding &amp; Fruit Cup</li> </ul>
<b>Vegetables</b>	
Building a Healthy Plate with Vegetables	<ul style="list-style-type: none"> <li>• California Potato Medley</li> <li>• Chicken Vegetable Soup</li> <li>• Spring Chicken</li> </ul>
Easy & Healthy Snacks using Vegetables	<ul style="list-style-type: none"> <li>• Bean &amp; Rice Burrito</li> <li>• Confetti Bean Salsa</li> <li>• Two Bean Chili</li> </ul>
<b>Dairy</b>	
Do you Dairy?	<ul style="list-style-type: none"> <li>• Cheese Quesadilla</li> <li>• Layered Yogurt</li> </ul>
<b>MyPlate</b>	
Using MyPlate to Make Delicious Pizza!	<ul style="list-style-type: none"> <li>• MyPlate Pizza</li> </ul>

## Lesson Prep

### Instructions:

#### Before each lesson:

1. Use provided supply list to gather materials needed based upon group size.
2. Display posters and distribute handouts to the students, as applicable.
3. Set out cooking supplies in stations for each group.
4. Have the students put on their aprons and hairnets.
5. Have the students wash their hands and explain why hand washing is important.
6. Put the students into groups.
7. If this is their first lesson with the appliance that you will be using (hot plate, skillet, can opener, etc.), explain to the students the safety issues with using the appliance using the safety tips provided in this manual.

#### During each lesson:

1. Using the Lesson Objectives, introduce the lesson to the class.
2. Explain what the recipe is that you will be preparing.
3. Use the "Cooking Time!" sheet to explain why (insert food group) is an important component of their diet.
4. Introduce facts about the food group and get students started with the recipe. Discuss "Cooking Time!" facts while the leader prepares the recipe.
5. Have the students break into their groups and prepare the recipe. If you do not have enough space to work in groups, the students can take turns helping the leader prepare the recipe.
6. When the recipe is finished, explain to students how this food item should be safely stored.
7. Have the students explain back to the leader why the food they prepared is important.

## Cooking Safety

### Hot Plate Safety:

1. Always use oven mitts. Food cooked on hot plates can get just as hot as food cooked in ovens, as can the cookware you use.
2. Be extra cautious. Because you can usually cook the food, in the approved cookware, directly on a hot plate your hands will be closer to the source of heat. Always wear oven mitts and use tongs when grabbing, turning, or taking food off the hot plate to avoid burns from hot oil or fat splatter. (Be sure to check the model of hot plate for approved types of cookware.)
3. Make sure nothing flammable is near the hot plate. If space is limited, be sure not to overcrowd the space around the hot plate. Make sure the counter space is clear or move your hot plate to a table for more space. Remember that the hot plate is a fire hazard. Give the appliance ample space to cook, and make sure no flammable items are nearby. Only place the appliance on hard surfaces, preferably on a large glass potholder.
4. Tie hair back and do not wear loose clothing when using the hot plate. Loose clothing and hair are a safety hazard when working with a hot plate because they are flammable and may come in contact with the hot surface.
5. Unplug the hot plate when you are done. Always unplug when it's not in use. Be careful to instruct students about cord safety.

**Skillet Safety:**

1. Always attach heat control unit to skillet first, then plug cord into wall outlet.
2. After cooking, turn heat control unit to "off" and unplug from wall outlet. Let skillet cool before removing heat control unit.
3. Use skillet on a dry, level surface. Make sure your hands and the counter are dry.
4. Don't leave skillet plugged in when it is not in use.
5. Don't let the cord touch hot surfaces or hang over the edge of the counter.
6. Don't touch the skillet or the cover when they are in use—they get very hot!
7. Use the handles and knobs to lift and carry the skillet.
8. Always unplug skillet before cleaning. Let it cool before washing.

**Stovetop Safety:**

1. Never use a pan that is too small.
2. Never overfill pans, the food can catch on fire!
3. Always open a pan lid away from your face and body, as the steam can burn you.
4. Never pour water on a grease fire. Use a lid or baking soda first. You can also use a fire extinguisher.
5. Never touch the surface units until they are cool.
6. Turn all pot and pan handles inwards, as they can be pulled and knocked over when they are turned out.

