

# COOKING WITH KIDS

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## HOW TO INTEGRATE NUTRITION AND COOKING ACTIVITIES INTO YOUR SCHOOL



GREEN MOUNTAIN FARM-TO-SCHOOL

Green Mountain Farm-to-School (GMFTS) is a non-profit organization in Newport, VT that strengthens local food systems by promoting positive economic and educational relationships between schools, farms, and communities. GMFTS supplies fresh, local food to schools and institutions and gives students of all ages the knowledge and skills they need to make healthy food choice through school gardens, farm-to-school programs, a regional food hub, and mobile learning kitchen. For more information, visit [www.GreenMountainFarmtoSchool.org](http://www.GreenMountainFarmtoSchool.org).

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# INTRODUCTION

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Welcome to Green Mountain Farm to School's Cooking with Kids Guide. We believe that cooking with students is a valuable learning opportunity, but we know it may be difficult to know how to start. After years of visiting schools to lead hands-on cooking and nutrition activities with children, we've developed a list of best practices and resources to help others bring the excitement of cooking to their classroom.

Through planning and preparation, these cooking activities can become a highly-anticipated part of your curriculum. Use our safety tips, suggested recipes, and guidelines to bring cooking and nutrition education to your site.

# WHY INTEGRATE COOKING ACTIVITIES INTO YOUR CURRICULUM?

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Cooking with students is a wonderful, engaging learning opportunity. Children of all ages are able to assist in preparing new foods – from measuring and mixing ingredients to chopping vegetables. Students are also empowered by the opportunity to choose the recipes being prepared. If they select and help prepare a recipe, they will be that much more excited to try a new food.

Incorporating cooking activities into your classroom schedule will teach students life skills and food safety practices. Students who engage in cooking activities are more likely to try new foods and develop preferences for fruits and vegetables.

Cooking activities can also align with learning standards. Math skills are put to the test when scaling recipes up or down, and students can examine the history of an ingredient or dish to connect with social studies. Not only is cooking with children a fun way to incorporate experiential learning into your classroom, cooking also engages students across disciplines.

# TOP 10 TIPS FOR COOKING WITH KIDS

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## 1. PRACTICE GOOD HYGIENE

Wash hands with soap and warm water before touching any food or utensils. Gloves are not required if the food you are preparing will ultimately be cooked, but they are recommended if the food will be served raw. Encourage arm sneezing, and stress the importance of not touching your face, hair, etc. once hands are clean. Don't forget to remind students not to worry about food that drops onto the floor. They can pick it up and throw it away at the end of the activity.

## 2. SET-UP BEFORE HAND

Prepare work stations ahead of time with ingredients and proper tools.

## 3. WORK IN SMALL GROUPS

Cooking with children is most successful when they can work in small groups of no more than 4-5, ideally with an adult per group. Younger children benefit from even smaller groups. Increase the adult-child ratio by involving parent volunteers in classroom cooking activities.

## 4. HAVE A JOB FOR EVERYONE

Include every student in the cooking process by assigning everyone a job. This may mean giving each student a small task or even making up additional jobs. Tasks can include reading the recipe aloud, checking to be sure you have included all the ingredients, washing produce or dishes, drying dishes, measuring, stirring, or helping another student. Every job is important and it is easy for children to be excited by the task at hand.

## 5. USE THE RIGHT TOOL FOR THE JOB

Kids can cut too, as long as you give them a safe and appropriate knife for the task. As an introduction to knife use you can use plastic disposable knives, plastic knives from a kids' set, or a butter or dinner knife with a less-than sharp serrated edge and a rounded point. Herbs, peeled fruit, and soft vegetables like zucchini, cucumbers, and tomatoes will yield to these kid-friendly knives. Sometimes a sharper or larger knife is a more appropriate tool for a cutting job and, with proper use, can be a safer option than trying to cut something with an inadequate tool. Use your discretion in gauging the readiness of your students for using more professional cutting tools and always monitor use closely.

## 6. PRACTICE KNIFE SAFETY

Be careful with knives and other sharp tools such as graters and peelers. Instill the importance and responsibility that comes with handling knives and kitchen equipment. Teach children the proper ways to hold, wash, carry, and store these tools. Most children take this responsibility very seriously.

## 7. TEACH CUTTING TECHNIQUES

- Demonstrate before you ask the students to do any task
- Place a wet paper towel under your cutting board to prevent it from slipping around on the table.
- Use a claw-like grip (with fingers curled slightly under) to hold the food steady on the cutting board - the knuckles act as a bumper and finger tips are kept away from the knife blade.
- Before cutting rounded objects, such as potatoes, carrots, or zucchini, give the food a flat edge so that it does not roll around on the cutting board. Do this by cutting a small slice from one side of the food so that it can lie flat on your work surface.
- Tools stay with the cutting board.

