

# Cooking Matters

FOR TEENS

Instructor Guide



SHARE OUR STRENGTH'S  
COOKING  
MATTERS™

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# Acknowledgements

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Share Our Strength's Cooking Matters™ is proud to make available this revised version of *Cooking Matters for Teens*, our cooking-based education program for youth in sixth through 12th grades.

We began revising *Cooking Matters for Teens* in mid-2010 with the goals of addressing the most critical drivers of teens' food decisions, better engaging teens in the learning process, and visually updating the curriculum. Through a collaborative revision process, Share Our Strength® created six new weekly lessons to facilitate lasting improvements to teens' abilities to prepare healthy meals and snacks on their own and to make smart choices wherever they go — in school, at the store, or when out to eat.

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- Colleen Flattum, M.S., R.D., Intervention Director, University of Minnesota
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- Dedicated program volunteers — culinary, nutrition, and support volunteers — who shared their experiences, ideas, and energies and continue to share their talents with teens across the country

We believe that this curriculum teaches skills that facilitate meaningful change for the teens that Cooking Matters serves. We hope you enjoy using it.

With sincere gratitude and our shared commitment to ensuring that all teens get the nutritious foods they need to learn, grow, and thrive.

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# Introduction

## Welcome to *Cooking Matters for Teens*

Thank you for volunteering to share your strength with teens in need. In this course, you will engage low-income teens in a series of participatory cooking classes designed to empower them to make their own tasty meals and snacks at home. Teens will also learn how to make smart choices wherever they go – at school, out to eat, or at the store.

*Cooking Matters for Teens* is one of six courses offered by Share Our Strength's Cooking Matters™, a nutrition education program created to connect chefs and nutritionists with families who can benefit from their expertise.

## Background

Share Our Strength's Cooking Matters empowers families at risk of hunger with the skills, knowledge and confidence to make healthy and affordable meals. With the help of volunteer culinary and nutrition experts, course participants learn how to select nutritious and low-cost ingredients and prepare them in ways that provide the best nourishment possible to their families. Cooking Matters is nationally sponsored by the ConAgra Foods® Foundation and Walmart. For more information, visit [CookingMatters.org](http://CookingMatters.org).

Each of the Cooking Matters curricula uses the *Dietary Guidelines for Americans* and MyPlate as the foundation for basic nutrition guidelines, then builds upon these ideas, using interactive lessons to teach cooking, food safety, and food resource management.

Evaluation results show that volunteer efforts make a lasting impact and that Cooking Matters graduates continue to practice improved eating habits, cooking techniques, and food resource management skills they learned in class.

In addition to the *Cooking Matters for Teens* curriculum for youth in sixth through 12th grades, Cooking Matters offers the following courses:

- *Cooking Matters for Adults*
- *Cooking Matters for Child Care Professionals*
- *Cooking Matters for Families*
- *Cooking Matters for Kids*
- *Cooking Matters for Young Parents*

Your commitment to Cooking Matters and the families it serves contribute to Share Our Strength's priority work to end childhood hunger in the United States. Share Our Strength, a national nonprofit, is ending childhood hunger in America by connecting children with the nutritious food they need to lead healthy, active lives. Through its No Kid Hungry® Campaign — a national effort to end childhood hunger in America by 2015 — Share Our Strength ensures children in need are enrolled in effective federal nutrition programs; invests in community organizations fighting hunger; teaches families how to cook healthy, affordable meals; and builds public-private partnerships to end childhood hunger, at the state and city level. Working closely with the culinary industry and relying on the strength of its volunteers, Share Our Strength hosts innovative culinary fundraising events and develops pioneering cause marketing campaigns that support No Kid Hungry. Visit [Strength.org](http://Strength.org) to get involved.

## Cooking Matters Guiding Principles

Cooking Matters was created and continues to be offered in accordance with these principles:

1. The negative health and economic effects of hunger and poor diet can be avoided if families know how to shop for and prepare healthy, low-cost meals.
2. Chefs are valued instructors because of their expertise in food preparation and budgeting, as well as their creativity and energy.
3. Food is to be enjoyed. Those living on a low income deserve to enjoy their food as well — and need to know how to create food that is delicious, satisfying, and healthy.
4. Cooking and eating meals as a family is an important social activity.
5. Volunteering, or sharing our strengths, is a way to create community wealth.

# Your Cooking Matters for Teens Instructor Guide

Your *Cooking Matters for Teens* instructor guide includes six lesson plans. The following key will help you understand the layout and meaning of icons used throughout the lessons.

## Components of the Lesson Plans:

### 1. Weekly Goal and Objectives.

#### Goal

Each lesson has an over-arching goal that is supported by the lesson objectives.

#### Objective

Objectives describe what teens should do within each lesson to meet the goal, with a specific focus on choosing and preparing nutritious foods in a safe manner. While the exact approach you take may vary, aim to meet all lesson objectives at some point during the course.