**Storing Leftovers Safely:**

1. Always make sure the food is cooked to the correct temperature. Use a food thermometer to make sure!
2. Make sure to cover leftovers well, such as in a storage container, or a sealed plastic bag.
3. Be sure to store leftovers properly within 2 hours of preparation.
4. Make sure that leftovers are cooled rapidly. Do this by placing food directly into the refrigerator or freezer. Divide up large portions into smaller portions so it can cool faster.
5. Beware of the "Danger Zone". The "Danger Zone" is when food is allowed to keep at temperatures between 40 degrees F and 140 degrees F. Do not leave food in the "Danger Zone" for more than 2 hours.
6. Keep leftovers no more than 3 to 4 days in the refrigerator and no more than 3 to 4 months in the freezer.
7. Always reheat leftovers to a minimum internal temperature of 165 degrees F.
8. Thaw frozen leftovers in the refrigerator.

**Working with Canned Goods Safely:**

1. Always inspect the can prior to opening for dents, cuts, swelling, or rust.
2. Make sure to wipe off the top of the can with a clean rag or paper towel.
3. Once the can is open do not touch the sides of the lid or the inside rim of the can as these edges are sharp.
4. Dispose of the empty can into the proper container.

# Keeping the Kitchen Clean

## Why it's important to clean the kitchen:

- To prevent the spread of foodborne illness.
- Some bacteria and viruses can live on surfaces like countertops, tables, door-knobs, and kitchen utensils for up to two hours.

## When to clean the kitchen:

- Before food preparation
- After cooking or baking

## How to clean the kitchen:

- Use hot soapy water to wash hands, clean dishes, counter tops, tables, and other eating surfaces.
- Sponges and dishcloths should be changed daily, if in doubt, grab a clean cloth/towel.
- Bacteria grows on dirty, wet sponges and dishcloths. Wash them daily in the hot cycle of your washing machine.
- Clean up spills right away, especially if those spills are juices from raw meat. If a dishcloth is used to clean up juice from raw meat, do not use the same dishcloth again until it is washed.
- Air dry dishes or have separate towels for drying dishes and drying hands.

# Hand Washing Safety

## Why it's important to wash our hands:

- It reduces our risk of exposure to infection.
- Germs are EVERYWHERE! Germs are not for sharing and at school there is a lot of sharing.
- In addition, keep fingers out of eyes, nose, and mouth especially at school. Germs get on your hands from touching computer keypads, desk surfaces, and handrails, etc.

## Wash your hands before:

- Preparing food
- Eating

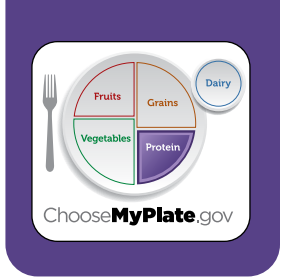
## Wash your hands after...

- Using the restroom
- Sneezing, blowing your nose, or coughing into hand
- Touching a cut or sore
- Playing with pets
- Working or playing outside
- Handling garbage or laundry
- Handling the phone/cell phone
- Playing computer, Wii, Xbox, etc. (germs on keyboard, remotes, etc.)
- Touching raw meats, poultry, eggs, seafood

## How to wash your hands:

- Using soap, rub the front and back of hands. Make sure to include your wrist, between fingers, and under your fingernails for 20 seconds.
- Rinse well. Dry hands thoroughly with a clean paper towel or clean towel.
- Turn off water with paper towel.

# Power Up with Fiber!



<http://freefoodphotos.com>

## Objectives

- Identify benefits of protein from plant sources.
- Choose high fiber foods that can be added into everyday meals and snacks.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

### REMINDER:

If using dried beans for this recipe they need to be soaked the night before! Follow the overnight soak method on the back of the recipe card.

## Recipe Choices

- Bean & Rice Burrito
- Black-Eyed Pea Skillet Dinner
- Confetti Bean Salsa
- Two Bean Chili



# Cooking Time!

## Facts to share with the students:

1. Identify the protein group on the USDA MyPlate poster. Beans are a good source of fiber and plant protein.
2. Kidney beans, pinto beans, black beans, black-eyed peas, garbanzo beans, split peas, and lentils are all plant protein containing foods. They contain iron, potassium, folate, and zinc, and are an alternative source to meat protein.

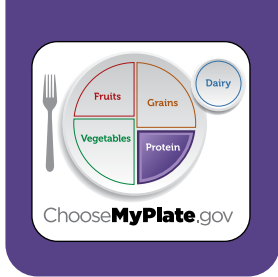
## Cooking & Food Safety Skills:

1. Explain cooking safety for the skillet.
2. Explain working with canned goods safely.
3. Instruct the students on how to safely store leftovers.
4. Instruct students on how to clean up their workspace.