## 8. READ THE RECIPE OUT LOUD

Ask a child to read each instruction aloud as you prepare the food. Kids will get a sense of turn-taking and sequencing from following directions in order. This also helps to pace the process so that you can focus on one job at a time and avoid distractions.

## 9. MAKE CLEAN-UP A PART OF THE ROUTINE

Cleaning up is an important part of the cooking process and kids may love using a mop or dustpan as much as they love the food preparation. However, save cleaning until the cake is in the oven!

## 10. TASTE!

Have the students taste the food they are preparing. Encourage the practice of trying new things, but never force anyone to eat something against their will. Try offering the option of a “No, thank you” bite (small taste that they can decide to try or not) if someone is really hesitant to taste the food. Also keep cleanliness in mind when tasting the food – use clean tasting utensils to prevent contamination.

# SUGGESTED EQUIPMENT

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## Y-SHAPED VEGETABLE PEELER

These peelers are easy to grip for small hands, and can be used to peel a number of vegetables. Kuhn Rikon makes peelers with brightly-colored handles. Tell students to keep their hand on the colored portion of the peeler to avoid touching the blade/cutting themselves.



## CRINKLE CUTTER

For sturdier produce – such as carrots and potatoes – crinkle cutters are a great and easy tool to cut with. The wooden handles help students remember what part of the crinkle cutter to grip, and the blade creates a fun edge on anything it cuts. Make sure that any produce being cut using this tool has a flat surface (which can be prepped by an adult in advance). Students will likely need to stand and use their body weight to cut with this utensil.



## APPLE CORER

These tools can not only be used to core and slice apples, but are also useful for other fruits and vegetables. Cut an onion in half horizontally, and use a corer to chop onion into slices. Potatoes can also be halved and chopped using this tool.



## POTATO MASHER

Mashers can be used on more than just potatoes. Pre-cooked parsnips, carrots, beans, and other produce can be crushed to a smooth texture using a masher. Remind students to hold the handle of the masher – and possibly have a partner hold the bowl containing your mashed veggies to keep it from moving around.



### BOX GRATER

Carrots, parsnips, beets, and squash can easily be shredded by children (third grade and up) with a box grater. Demonstrate holding the grater with one hand, and using your dominant hand to pull the vegetable down the length of the grater blade. Tell students to stop shredding once the vegetable reaches a certain size to prevent accidentally nicking fingers.



### FOOD PROCESSOR

For smoothies, dips, and sauces, food processors are a useful tool. Students can measure and add ingredients to the processor, and take turns turning on the appliance. Be sure to note that children should not use a food processor without the supervision of an adult, and always ensure the lid is secure before processing any ingredients. Food processors can also be used to quickly shred ingredients, with the proper attachment.



### GARLIC PRESS

For smoothies, dips, and sauces, food processors are a useful tool. Students can measure and add ingredients to the processor, and take turns turning on the appliance. Be sure to note that children should not use a food processor without the supervision of an adult, and always ensure the lid is secure before processing any ingredients. Food processors can also be used to quickly shred ingredients, with the proper attachment.

# THE RIGHT KNIFE FOR EACH TASK

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## CHEF'S KNIFE

The chef's knife is a go-to tool for many kitchen tasks. Although the larger blade size isn't appropriate for young cooks, with supervision and safe handling this is an invaluable item for older students and adults.



## PARING KNIFE

A paring knife is great to use on tasks that are too small or delicate for a large chef's knife. Slicing small, delicate fruits like strawberries or kiwis, or working with garlic are the ideal tasks for your paring knife.