### 2. Materials.

The specific materials needed to conduct the lesson are listed in the sidebar of the class outline. Confirm with your Cooking Matters coordinator to make sure the appropriate materials are available for each class.

### 3. Participant Handouts.

Handouts provide information that reinforce the messages taught in class and give suggestions for at-home practice. The participant and instructor guides include an identical set of handouts with matching page numbers. To keep the lesson as interactive as possible, avoid spending much time on the handouts in class. Simply make reference to them so that teens feel comfortable using them as a resource at home.

#### Materials

- Pens
- Name tags
- Calculators, at least one for each group
- Clipboards or other hard surfaces for writing, one for each group
- Materials needed for the simulated store tour, if you will not be going to the store

#### Handouts

- Fresh, Frozen, and Canned
- Compare Prices
- Store Wars Challenge Activity Worksheet
- Week Five: Take the Challenge

#### Suggested Recipes

*If you will not be completing this lesson at the store, choose a selection of simple snacks to prepare from the **Snack Smart** handout and the Sides/ Snacks section of the recipes. Alternatively, choose a recipe that would be an appropriate homemade alternative to a frozen or packaged meal used in the simulated store tour (e.g., Asian Noodles With Peanut Butter Sauce, The Works Pizza).*

### 4. Suggested Recipes.

Share Our Strength has included recipes that emphasize the nutrition and food safety messages from class. You can use the suggested recipes in class or model your own recipes after them. You may also need to identify appropriate recipes for teens to use in the Extreme Food Makeover (page I-31). Your Cooking Matters coordinator can help you select recipes that are appropriate for your group. Please refer to the Recipe Guidelines (page I-viii) to learn more about ensuring recipes are right for a Cooking Matters course.

### 5. Teaching Tips.

Teaching tips, corresponding to a specific discussion outlined in the lesson, are found in boxes at the side. They offer ways to synchronize the cooking session with other lesson activities, keep the class on schedule, or redirect the class based on the age or interest level of your group.

**TIP:** In the lessons, teaching tips appear in boxes like these.

### 6. Class Activities.

Activities that reinforce concepts or skills are an important part of each class. Instructions for conducting these activities are detailed in the lesson. Or, the **activity bank** located in the back of your book can be used to find alternative activities that may better suit the age or interest level of your group.

Beyond your instructor guide, Share Our Strength has provided your Cooking Matters coordinator with a variety of tools to prepare you for working with Cooking Matters. Consult your coordinator for access to these resources.

 **Title of handout, page X**

## Leading Teens in the Extreme Food Makeover Activity — Tips for Volunteers

The culminating activity in *Cooking Matters for Teens* is the Extreme Food Makeover (page I-31) — a hands-on activity that allows teens to use everything they’ve learned in class to “makeover” a meal of their choice. This activity has been tested nationwide with our partner organizations, volunteers, and teens of varying ages and maturity levels. The consensus: This activity was the highlight of the course — it made teens “come alive.” To have success with your group, remember that no two groups of teens are the same. You may need to make small adjustments to the activity to meet your group’s unique needs. Here are some tips from past volunteers and coordinators.

This activity is designed to reinforce the lessons teens learn each week, which creates a more powerful learning experience. It also

keeps teens excited and engaged as they look forward to the final week. If you can’t make time each week, or if attendance is inconsistent at the beginning of the course, set aside a chunk of time no later than Week Four to form groups. Have teens complete the activity worksheet (pages 6–7) at that time. However, if you form groups in Week One and attendance fluctuates, assign late joiners to an existing group, ideally based on which group’s meal they would prefer.

**Tip:** Make time for teens to work on the Extreme Food Makeover each week.

Younger teens (roughly sixth to eighth grade) may need more assistance than older teens. Ask them to

choose just one component of their meal to makeover (for example, the main dish or a side dish). This lets them focus on preparing just one dish rather than becoming overwhelmed with multiple dishes. Depending on the literacy level of your group, the teens may also need to complete the activity worksheet verbally, rather than writing down all of their responses. If possible, have a volunteer join groups during their weekly brainstorming sessions to help them answer the questions and record their responses. Finally, younger teens may need an opportunity to ask more questions during the meal makeover. Try using the “question-for-a-question” rule suggested in the activity tips (page I-31).

**Tip:** Account for the age, maturity, and literacy level of your group.

If your space for the meal makeover is not ideal, you may need to modify the rules of the activity accordingly. For example,

if oven space is limited or nonexistent, alert teens from the beginning that they must brainstorm meals that can be made on the stove top. Or, have a snacks-and-drinks makeover instead of a full-meal makeover. Just be sure to explain the restrictions at the beginning of the course so teens don’t feel like they’re missing out.

**Tip:** Adjust for the space and equipment you have available.

As suggested in the Week One lesson plan, it helps

to create a point system to keep teens focused on the makeover. It also allows you to acknowledge and reward their positive behaviors throughout the course. Assign points for any behaviors you want to reinforce — for instance, consistent attendance or workspace cleanup. A sample scoring sheet and point system are provided on page I-vii.