## Overnight Soak Method for Dried Beans:

1. Place dried beans in a pot and cover with at least three inches above the beans.
2. Soak overnight.
3. Drain beans and rinse twice.
4. Put beans in a pot and add water (3 cups of water for every cup of dried beans used).
5. Bring to a boil, turn the heat down, and cook slowly until tender, or about two hours.

# A Healthy and Healing Soup



## Objectives

- Identify food groups that provide vitamin C.
- Verbalize key nutrients in the soup recipe using the nutrition label.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

### REMINDER:

If using dried beans for this recipe they need to be soaked the night before! Follow the overnight soak method on the back of the recipe card.

## Recipe Choices:

- Chicken Vegetable Soup
- Mexican Chicken Soup
- Two Bean Chili

# Cooking Time!

## Facts to share with the students:

1. Show students the food groups that provide vitamin C on the USDA MyPlate poster. Sources of vitamin C include: citrus fruits, watermelon, broccoli, sweet potatoes, and tomatoes. Food groups used in this recipe include: protein and vegetables.
2. Show students the key nutrients found on the nutrition facts label. Ask which other food groups are still needed to make this meal complete. Answer: dairy, fruit, and grains.

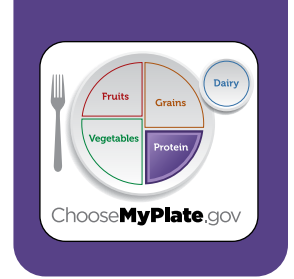
## Cooking & Food Safety Skills:

1. Explain working with canned goods safely.
2. Instruct the students on how to safely store leftovers.
3. Instruct students on how to clean up their workspace.

## Overnight Soak Method for Dried Beans:

1. Place dried beans in a pot and cover with at least three inches above the beans.
2. Soak overnight.
3. Drain beans and rinse twice.
4. Put beans in a pot and add water (3 cups of water for every cup of dried beans used).
5. Bring to a boil, turn the heat down, and cook slowly until tender, or about two hours.

# Tuna: A Heart Healthy Choice!



## Objectives

- Acknowledge why seafood is a heart healthy choice.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

## Recipe Choices:

- Tuna & Veggie Mac
- Tuna Melt Sandwich

# Cooking Time!

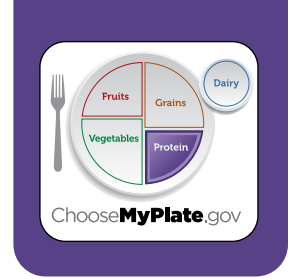
## Facts to share with the students:

1. Tuna is a type of seafood and fits in the protein group on MyPlate along with meat, poultry, legumes, and eggs.
2. Tuna is a great source of protein to help build strong bones and muscles.
3. Tuna also provides omega-3 fatty acids. They help reduce the risk of heart disease and stroke.

## Cooking & Food Safety Skills:

1. Explain cooking safety for the hot plate.
2. Explain working with canned goods safely.
3. Instruct the students how to safely store leftovers.
4. Instruct students on how to clean up their workspace.

# Healthy Boxed Meals



## Objectives

- Learn how to prepare a healthy boxed meal.
- Identify how to balance the recipe with other food groups.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

## Recipe Choices:

- Easy Ramen Stir Fry
- Spring Chicken
- Tuna & Veggie Mac



# Cooking Time!

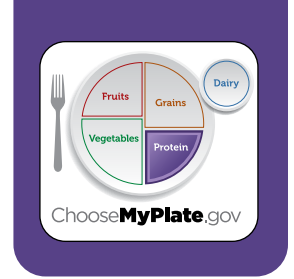
## Facts to share with the students:

1. Show where the protein group is on the USDA MyPlate poster. Proteins are rich in B vitamins which are important for healthy skin and brain. Share other protein foods to use for a healthy boxed meal such as tuna, chicken, or beef.
2. Including all five food groups from MyPlate makes a balanced meal. Eating a balanced meal helps us keep our energy level high throughout the day.

## Cooking & Food Safety Skills:

1. Explain cooking safety for the hot plate or skillet.
2. Instruct the students how to safely store leftovers.
3. Instruct students on how to clean up after a meal.