## SERRATED KNIFE

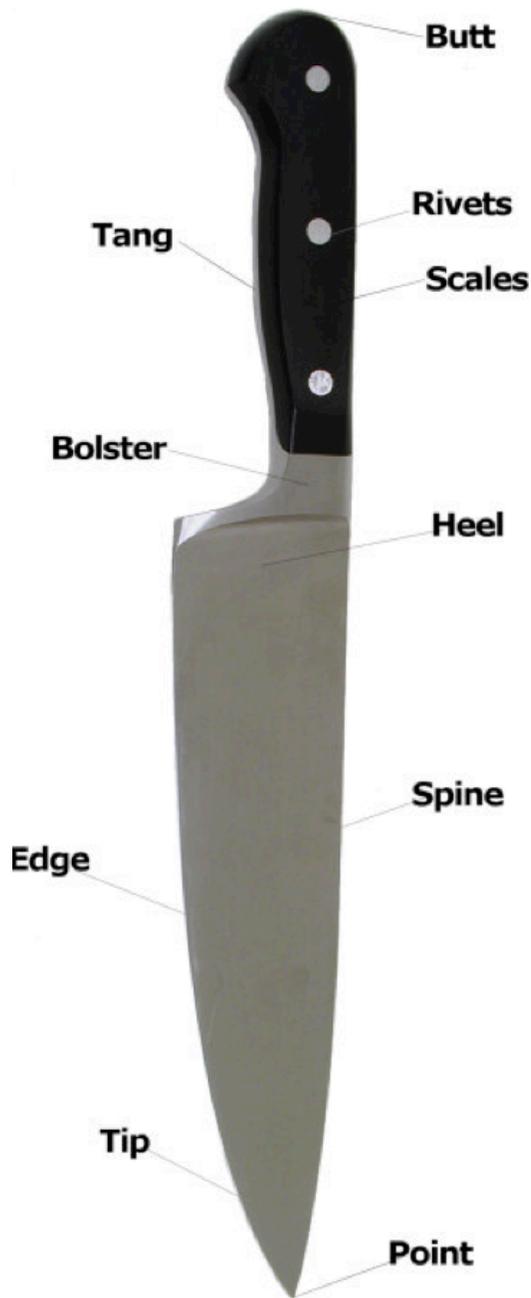
This type of knife is often referred to as a bread knife, but can certainly be used to slice other items. We recommend using this knife on produce with a waxy skin texture, such as tomatoes or peppers. Keep in mind that serrated knives are meant for slicing, not chopping, food.



## BUTTER/TABLE KNIFE

A table knife doesn't have a sharp blade but it can still be used to help prepare ingredients. Soft produce, like mushrooms, can be sliced or diced with a table knife, as well as boiled eggs.

# KITCHEN KNIFE 101



**POINT** – The point is the part of the knife where the edge and spine come together. The point is often used for piercing.

**TIP** – The tip is the forward part of the knife and includes the knife point. The tip is used detailed or delicate cutting.

**EDGE** – The edge is the cutting part of the blade. It extends from the point to the heel of the knife.

**SPINE** – The spine is the top of the knife blade, opposite the knife edge.

**HEEL** – The heel is the rear part of the edge, opposite the point.

**BOLSTER** – The bolster is the band that joins the blade of the knife to its handle. The bolster provides balance for the knife and also helps to protect the hand from getting in the way of the knife edge.

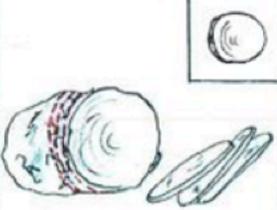
**TANG** – The tang is the part of the blade that extends into the handle of the knife. It is the surface to which the handle attaches to the blade.

**SCALES** – The scales are the part of the knife that creates the handle. Scales are often made of synthetic material or wood. Two scales are typically attached to the tang with rivets.

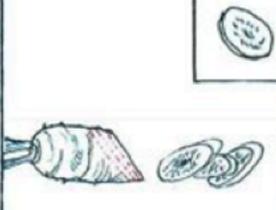
**RIVETS** – The rivets are metal pins used to join the scales to the tang to form the handle.