**Tip:** Use a point system.

## Sample Point System for the Extreme Food Makeover

Using a point system keeps teens focused on the makeover and allows you to reinforce positive behaviors throughout the course. Create a point system that works for your group. The suggestions below are just examples to get you started.

### Sample scoring sheet

|                       | Completed weekly challenges | Cleaned work space | Perfect attendance | Won Whole Grain Challenge | Won Store Wars Challenge | Total     |
|-----------------------|-----------------------------|--------------------|--------------------|---------------------------|--------------------------|-----------|
| Team 1: Crazy Cooks   |                             | +5                 |                    | +10                       | +0                       |           |
| Anthony               | +3                          |                    | +0                 |                           |                          |           |
| Damian                | +4                          |                    | +5                 |                           |                          |           |
| Miguel                | +4                          |                    | +5                 |                           |                          |           |
| <b>TEAM ONE TOTAL</b> | <b>11</b>                   | <b>5</b>           | <b>10</b>          | <b>10</b>                 | <b>0</b>                 | <b>36</b> |
| Team 2: Dinner Divas  |                             | +5                 |                    | +0                        | +20                      |           |
| Jasmine               | +5                          |                    | +5                 |                           |                          |           |
| Stephanie             | +2                          |                    | +5                 |                           |                          |           |
| Cristina              | +4                          |                    | +0                 |                           |                          |           |
| <b>TEAM TWO TOTAL</b> | <b>11</b>                   | <b>5</b>           | <b>10</b>          | <b>0</b>                  | <b>20</b>                | <b>46</b> |

### Sample point assignment

| Activity   | Team or Individual? | Points                   |
|--|---------------------|--------------------------|
| Win Mini-Challenges (Weeks 2, 3, 4)                          | Team                | +10 (per mini-challenge) |
| Win Store Wars Challenge (Week 5)                            | Team                | +20                      |
| Complete weekly challenge at home and talk about it in class | Individual          | +1 (per week)            |
| Entire team completes weekly challenge                       | Team                | +5 (per week)            |
| Work space cleaned after cooking without asking              | Team                | +5 (per week)            |
| Volunteer to wash dishes                                     | Individual          | +2 (per week)            |
| Perfect attendance   | Individual          | +5                       |

### Sample awards

| Teams who reach...  | ... will receive ...  |
|---------------------|---|
| 20 points           | Extra 3 minutes to cook in the final competition  |
| 40 points           | Private 10-minute consultation with the chef about the makeover meal in Week 4                    |
| 60 points           | Choose a "special" cooking tool that other teams are not allowed to use in the final competition. |
| Highest total score | Receive the chef's personal knife for use in the final competition.                               |

## Cooking Matters Recipe Guidelines

*Cooking Matters for Teens* is designed to encourage teens to prepare healthy, low-cost meals and snacks at home. The recipes included in this book, most of which were written by Cooking Matters chefs, were chosen for their popularity with teens and suitability to the program.

Discuss with your Cooking Matters coordinator the possibility of using your own recipes in class. If you do write your own recipes for some or all of the lessons, carefully follow the guidelines below. These guidelines help us ensure that the recipes used are appropriate for our audience of low-income teens and reflect the nutrition messages taught in class. In addition, be sure to consider the cooking abilities and any food allergies of the teens in your particular group. Submit your recipes to your Cooking Matters coordinator when requested so that he or she can purchase ingredients and bring the proper equipment.

### 1. Recipes must be low-cost.

Remember that the Cooking Matters audience is low-income. Avoid using expensive ingredients that teens and their families cannot afford. Use these guidelines to select lower-cost ingredients:

- **Choose ingredients in their most whole form.** For example, use whole carrots instead of baby carrots, block cheese instead of grated cheese, and whole broccoli instead of prepackaged.
- **Choose packaged ingredients that are available in a store-brand equivalent.** This allows flexibility in purchasing.
- **Choose ingredients that can be used in multiple meals or snacks.** If the ingredient is only used in a very small quantity in the recipe (such as many spices) and would not be useful for many other dishes, leave it out or suggest a more common alternative.
- **Choose ingredients available for purchase in bulk when possible.** For example, look for fruits and vegetables that cost less per pound when purchased in 5-lb bags. Choose grains or spices that are available in larger packages for a lower unit cost.
- **Choose dried spices instead of fresh.** Dried spices are typically cheaper and more shelf-stable. If you'd like, suggest fresh alternatives in the chef's notes of the recipe.
- **Always consider whether a less expensive form of an ingredient can be used.** For example, call for chicken pieces instead of chicken breasts. For recipes that call for oil, use canola oil instead of olive oil, which is typically pricier.

In addition, try to limit the number of ingredients to no more than 8–10 per recipe to keep costs down. This also helps our families find our recipes more approachable.