# Power Up Your Meals with Protein



## Objectives

- Identify the health benefits of protein from animal sources.
- Identify protein requirements.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

## Recipe Choices:

- Ham & Brown Rice
- Spring Chicken



# Cooking Time!

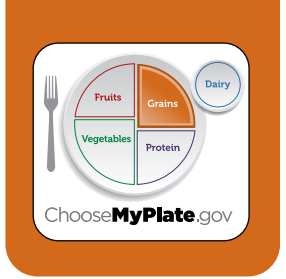
## Facts to share with the students:

1. Identify the protein group on the USDA MyPlate poster.
2. Girls need 5 ounces of protein and boys need 5 to 6.5 ounces of protein each day.
3. Try to make 8 ounces of your protein selections each week from a fish source. The omega-3 fatty acids help keep your heart healthy.
4. Protein contains B vitamins, vitamin E, iron, zinc, and magnesium. It is essential in building healthy bones, muscles, cartilage, skin, and blood.

## Cooking & Food Safety Skills:

1. Instruct the students on stove safety.
2. Instruct the students on how to safely store leftovers.
3. Instruct students on how to clean up their workspace.

# Healthy Snacking: Energize with Whole Grains



## Objectives

- Verbalize that grains supply energy to the body for thinking and moving.
- Identify foods that belong in the grains group, and those foods that are whole grain.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

## Recipe Choices:

- Take-Along Trail Mix

# Cooking Time!

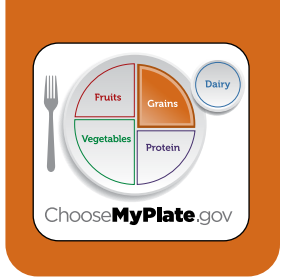
## Facts to share with the students:

1. Show where the grains group is on the USDA MyPlate poster. Foods that fit into this group include anything made from wheat, rice, oats, corn-meal, barley, or other cereal grain. Examples are: bread, pasta, oatmeal, and cereal.
2. The goal should be to make half of your grains whole grains. Show students how to look for whole grains in the grocery store. Examples of whole grains include: whole wheat bread or pasta, wild rice, and whole wheat tortillas.
3. Grains are important for your body because they supply you with energy that you need to be able to move and think.

## Cooking & Food Safety Skills:

1. Instruct the students how to store the trail mix. They can use plastic containers or small sealable snack bag(s).
2. Instruct students on how to clean up their workspace.

# Breakfast: Break-the-fast!



## Objectives

- Verbalize that breakfast is the most important meal of the day.
- Identify a variety of healthy choices for breakfast that include whole grains.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

## Recipe Choices:

- Breakfast Burrito
- French Toast Sticks
- Sweet Potato Pancakes

# Cooking Time!

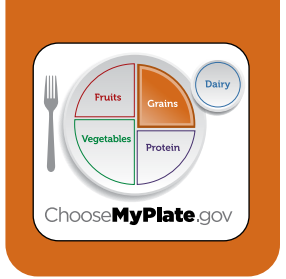
## Facts to share with the students:

1. Identify the grains group on the USDA MyPlate poster.
2. Breakfast is important because it fuels up our brains so that we can concentrate and solve problems throughout the day.
3. Breakfast should consist of at least three different food groups. An example could be a glass of milk, slice of whole grain toast, and peanut butter.
4. Healthy grab-and-go breakfast items include: yogurt and granola, a whole grain bagel, fresh fruit, or a granola bar.
5. A healthy breakfast should include whole grains. Whole grains have lots of fiber and B vitamins that will give you energy and keep you satisfied. Choose foods that have a whole grain ingredient first on the food label's ingredient list. Some examples are whole wheat, whole oats, whole grain corn, and whole rye.

## Cooking & Food Safety Skills:

1. Instruct the students on how to safely store leftovers.
2. Instruct students on how to clean up their workspace.

# A Healthier “Ramen Noodle” Meal



## Objectives

- Identify vegetables and proteins that can be added to ramen noodles to make them healthier.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

## Recipe Choices:

- Easy Ramen Stir Fry

# Cooking Time!

## Facts to share with the students:

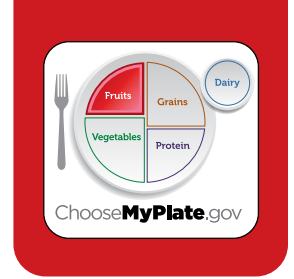
1. Identify the vegetable and protein food groups on the USDA MyPlate poster.
2. Many different vegetables can be added to ramen noodles such as: peas, carrots, onions, spinach, and broccoli.
3. Other protein sources can also be added such as: chicken, beans, pork, ground hamburger, etc. Be sure to choose lean meats to avoid extra fat.