**BUTT** – The butt is the end of the handle of the knife.

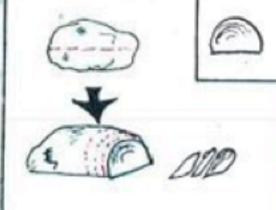
# COMMON KNIFE CUTS



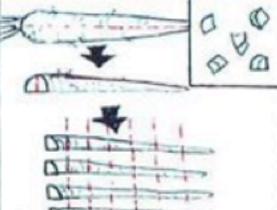
COIN SLICES



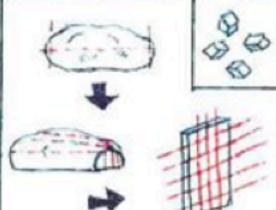
CUT ON THE BIAS



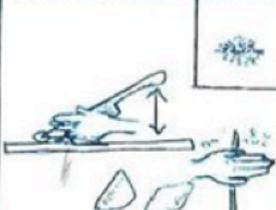
HALVED + SLICED



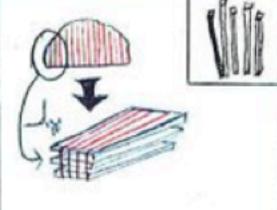
QUARTERED + SLICED



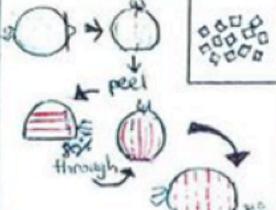
CUBES



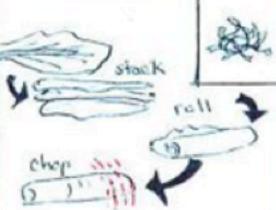
MINCE



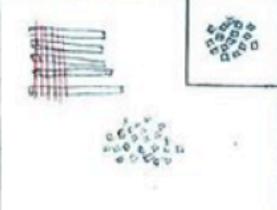
JULIENNE



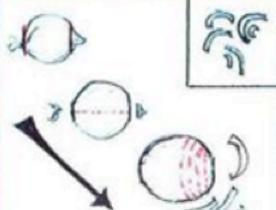
THE DICED ONION



CHIFFONADE



FINE DICE



RAINBOWS



SMASH!

# CLASSROOM COOKING CART GUIDE

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## WHY COOKING CART EDUCATION?

- It provides practical education that students can use
- It can be easily integrated across the disciplines
- Exposes students to different foods and whole foods nutrition
- It's a great social experience and builds social skills
- Can teach students shopping skills and budgeting
- Language – conversations about food, new vocabulary
- Good opportunity for following directions and working as a team
- Kids learn the tools and equipment needed for cooking
- Helps to build confidence in a kitchen that can be taken home
- Family connections, conversations, celebrations at home
- Great opportunity for occupational therapy, hands-on and sensory based
- Food education builds self-esteem, responsibility and pride
- Expand school gardens' food education into winter months
- It's fun!

Unfortunately, many elementary schools have limited kitchen space to regularly engage students in cooking education. Cooking Carts are a great solution to this challenge! The ideal Cooking Cart resembles a kitchen island on wheels with plenty of storage for a variety of small kitchen appliances and cooking equipment.

## HOW DO TEACHERS USE COOKING CARTS IN CLASSROOMS?

1. Meet with your grade level team to plan how this hands-on cooking experience will fit into your existing curriculum.
2. Set a date with \_\_\_\_\_ to reserve & check-out the Cooking Cart for your classroom.
3. Contact \_\_\_\_\_ for help with kid-friendly local recipes and to access locally grown ingredients from your school garden or your local food aggregation & distribution system.
4. Contact \_\_\_\_\_ to reserve the Cooking Cart.
5. Invite Parents and Volunteers to assist with small groups doing hands-on food preparation. This works best with hands-on food preparation stations of 5 to 6 students per adult.
6. Think about a pre-assessment beforehand to get the students thinking about the cooking activity in advance and to assess prior knowledge and misconceptions.
7. If you are having multiple classes working together you need to find a place that is large enough for many small groups to work.

8. Follow up the Cooking Cart activity with: bar graph data of (Predictions, Tried it, Liked it, Will try it again, Favorites) as well as bringing recipes home and writing about the procedure and using digital pictures to highlight the steps.
9. After a cooking or baking activity it is VERY helpful to have a few adults to help with the cleanup, inventory all clean equipment and return to \_\_\_\_\_.
10. Feedback and evaluation. Share what worked and what could work better in the future.

### WHAT EQUIPMENT SHOULD COOKING CARTS INCLUDE?

- Kitchen Cart on Wheels, ideally with cupboards and drawers
- Electric Double Burner
- Electric Griddle
- Small Convection Oven
- Food Processor
- Hand Immersion Blender
- Pots & Pans
- Mixing Bowls
- Salad Spinner
- Colander
- Flexible Cutting Boards
- Knives: Chef Knife, Bread Knife, Paring Knives
- Graters & Peelers
- Measuring Spoons & Cups
- Miscellaneous Tools: Whisks, Spatulas, Basting
- Miscellaneous Gadgets: Garlic Press, Timer, Veggie Brush, Can Opener
- Tablecloths & Reusable Dishes & Cutlery
- Oil, Vinegar, Various Herbs & Spices, Salt & Pepper
- Sponge, Dish Soap, and Dish Towels

**SAMPLE INVENTORY** After each use, it is smart to complete a thorough inventory of the cooking cart. This can be a student job, and can be integrated into the clean-up process.