### 2. Ingredients should be accessible to teens.

Keep in mind where teens and their families shop. If an ingredient is generally not found in a mainstream supermarket in your area, it may not be a good choice. However, if teens indicate that their families commonly use a local ethnic grocery store, some less commonly available or otherwise pricey items may be appropriate for your group. Just be sure you've asked teens in advance and know what's accessible to them.

### 3. Recipes should be nutritious.

Recipes should reinforce the nutrition messages taught in class. Use these guidelines:

- **Vary the forms, types, and colors of fruits and vegetables.** Aim for at least three different colors of fruits and vegetables.
- **Choose whole grains instead of refined grains.** If using flour, use at least half whole wheat flour.
- **Minimize the use of added sugars.** For example, choose fruits canned in juice rather than syrup, or use honey or fruit juice instead of sugar.
- **Use leaner cooking techniques and ingredients.** For example, bake, grill, or steam instead of frying. Use canola oil instead of butter or margarine. Choose leaner cuts of meat, or use non-meat proteins. Choose dairy ingredients that are low-fat or nonfat (e.g., made with skim or 1% milk).
- **Limit sodium.** Choose canned ingredients that are low-sodium or no-salt-added whenever possible. Flavor with spices and herbs instead of salt.
- **Use multiple food groups.** If creating a snack or dessert recipe, aim to include at least two MyPlate food groups. If it's a breakfast or entrée, aim for at least three food groups.

continued >

**4. Recipes should limit the use of special equipment.**

Equipment used in Cooking Matters recipes should be accessible and affordable for our participants. Try to stick to the list of Common Materials Used in Cooking Matters Recipes (page 32). If you don't see an item on this list, consider whether it's really necessary and whether it could be replaced with a less prohibitive tool. For example, use a knife instead of a pizza cutter or a colander instead of a strainer. Mix by hand instead of using an electric mixer. Blenders may be used as special equipment when the recipe cannot be made properly without it — but avoid calling for food processors, which are less common in our participants' kitchens.

**5. Recipes should be relatively quick to prepare.**

Cooking Matters teens have busy lives and are members of busy families. To encourage teens to cook at home, create recipes that can be made in the time a typical family would have available on a busy weeknight. Aim for total time-to-table of no more than 45 minutes to an hour, including both prep and cooking time. Include these times on the recipes.

**6. Recipes should be simple and explained clearly.**

Write the instructions in short, succinct, numbered steps. Use the recipes in this book as a guide to ensure that the recipe is written at an appropriate level for teens and follows general standards set forth by Share Our Strength. Your Cooking Matters coordinator can also provide you with a more complete Cooking Matters Recipe Style Guide upon request.

[illegible]

# Lesson Three:

# Whole Grain Goodness

## Materials

- Flip chart or whiteboard
- Markers
- Pens
- Blank paper
- Name tags
- A variety of grain food packages
- Ingredients and equipment for recipes
- Materials for the activity: Name That Whole Grain

## Handouts

- Easy Eggs
- Grab-and-Go Breakfasts
- Whole Grain Goodness
- Whole Grain Challenge Activity Worksheet
- Week Three: Take the Challenge!

## Suggested Recipes

- Banana Quesadillas, page 48
- Chocolate Strawberry French Toast, page 49
- Orange Oatmeal Pancakes, page 52
- Yogurt Parfait With Homemade Granola, page 54

## Goal

Encourage teens to choose whole grains and to eat breakfast more often.

## Objectives

### Teens will:

- Taste and describe a variety of whole grain foods.
- Prepare a variety of breakfast foods.
- Practice identifying whole grain foods by reading label ingredient lists.

## I. Introduction (10 minutes)

1. Welcome everyone back. Ask teens to recall what they learned in last week's class. Have them volunteer to share their experiences completing a weekly challenge.
2. Explain that this week we are going to cook some delicious breakfast foods and taste a variety of whole grains.

**TIP:** Award points to teens who complete the challenges and share their experiences.

## II. Cooking and Nutrition (1 hour and 25 minutes)

1. Introduce teens to whole grains.
  - Lead teens in the **Name That Whole Grain activity** (page I-17).
2. Have teens rotate through stations to practice preparing breakfast foods and identifying whole grains.
  - Divide teens into their Extreme Food Makeover teams. Explain that at the Whole Grain Challenge station, teens will test their skills identifying whole grain foods. The winning team will get points added to their team score. At each of the other stations, teens will hone their cooking skills and prepare delicious breakfast foods.

**Taste and describe a variety of whole grain foods.**

PARTICIPANT  
**1**  
OBJECTIVE

**Prepare a variety of breakfast foods.**

PARTICIPANT  
**2**  
OBJECTIVE

**TIP:** If your group is small, or if time or space is limited, consider setting up just three of the stations. Or, have teens rotate through stations 1, 3, and 4, then complete station 2 with the entire class.

- Have teens wash their hands in preparation for cooking. Assign each group to a starting station. Allow groups to spend 15–20 minutes at each station. When it's time to rotate, ask groups to wrap up and move to the next station.