## Cooking & Food Safety Skills:

1. Explain cooking safety when using a skillet.
2. Instruct the students on how to safely store leftovers.
3. Instruct students on how to clean up their workspace.



# Get Creative with Fruit!



## Objectives

- Identify a variety of fruits to include in snacks and meals.
- Verbalize different meal ideas in which fruit can be added.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

## Recipe Choices:

- Apple Grilled Cheese
- Layered Pudding & Fruit Cup



# Cooking Time!

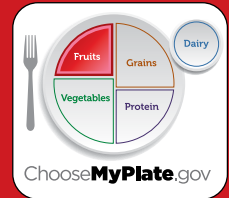
## Facts to share with the students:

1. Whole fruit contains, on average, 80% water. Eating fruit everyday will help you get more water, vitamins, minerals, and fiber.
2. Fruits are naturally sweet and are much better snacks than candy.
3. Add fruit to meals or snacks to add color, natural sweetness, and nutrients. For breakfast, add strawberries, blueberries, or bananas to your cereal or oatmeal. For lunch and dinner, top your salad off with chopped pears, apples, or raisins. For a snack, try fresh fruit salsa using diced mango and pineapple with whole wheat pita chips.

## Cooking & Food Safety Skills:

1. Explain hot plate/skillet safety.
2. Instruct the students how to safely store leftovers.
3. Instruct students on how to clean up their workspace.

# Healthy Snacking for Strong Bones



## Objectives

- Learn how to make a healthy snack that has both milk and fruit in it.
- Verbalize key nutrients that fruits & milk provide.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

## Recipe Choices:

- Apple Grilled Cheese
- Layered Pudding & Fruit Cup

# Cooking Time!

## Facts to share with the students:

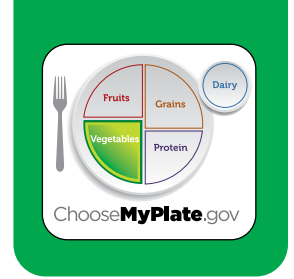
1. The dairy group includes: milk, cheese, yogurt, and pudding. Lactose-free dairy products include soy milk, almond milk, lactose-free milk, yogurt, or cheese. Dairy foods are rich in calcium which helps build strong bones and teeth. Girls need at least 1.5 cups and boys need at least 1.5 to 2 cups each day.
2. Fruits are good for you no matter if they are fresh, canned, frozen, or dried. They contain many nutrients including: vitamin C, fiber, and potassium. Potassium is important for muscle function and maintaining healthy blood pressure.

Information adapted from the USDA MyPlate Website, <https://www.choosemyplate.gov/>.

## Cooking & Food Safety Skills:

1. Instruct the students how to safely store leftovers.
2. Instruct students on how to clean up their workspace.

# Build a Healthy Plate with Vegetables!



## Objectives

- Identify a variety of vegetables to include in snacks and meals.
- State key nutrients that vegetables provide.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

## Recipe Choices:

- California Potato Medley
- Chicken Vegetable Soup
- Spring Chicken

# Cooking Time!

## Facts to share with the students:

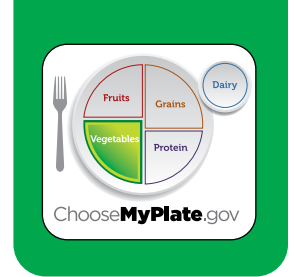
1. Show where the vegetable group is on the USDA MyPlate poster. As MyPlate shows, half of your plate should be fruits and vegetables.
2. Vegetables are categorized into 5 groups: dark green, legumes, starchy, red and orange, and other vegetables. Girls need at least 2 cups and boys need at least 2 1/2 cups each day.
3. Vegetables are low in calories and contain minerals and vitamins such as: potassium, fiber, folate, and vitamins A and C.
4. Vegetables are good for you no matter if they are fresh, frozen, canned, or dried.

## Cooking & Food Safety Skills:

1. Explain hot plate safety.
2. Explain working with canned goods safely.
3. Instruct the students on how to safely store leftovers.
4. Instruct students on how to clean up their workspace.



# Easy and Healthy Snacks using Vegetables



## Objectives

- Identify why vegetables are a good source of fiber.
- State reasons why fiber should be included in the diet.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

### REMINDER:

If using dried beans for this recipe they need to be soaked the night before! Follow the overnight soak method on the back of the recipe card.