Qty.	Equipment	Date:	Date:	Date:	Date:	Date:
1	15' Surge 6 Outlet					
1	Convection Oven					
1	Electric Double Burner					
1	Electric Griddle					
1	Food Processor					
1	Immersion Blender					
1	Electric Hand Mixer					
1	8 Piece Cookware Set					
1	2 Quart Saucepan					
1	9" Skillet					
3	Glass Mixing Bowls					
1	12 Quart Metal Mixing Bowl					
1	Salad Spinner					
1	Colander					
2	3-pack Flexible Cutting Boards					
1	8" Bread Knife					
2	5" Chef Knives					
6	Paring Knives					
1	Garlic Press					
1	Timer					
1	Vegetable Brush					
1	Can Opener					
3	Graters					
6	Peelers					
1	Measuring Cup Set					
1	Measuring Spoon Set					
2	10" Whisk					
2	Spatula					
2	Basting Spoon					
2	Slotted Spoon					
2	Ladle					
2	Tongs					
30	Plates					
30	Cups					
30	Forks/Knives/Spoons					

# TASTE TEST TIPS

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Students are often reluctant to try new foods. Taste tests introduce new menu items in a way that raises awareness about healthy food choices, involves the school community in recipe development, and builds a positive culture around trying new foods.

**HAVE A REGULAR SCHEDULE.** Commit to taste tests on a certain day each month; this aids planning and makes taste testing a predictable part of the school culture.

**CHOOSE APPROPRIATE RECIPES.** The best recipes are simple and inexpensive to make, so they can be easily added into the regular meal program.

**USE LOCAL INGREDIENTS.** This is a great way to include more local food in your school's meals and generate enthusiasm for local eating.

**INVOLVE STUDENTS.** When students are involved in preparing, serving, and surveying other students during a taste test, they will be more willing to try the new foods. Work with teachers to create a schedule for classes to participate in taste tests.

**RECRUIT VOLUNTEERS.** Parent volunteers can also be helpful during taste tests, especially for serving or helping to prepare food. Place a note in your school newsletter asking for parents interested in helping out.

**ADVERTISE.** Generate excitement for your taste tests by announcing them in the school newsletter, take-home letters for parents and morning announcements.

**DON'T YUCK MY YUM!** Remind students that we do not say negative things about how something tastes because it might offend someone and discourage others from trying something new. If a student tries something that she or he does not like, request that they quietly spit it out in a napkin so other students have an opportunity to taste it and form their own opinions. Encourage students to use respectful language like "I don't care for it." Remind students that sometimes it takes trying new things 10 times before you begin to like them.

# 10 STEPS TO A SUCCESSFUL TASTE TEST

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1. Introduce the taste test during morning announcements.
2. If there are students helping with prep, have work stations with ingredients set out ahead of time, and break students into groups of 4-5. Remember to review how to use kitchen tools, and have everyone wash their hands!
3. Prepare a special taste test table in the serving area, and have copies of survey sheets and recipes ready.
4. Offer small servings of the food in a positive atmosphere – it helps if other students are serving the food!
5. If students are reluctant to try the new item, try offering a small “no, thank you bite.”
6. Advertise any local ingredients in the food in your announcements and by placing farm signs at the table.
7. Send home copies of the recipe.
8. After each lunch group has had time to try the food, begin the surveys.
9. Document the taste test through photographs.
10. When the taste test is finished, report the results on a bulletin board or in the school newsletter. Be sure to include any plans to feature the food in the regular menu.

# TIMELINE FOR COORDINATING A SCHOOL-WIDE TASTE TEST

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## 2-3 WEEKS OUT

- Meet with food service personnel to discuss what food and recipe will be tested.
- Identify the class who will help prepare and serve the taste test to peers.
- Prepare an announcement of the taste test in a school newsletter or email.
- If purchasing from a farmer, contact him/her to ensure that the main ingredient will be available for your taste test.

## ONE WEEK OUT

- Check in with food service staff and participating classes to remind them of the event.
- Make sure ingredients have been purchased or will be delivered prior to the taste test date.
- Prepare survey/ voting materials for the taste test.
- Promote your taste tests!: Use the school newsletter, school website, staff email, etc.

## DAY OF

- Set up taste test preparation area in kitchen/ cafeteria.
- Remind students of the taste test during morning announcements.
- Before cooking with kids, review food safety guidelines and make sure everyone washes their hands.
- Set up taste table before lunch begins.
- Take pictures!
- Have a vegetable on display on the serving table so the kids can see what a raw parsnip (or whatever the main ingredient is) looks like in case they've never seen one before.

## DAY AFTER

- Tally taste test results and share by announcement or email to teachers
- Display the results on a large pie chart in the cafeteria for kids to see how their peers liked the recipe.

## LATER THAT MONTH

- Work with the school's food service staff to incorporate the taste-tested recipe into the school's lunch menu that month. This allows students to try that new food again and further develop a taste for it.