## Station 1: Egg-Master

- Ask if anyone in the group has made eggs before and what style they made. Point out that eggs are a popular breakfast food that can be made fairly quickly in the morning.
- Let each teen choose the style of eggs they prefer (e.g., scrambled, hard boiled, mini-omelet). Provide instruction and guide teens through the process of making their eggs.

### Easy Eggs, page 14

- As teens eat their eggs, ask them to share why they think eating breakfast is important. Add to the discussion as needed. Emphasize the benefits, such as having energy throughout the day and being able to concentrate and do their best in school.

**TIP:** If time is limited, have the group decide on just one style of eggs that they would all be willing to try.

**TIP:** Show teens how to add sautéed veggies to their eggs. Or, offer serving suggestions such as eating scrambled eggs over a piece of whole grain toast.

## Station 2: Whole Grain Breakfast Bonanza

- In advance, choose a breakfast recipe that uses whole grains.
- Give each teen a copy of the recipe. Have them review the recipe and identify the ingredients and cooking tools needed for mise en place. Assign each teen a role. Walk around as teens cook, making sure to observe and correct knife technique.
- As they cook, ask teens to share what they typically eat when they have breakfast. Point out that many popular breakfast choices are grains. Suggest that they look for whole grain versions of their favorite breakfast foods. Have them call out the whole grain ingredients being used in the recipes they are preparing.

**TIP:** Save either the breakfasts prepared at this station or the grab-and-go breakfasts for teens to eat together at the end of class.

**TIP:** To keep this station to the allotted time, consider prepping some of the ingredients in advance. Or, have each group work on a different part of the recipe, so that the recipe is completed by the time all stations are finished.

### Station 3: Grab-and-Go Breakfast

- In advance, choose at least one breakfast recipe that can be made quickly (five minutes or less).
- **ASK:** How often do you eat breakfast? What would make it easier for you to eat breakfast every day?
- Give each teen a copy of the recipes. Point out that they involve very little preparation. Explain that you will give them a few minutes to read the recipes through, then they will be asked to make at least one recipe in five minutes or less.
- When teens have had a chance to read the recipe instructions, begin the activity. When time is up, announce the winner.
- Point out that many breakfast foods can be made in five minutes or less. Ask teens to suggest other healthy breakfasts that are quick to prepare. Suggest options such as reheating leftovers of a healthy dinner prepared the night before, or making a bigger breakfast on weekends and packaging individual portions to heat in the microwave each weekday morning.

 **Grab-and-Go Breakfasts, page 15**

**TIP:** If using one recipe, the winner is the teen who finishes preparing the breakfast first. If using more than one recipe, the winner is the teen who prepares the most breakfasts before time is up. Consider offering a small prize or reward for the winner, such as being named “team captain” for the following week.

**TIP:** If teens finish this station, or any other station, before the rest of the groups are ready to rotate, have them work on their **Extreme Food Makeover Activity Worksheet** while other groups finish up.

**TIP:** Consider creating the yogurt parfaits using store-bought granola. Or, choose another quick breakfast option from the **Grab-and-Go Breakfasts handout**.

**TIP:** If teens indicate that they aren’t hungry when they first wake up, point out that they don’t have to eat right away. Suggest taking breakfast on-the-go and eating within one to two hours of waking up.

### Station 4: The Whole Grain Challenge

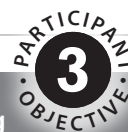
- In advance, set out a variety of grain food packages. Be sure to include some grain foods that are particularly popular with teens (e.g., cereals, snack bars, crackers). Select popular refined grain foods as well as whole grain alternatives.
- Remind teens of the whole grain foods they tried in the taste test. **ASK:** How can you tell if a grain food is a whole grain? Add to the discussion as needed, choosing a grain food package and showing teens how to check the ingredient list to determine if it’s a whole grain. Point out common misconceptions, like assuming a brown bread is whole grain.

 **Whole Grain Goodness, page 16**

**TIP:** If time is limited, consider incorporating the **Name That Whole Grain activity** into this station.

**TIP:** Include some grain foods that are commonly mistaken for whole grains (e.g., multigrain, stone ground, pumpernickel).

Practice identifying whole grain foods by reading label ingredient lists.



- Have teens recall what they learned last week about label reading. Point out where to find nutrients like fiber on a label. Have teens practice calculating the amount of fiber in the entire package.
  - Ask the team to appoint a notetaker. Provide that person a copy of the **Whole Grain Challenge Activity Worksheet** on page 17. Explain that the team that gets the most correct answers will win the challenge and have points added to their team score. Encourage teens to work together and use what they've learned about identifying whole grains and label reading to answer the questions.
  - When the group is finished, review their answers with them. Congratulate them on their correct choices. Gently point out incorrect answers and guide teens to the correct choice, reviewing the key concepts again as needed.
3. When teams have rotated through each station, bring all groups back together and announce the winner of the Whole Grain Challenge. Congratulate everyone on the delicious breakfasts they have prepared.