## Recipe Choices:

- Bean & Rice Burrito
- Confetti Bean Salsa
- Two Bean Chili

# Cooking Time!

## Facts to share with the students:

1. Fiber is found in beans, whole grains, fruits, and vegetables. It helps with proper digestion of food and provides bulk to help you feel full.
2. Legumes are unique because they can be a part of the vegetable group and/or the protein group. Legumes consist of kidney beans, pinto beans, black beans, lima beans, black-eyes peas, garbanzo beans, split peas, lentils and edamame.
3. Key nutrients gained from legumes include fiber, protein, zinc, iron, folate, and potassium.

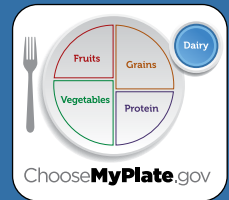
## Cooking & Food Safety Skills:

1. Explain working with canned goods safely.
2. Instruct the students on how to safely store leftovers.
3. Instruct students on how to clean up their workspace.

## Overnight Soak Method for Dried Beans:

1. Place dried beans in a pot and cover with at least three inches above the beans.
2. Soak overnight.
3. Drain beans and rinse twice.
4. Put beans in a pot and add water (3 cups of water for every cup of dried beans used).
5. Bring to a boil, turn the heat down, and cook slowly until tender, or about two hours.

# Do you Dairy?



## Objectives

- Verbalize a variety of foods that fit into the dairy food group.
- Identify other sources of calcium, vitamin D, and protein in case of lactose intolerance.
- Verbalize what food groups are in the recipe.
- Discuss key nutrients that dairy foods provide.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

## Recipe Choices:

- Cheese Quesadilla
- Layered Yogurt



# Cooking Time!

## Facts to share with the students:

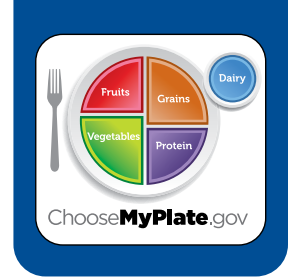
1. Identify the dairy food group on the MyPlate poster.
2. Milk, yogurt, and cheese are foods that fit in the dairy group.
3. Milk contains key nutrients such as calcium, vitamin D, and is also a good source of protein.
4. Cheese and yogurt also contain key nutrients such as calcium and protein.
5. It is recommended to have three servings of dairy per day.
6. Pouring a glass of milk with meals or simply adding cheese or yogurt to your recipe is a good way to get the recommended servings.
7. Soy milk and other products are good sources of calcium and vitamin D in case of lactose intolerance.

Source: <http://www.healthyeating.org/Milk-Dairy/Nutrients-in-Milk-Cheese-Yogurt.aspx>

## Cooking & Food Safety Skills:

1. Explain hot plate safety.
2. Explain working with canned goods safely.
3. Instruct the students on how to safely store leftovers.
4. Instruct students on how to clean up their workspace.

# Using MyPlate to make Delicious Pizza!



## Objectives

- Identify and name reasons why it is important to eat foods from all food groups.
- Identify key nutrients from each food group.

## Items Needed for this Unit:

Use the provided supply list to calculate:

- Recipe Lesson Ingredients
- Cooking Tools
- Tasting Supplies
- Cleaning Supplies
- Educational Supplies

To be sent home with the students at the end of the lesson:

- Backpack Supplies
- Evaluation Surveys
- Recipe Cards

## Recipe Choices:

- MyPlate Pizza

# Cooking Time!

## Facts to share with the students:

1. Identify where all of the pizza ingredients fit into MyPlate.
2. Nutrients gained from each food group: dairy (calcium and vitamin D), vegetables/fruits (fiber, vitamins, and minerals), meat (protein and iron), grains (fiber and B-vitamins).
3. Many different fruits and vegetables can be added as toppings for the pizza including: green peppers, red peppers, onions, spinach, pineapple, tomato, carrots, olives, and broccoli. According to MyPlate, half your plate should be vegetables and fruits.
4. Other lean protein sources can also be added including: chicken, beans, beef, and pork.
5. To increase whole grains, use whole grain English muffins or whole grain pizza crust.

Information from: [www.choosemyplate.gov](http://www.choosemyplate.gov)

## Cooking & Food Safety Skills:

1. Review toaster oven and oven mitt safety.
2. Instruct the students on how to safely store leftovers.
3. Instruct students on how to clean up their workspace.

# Notes