## HOW TO CAPTURE TASTE TEST FEEDBACK

Survey – Student volunteers can walk with a clipboard and ask each table to vote on the taste test verbally, tallying the results on a piece of paper- see appendix for example.

Voting containers – Mark voting containers with a smiling face, neutral face, and sad face. Students can either use small objects like poker chips or dry beans to vote with, or use plastic servings containers (which can then be cleaned and recycled).

Poster – Each student who tries the taste test receives a sticker, and at the end of lunch they can take that sticker and place it on the voting poster (divided into three sections- I liked it, it was ok, I don't like it yet).



# COOKING ACTIVITIES BY AGE

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## OTHER ACTIVITIES TO FACILITATE

Making signage for taste test

Poster indicating the name of the recipe and who helped prepare it

Veggie art

Use fruit or vegetable as a stamp, paint with beet juice, etc.

Measuring madness

Have students guess the weight of featured ingredients and compare to the actual weight.

Measure the length and circumference of vegetables (like carrots or squash) and graph the results.

Scaling recipe up or down

Students can practice multiplication and division by scaling a recipe for home use or cafeteria use.

## YOUNGEST COOKS (2-3 years old) can...

Rinse fruits and vegetables

Stir

Pour ingredients (with assistance)

Tear greens/lettuce or herbs

## PRESCHOOL/ EARLY ELEMENTARY COOKS (4-6 years old) can...

Crack eggs

Cut soft foods with table knife

Help measure ingredients

Stir

Push start and stop on food processor/ blender, with adult assistance

## YOUNG ELEMENTARY STUDENTS (kindergarten through second grade) can...

Measure ingredients with adult assistance

Use table knives, crinkle cutters, or apple corers to cut foods

Mix ingredients

Help run small kitchen appliances (like blenders)

## OLDER ELEMENTARY STUDENTS (third through fifth grade) can...

Peel vegetables

Shred produce using box grater

Chop items using crinkle cutters or small knives

Measure ingredients independently

## MIDDLE SCHOOL STUDENTS AND BEYOND can...

Do all of the above

Cut with chef's knives

# BEST RECIPES TO COOK WITH KIDS

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## ROASTED ROOT VEGETABLE FRIES

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There's a job for everyone with this recipe. Students can help peel and chop root vegetables, mince garlic, and sprinkle salt and pepper (and any other seasonings you choose).

### INGREDIENTS

15 lbs of root vegetables:  
beets, rutabagas, carrots,  
celeriac, parsnips, potatoes,  
turnips, sweet potatoes

½ cup olive oil (or canola)

8 cloves garlic, minced  
(or 2 tsp. garlic powder)

salt and pepper, to taste

### DIRECTIONS

1. Preheat oven to 425 °F.
2. Scrub veggies—you don't need to peel them, just trim off any rough ends.
3. Cut veggies into strips of uniform size.
4. In a bowl combine oil and garlic (or other seasoning, see ideas below).
5. Lay the veggie strips out in a single layer on baking sheets. Arrange vegetables roughly in groups by type, since their cooking times may vary slightly and you may want to remove some before others.
6. Pour the oil mixture over the veggie strips and toss to coat. Sprinkle with salt and pepper, if desired.
7. Bake for ~45 minutes or until tender and crispy. Toss at least once with a spatula to ensure even roasting.

## PARSNIP CHIPS

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Kids of all ages can help prepare this recipe with the use of y-shaped peelers

Yield: 4 baking sheets

### INGREDIENTS

- 10 lbs. parsnips
- 9 Tbsp. oil (olive or canola)
- 2 tsp. salt
- 1 tsp. pepper

### DIRECTIONS

1. Preheat oven to 350 F.
2. Wash parsnips- no need to peel. Chop off tops and ends.
3. Slice parsnips very thinly, lengthwise. A Y-shaped peeler can be used, or chop parsnips in half and place lengthwise into food processor with slicing attachment.
4. Spread on a baking sheet and toss with oil, salt, and pepper.
5. Bake in a preheated oven until the outside is crispy with brown edges, tossing occasionally, for about 20-25 minutes. Serve immediately.

## BROCCOLI/ CAULIFLOWER SLAW

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Chopped broccoli or cauliflower, and sliced cabbage tossed with your choice of homemade dressing makes for a delicious slaw that is fun to prepare with a group of students. Depending on how many children you're working with, students may rotate through different stations and come together to combine slaw ingredients

Yield: 100 ¼ cup servings

### INGREDIENTS

Slaw:

- 4 heads broccoli and/or cauliflower
- 4 heads cabbage
- 2 cups sunflower seeds
- 1 cups raisins
- 8 cloves garlic
- salt and pepper, to taste

### DIRECTIONS

1. Trim broccoli, then slice into small pieces.
2. Slice cabbage into strips; a mandolin could be helpful here.
3. Toss broccoli and cabbage with seeds and cranberries or raisins.
4. Press garlic and mix in.
5. Whisk together dressing ingredients and pour over the slaw.
6. Add salt and pepper, to taste.