### III. Extreme Food Makeover (5 minutes)

1. Have teens review their makeover meal using lessons learned in class.

- Distribute the **Extreme Food Makeover Activity Worksheets** and scrap paper from last week.
- Ask teams to answer the "Whole Grains" questions on the worksheet. Help teens consider what changes they will make to their meal based on the lessons they learned in class.
- When teens are finished, collect and save their papers for later.

**TIP:** If working with younger teens, or if time is short, have teens complete the worksheet questions verbally. Have a volunteer work with each group to help answer the questions and record responses as needed.

### IV. Eating Together (20 minutes)

1. Have teens serve their plates, using MyPlate as an example. Ask teens to try their breakfast foods. **ASK:** What was your favorite food you tried today? Which breakfast foods do you think you might make again at home?
2. Point teens to the **Week Three: Take the Challenge! handout** (page 13). Remind them that healthy eating can start with just one or two small changes. Ask teens to circle the challenge they want to try this week. Remind them that next week they will have a chance to share their experiences completing a challenge.
3. If implementing, pass out groceries for teens to take home. Get teens excited about next week's topics and activities.

## ACTIVITY

# Name That Whole Grain

**Estimated Time:**

15 minutes

**Materials:**

- 4–6 whole grain foods
- Dips or spreads (see instructions)
- Bowls for any dips
- Serving spoons
- Plates, one for each teen

**Handouts:**

- Delicious Dips & Spreads, page 10

**TIP:** To keep the activity on schedule, stick to introducing just 4–6 foods.

## In Advance

1. Purchase 4–6 whole grain foods. Look for whole grain alternatives to popular refined grain foods eaten by teens (e.g., cereals, crackers, snack bars), as well as a few items that may be unfamiliar to teens (e.g., whole wheat pita pockets).
2. Cut each food into bite-size pieces. Place a small amount of each food on a plate for each teen.
3. Display the whole form and packaging of each food at the front of the room.
4. Choose and prepare any dips or spreads from the **Delicious Dips & Spreads handout** that you will offer with the food samples. Set out dips in bowls. Place serving spoons in each bowl.

**TIP:** If you are able to prepare them in advance, offer some less familiar whole grains such as quinoa or whole grain couscous.

**TIP:** Encourage teens to try the foods without the dips first to determine their true taste.

## In Class

1. **ASK:** What have you heard about whole grains? Have you tried any whole grain foods, or do you eat any whole grains regularly? Which ones?
2. Pass out one plate to each teen. Ask them not to try the samples yet.
3. Point out one of the samples. Ask teens to match it to the whole form or packaging at the front of the room. When they have correctly identified the food, invite them to try the sample and talk about what they notice (e.g., the texture, color, or taste).
4. Repeat this process for each of the foods.
5. Ask teens to share why they liked certain foods more than others and to point out which ones were new for them. Remind teens that sometimes you need to try new foods more than once to get used to the taste and decide if you like it.
6. Ask teens if they know what the difference is between a whole grain and a refined grain. Add to the discussion as needed. Emphasize that when whole grains go through the refinement process, many of their important nutrients, such as fiber, are removed. For this reason, it's important to choose whole grains as often as you can.
7. Explain that we will talk more about how to identify and prepare whole grains as we begin cooking.

**TIP:** Remind teens that it's ok to not like a food, but to keep any negative comments to themselves so that others can feel free to enjoy it.

# Lesson Six:

# Extreme Food Makeover

## Materials

- Flip chart or whiteboard
- Markers
- Pens
- Name tags
- Participant End-of-Course Evaluations
- Materials for the activity: Extreme Food Makeover

## Handouts

- Week Six: Take the Challenge!

## Goal

Encourage teens to use what they've learned to prepare healthy homemade meals, drinks, and snacks.

## Objectives

### Teens will:

- Prepare a healthier version of a favorite meal.
- Set goals to continue using what they've learned after the course ends.

## I. Introduction (10 minutes)

1. Welcome everyone back. Ask teens to recall what they learned in last week's class. Have them volunteer to share their experiences completing a weekly challenge.
2. Remind teens that this week they are going to use everything they've learned to complete the Extreme Food Makeover.

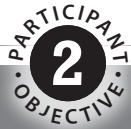
## II. Cooking and Nutrition (1 hour and 20 minutes)

1. Before teens begin the activity, complete paperwork and conduct any final review.
  - Ask teens if they have any questions about healthy eating and cooking that have not yet been answered.
  - Pass out the **Participant End-of-Course Evaluations**. Walk around the room and answer questions about the survey or provide assistance as needed.
2. Have teens wash their hands in preparation for cooking. Review the rules of the **Extreme Food Makeover activity** (page I-31). Start the clock and have everyone begin.



Prepare a healthier version of a favorite meal.

Set goals to continue using what they've learned after the course ends.



### III. Graduation and Eating Together (30 minutes)

1. Have teens enjoy the food they have prepared in a communal setting. Remind them to serve their plates according to the example of MyPlate.
2. Call up each teen separately. Say something special about each teen and the skills they have developed in class. Together with the other volunteers, give out the graduation certificates and incentives. Applaud for each graduate.
3. Encourage teens to set goals to continue using what they've learned.
  - **ASK:** Based on your experience in this course, do you think it's realistic to eat healthy? Why or why not? Compare teens' responses to how they answered on the first day of class. Ask teens to share their biggest takeaways from class or what changes they have made since the class started.
  - Next, ask teens to share what other new behaviors or habits they plan to try. Point teens to the **Week Six: Take the Challenge! handout** (page 29). Ask them to write down at least one goal for continuing to use what they've learned after the course.
4. Thank teens for participating in the course.

## ACTIVITY

# Extreme Food Makeover

**Estimated Time:**

60 minutes

**Materials:**

- Ingredients and cooking equipment for preparing each team's chosen recipes

## In Advance

1. Purchase the items needed to prepare each team's chosen recipes. If applicable, use the shopping lists teens created in Week Four.

**TIP:** Review the shopping lists for common ingredients. Feel free to substitute sale items or seasonal produce as needed. Just be sure to explain any substitutions before the activity begins, tying them back to the lessons teens learned in the store tour.

## In Class

1. Divide the class into their teams. Review the rules.
  - Each team will prepare healthier versions of their one to three chosen dishes or drinks.
  - When time is up, teams will be responsible for presenting their dishes to a panel of judges.
  - Judges will ask each team a variety of questions to test their knowledge about cooking techniques and principles of healthy eating.
2. Tell teams they have 45 minutes to prepare their dishes. Start the competition. Walk around the room and support teams as needed.

**TIP:** Remember to reward teams at the start of the activity according to the scoring system created in Week One.

**TIP:** Allow teams to use recipes from their books or other sources.

**TIP:** If groups need more assistance, institute a "question-for-a-question" rule. Groups can ask you a question only if they answer a question first. Ask questions that draw upon their knowledge of concepts learned in class like: "What are the five food groups?" or "What is a healthy alternative to frying?" Question ideas may be found in the **Cooking Matters Trivia activity** in the activity bank.

continued >

## Extreme Food Makeover Continued >

**3.** When time is up, have each team present their dishes by indicating the original meal chosen and each healthful alternative they chose to prepare. Ask team members questions such as:

- What elements make this meal a healthy alternative to your original meal?
- What fruits or vegetables did you use? How many different colors did you use? What are they? How did you prepare the fruits and vegetables?
- Did you use any whole grain ingredients? Which ones? How did you know the ingredient was a whole grain?
- What lean proteins or lean cooking techniques did you use?
- How many food groups are represented in this meal?

**4.** After the question period, have judges taste the food and confer. Congratulate teams for their incredible efforts. Award prizes to each team for categories such as:

- Most Creative
- Best Presentation
- Top Taste
- Best Technique
- Most Nutritious

**TIP:** Consider creating a panel of judges using volunteers, host site staff, or even community members who would be recognized by teens, such as school principals, local chefs, or newscasters. You may also wish to invite parents to the last class and have teens show off their cooking skills and final products.

# Grab-and-Go Breakfasts

Break for breakfast! Take a few minutes to fuel up in the morning.

**Take these quick and easy breakfasts on-the-go if you're in a hurry:**

Top low-fat yogurt with dried or fresh fruit and a spoonful of granola.

Spread a thin layer of peanut butter or hummus over whole wheat toast. Eat it with an apple or other piece of fruit.

Top toasted whole wheat bread with a slice of ham and tomato.

Use the microwave to warm up leftovers from a healthy dinner.

Add a spoonful of nuts and raisins to cereal. Eat it dry or add milk.

Fold scrambled eggs into a whole wheat tortilla. Wash it down with a glass of milk.

Top a frozen whole grain waffle with fresh or frozen fruit and low-fat cottage cheese.

Eat whole wheat crackers with thin slices of cheese. Add a small glass of orange juice.

**Tip:** You don't have to eat breakfast right away. Eat it within the first few hours of your day.

Make a mini-pizza. Top a whole grain English muffin with tomato sauce, leftover cooked veggies, and a little mozzarella cheese. Heat in the microwave.



# Menu Mania

Order smart when you're out to eat.

## Look for fruits, vegetables, and whole grains on the menu.

- ★ Choose a salad for your main meal. Ask for lower-fat dressing on the side.
- ★ Add vegetables to your pizza.
- ★ Order a small side salad, baby carrots, or a fruit cup instead of fries.
- ★ Ask for whole wheat bread or brown rice instead of white rice.

## Make low-fat choices.

- ★ Choose chicken or fish that is broiled or baked instead of breaded or fried.
- ★ Order low-fat yogurt with fruit instead of a milkshake.
- ★ Ask for low-fat dressings or other sauces on the side, and use only half of what they give you.