Maple Balsamic Vinaigrette:

- 1 ½ cups oil (olive if possible)
- ¾ cup balsamic vinegar
- ¾ cup maple syrup
- 1 tsp. salt and pepper

## KALE CHIPS

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This easy-to-make recipe has been a hit with students across the state and is incredibly easy to prep across age ranges.

Yield: 100 ½ cup servings

### INGREDIENTS

17 bunches fresh kale

½ cup olive oil

salt, to taste

### DIRECTIONS

1. Preheat oven to 350 °F.
2. Wash kale and thoroughly dry it.
3. Remove kale leaves from stems and tear leaves into bite-sized pieces
4. Place kale in a bowl. Add olive oil, and toss to fully coat leaves.
5. Spread coated leaves out on a cookie sheet, and sprinkle with salt.
6. Bake until edges are brown, but not burnt, about 10-15 minutes.

## BERRY SMOOTHIES

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Smoothies are delicious, versatile, and easy to prepare. Students of all ages can help select and measure ingredients, and take turns running the food processor.

Yield: 100 ¼ cup servings

### INGREDIENTS

10 cups frozen berries

2 ½ cups sunflower seeds

10 cups plain yogurt

5 cups milk

10 bananas

Juice of 2 lemons

10 Tbsp maple syrup

### DIRECTIONS

1. Add sunflower seeds to blender/food processor and pulse until fine. Add frozen berries and milk and blend.
2. Add remainder of ingredients and blend until smooth.

## MINI EGG FRITTATAS

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Students will love cracking and mixing eggs and selecting ingredients to go into their frittatas

Yield: ~40 mini frittatas

### INGREDIENTS

8 large eggs  
1/2 cup milk  
1/2 tsp black pepper  
1/4 tsp salt  
1/3 cup grated cheese  
1/2 cup chopped veggies  
(consider peppers, onion,  
spinach, tomato, fresh herbs)

### DIRECTIONS

1. Preheat oven to 375 degrees. Spray 2 mini muffin trays with non-stick cooking oil.
2. Whisk the eggs, milk, salt, and pepper in a large bowl. Gently stir in the vegetables and cheese.
3. Fill muffin cups nearly to the top with egg mixture. Bake for 8-10 minutes, or until frittatas are set in the center. Use rubber spatula to remove frittatas from muffin trays, and serve warm.

## APPLESAUCE

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Homemade applesauce is a popular recipe choice, and can be adapted so children of all ages can help prepare. Youngest cooks can add cinnamon and/or maple syrup and help mash cooked apples, while more mature students can chop and simmer apples.

Yield: ~30 cups

### INGREDIENTS

64 apples  
4 cups water  
1/2 cup fresh lemon juice  
1 Tbsp. cinnamon  
maple syrup or brown sugar,  
to taste

### DIRECTIONS

1. Core and dice apples.
2. Place in saucepan, then add 1 inch of water.
3. Cook over low heat until soft.
4. Mash apples with a spoon or food mill.
5. Add lemon juice, cinnamon, and sweetener (to taste); stir until dissolved.
6. Serve hot or cold.

## CHICKPEA, PEANUT BUTTER, AND CHOCOLATE CHIP COOKIES

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These cookies are delicious, simple, and easy to prepare with a food processor. Have students help measure and add ingredients, and take turns forming cookies to be baked.

Yield: 4 dozen

### INGREDIENTS

5 cups chickpeas  
2 2/3 cups peanut butter  
2 2/3 cups chocolate chips  
1 cup honey  
2 Tbsp. vanilla extract  
1 Tbsp. plus 2 tsp.  
baking powder  
1/2 tsp. salt

### DIRECTIONS

1. Preheat oven to 350 °F .
2. In a food processor, add all ingredients except for the chocolate chips and process until the mixture is smooth.
3. Stir in the chocolate chip until evenly distributed.
4. Form the batter into ~1 1/2 inch balls.  
Wet your hands to decrease stickiness.
5. Place the balls onto a baking sheet lined with parchment paper or thinly coated with cooking spray, ~2 inches apart.
6. Flatten the balls with a fork or your fingers.
7. Bake the cookies for 8-12 minutes, until they set.
8. Let cool on the sheet or a wire rack.