## Choose healthy drinks.

- ★ Order low-fat milk, water, or 100% juice instead of sugary drinks.

## Watch your portions.

- ★ Choose a single instead of double- or triple-decker burgers.
- ★ Order a small if you choose fries or a sugary drink.
- ★ Split larger meals with a family member or friend.



# Sweet Potato Fries

**Chef Jean Galton • Seattle, Wash.**

Serves 6, 8–10 fries per serving

## Ingredients

4 medium sweet potatoes  
1½ teaspoons paprika  
1 teaspoon salt  
¼ teaspoon ground black pepper  
Dash of cayenne pepper  
1 Tablespoon canola oil  
Non-stick cooking spray

## Directions

1. Preheat oven to 450°F.
2. Scrub and rinse sweet potatoes. Pat dry with a paper or kitchen towel.
3. Leaving skin on, cut sweet potatoes into thick French fry strips, about ½-inch wide.
4. Measure and mix paprika, salt, ground black pepper, and cayenne pepper in large mixing bowl to make Cajun seasoning. Add canola oil to spices and blend with a whisk or fork until there are no lumps.
5. Transfer sweet potato strips into the bowl. Toss until they are coated on all sides.
6. Coat baking sheet with non-stick cooking spray. Place sweet potatoes in a single layer on the sheet.
7. Bake for 15 minutes. Turn fries over and bake another 10–15 minutes, or until fries are tender.



## Chef's Notes

- ★ For easier cleanup, line the baking sheet with a layer of aluminum foil and coat with non-stick cooking spray before placing the sweet potatoes on the sheet.
- ★ White baking potatoes can be substituted for all or part of the sweet potatoes.
- ★ Increase the amount of cayenne pepper in the Cajun seasoning to make it spicier.
- ★ When handling the Cajun seasoning, be careful not to touch your face or eyes — it could burn! Be sure to wash your hands thoroughly after handling the Cajun seasoning.
- ★ If the fries can't fit in a single layer on the baking sheet, use 2 sheets or cook in 2 batches.

## Nutrition Facts

Serving Size 8-10 fries (91g)  
Servings per Recipe 6

Amount Per Serving

**Calories** 90      **Calories from Fat** 20

% Daily Value\*

**Total Fat** 2.5g      **4%**

Saturated Fat 0g      **0%**

Trans Fat 0g

**Cholesterol** 0mg      **0%**

**Sodium** 430mg      **18%**

**Total Carbohydrate** 16g      **5%**

Dietary Fiber 3g      **12%**

Sugars 5g

**Protein** 1g

Vitamin A 90%      • Vitamin C 20%

Calcium 2%      • Iron 4%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

# Chinese Veggies and Rice

**Chef Kaspar Donier • Seattle, Wash.**

Serves 4, 1½ cups per serving

## Ingredients

1 cup brown rice  
2 medium celery stalks  
½ pound broccoli  
2 medium carrots  
1 (15½-ounce) can chickpeas  
¼ cup low-sodium soy sauce  
2 Tablespoons brown sugar  
1 Tablespoon cornstarch  
2 Tablespoons canola oil

## Optional Ingredients

1 1-inch piece of fresh ginger

## Directions

1. Cook rice according to package directions. Set aside and keep warm in a covered container. Make vegetable mixture while rice is cooking.
2. Rinse carrots, celery, and broccoli.
3. Chop broccoli into small pieces. Peel and dice carrots and dice celery.
4. Using a colander, drain and rinse canned chickpeas.
5. Measure and stir together soy sauce, brown sugar, and cornstarch in a small bowl.
6. If using, stir 2 teaspoons of peeled and minced fresh ginger into the soy sauce mixture.
7. Heat a large sauté pan over medium-high heat. Add canola oil.
8. Add chopped vegetables and chickpeas into sauté pan. Stir frequently. Cook for 5–7 minutes.
9. Pour soy sauce mixture into sauté pan.
10. Bring to a boil. Reduce heat and simmer about 2 minutes or just until sauce is slightly thickened.
11. Serve vegetables over brown rice.

## Chef's Notes

- ★ Sauté any variety of vegetables.
- ★ Cook more rice than is needed for this recipe and plan to use it for another recipe later in the week.

## Nutrition Facts

Serving Size 1 1/2 cups (422g)  
Servings per Recipe 4

Amount Per Serving

**Calories** 400      **Calories from Fat** 90

% Daily Value\*

**Total Fat** 10g      **15%**

Saturated Fat 1g      **5%**

Trans Fat 0g

**Cholesterol** 0mg      **0%**

**Sodium** 580mg      **24%**

**Total Carbohydrate** 68g      **23%**

Dietary Fiber 9g      **36%**

Sugars 11g

**Protein** 12g

Vitamin A 110% • Vitamin C 90%

Calcium 10% • Iron 15%

\*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.