## KALE PARMESAN SALAD

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Kids will love the interactive nature of this dish, which requires kale to be de-stemmed, torn into bite-sized pieces, and massaged with dressing. Just make sure everyone has clean hands (or wear food-safe gloves)!

Yield: 50 1/2 cup servings, 100 1/4 cup

### INGREDIENTS

8 1/2 lbs fresh kale  
1 1/2 cups olive oil (or canola)  
2 cups parmesan cheese  
3/4 cup fresh-squeezed  
lemon juice  
salt and pepper, to taste  
garlic powder, to taste (optional)

### DIRECTIONS

1. De-stem kale leaves and chop into bite-sized pieces.
2. Cook kale leaves in boiling water until tender, about 3-5 minutes.
3. Drain kale and squeeze dry. Fluff up leaves and transfer to a large bowl. Cool immediately.
4. In a small bowl, combine the oil, lemon juice, parmesan, black pepper and salt.
5. Add oil mixture to kale, mix to coat, serve chilled.

## WINTER SQUASH BLACK BEAN BURGERS

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These veggie burgers are delicious and fun to make. Have students help with mashing the beans and squash, mixing ingredients, and forming patties.

Yield: 20 full-sized burgers, or 80 burger bites

### INGREDIENTS

4 cups mashed black beans  
4 cups pureed winter squash  
½ cup onion, diced  
8 cloves garlic, minced  
2 tsp garlic powder  
8 tsp fresh parsley  
(or 3 tsp dried)  
½ tsp cayenne pepper  
4 cups old-fashioned rolled oats  
4 eggs  
Salt and pepper, to taste

### DIRECTIONS

1. Mash black beans in a large bowl. Using a food processor, puree winter squash until smooth. Add squash to beans and set aside.
2. Over medium heat, saute onion until tender and near-translucent, adding garlic towards the end to prevent burning.
3. Season sauteed mixture with garlic powder, parsley, cayenne, salt, and pepper. Stir to coat and add mixture to beans and squash.
4. Add oats and egg to other ingredients and mix until well-combined.
5. Roll mixture into five balls and flatten with the palm of your hand to form patties.
6. Preheat skillet over medium-high heat. Add a tablespoon of oil, and cook burgers for a few minutes on each side, until cooked through.

## MASHED PARSNIPS AND POTATOES

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This is a delicious alternative to mashed potatoes.

Even if students aren't old enough to chop vegetables, they can mash and season.

Yield: Approximately 50 ½ cup servings

### INGREDIENTS

6 lbs parsnips  
9 large russet potatoes  
6 Tbsp. unsalted butter  
6 Tbsp. milk  
Salt and pepper, to taste  
Optional: Nutmeg, to taste

### DIRECTIONS

1. Wash veggies. Peel and cut potatoes into ¼ inch pieces. Chop parsnips into ½ inch pieces.
2. Cover potatoes with cold, salted water in a large pot, and bring to a boil. Boil for 5 minutes.
3. Add parsnips and boil until vegetables are cooked through, about 15-20 minutes. Drain and return to pot.
4. Shake pot over hot burner to dry vegetables slightly. Add butter and milk. Mash with potato masher to desired consistency, then add salt and pepper (and nutmeg, if desired) to taste. Serve hot.

## OTHER RECIPE RESOURCES

Vermont Harvest of the Month – this website includes a comprehensive bank of recipes that showcase Vermont-grown foods. Each recipe is scaled up for cafeteria use, as well as for cooking at home. Visit [www.vermontharvestofthemonth.org](http://www.vermontharvestofthemonth.org)

New School Cuisine: Nutritious and Seasonal Recipes for School Cooks by School Cooks (Vermont FEED) – This cookbook is an awesome resource developed by school food service professionals across Vermont, which includes plenty of kid-friendly, nutritious recipes.

Let's Cook Healthy School Meals (Project Bread) – The cookbook produced by this Massachusetts group features recipes that have been tested in cafeterias and meet USDA requirements

# LESSON ONE

## TASTE BUDS TASTE TEST!

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### SUMMARY

Students will learn about flavors and to being open to tasting those new flavors/foods. Using new foods and being creative with cooking can help keep them healthy.

### MATERIALS:

Book:  
Cook a Doodle Doo

Taste test items (salty, sour, sweet, bitter, savory)

Cutting board

Knife

Taste test cups/napkins

Journals cover sheets

Taste Test Pledge

Taste Test journal page

Recipe journal

Pencils

Markers

Food Art ingredients  
(canvas, spread, toppings)

Utensils

Baggies

Paper plates

Silverware

### GUIDING QUESTION:

1. Why is it important to try new foods? Why is what you eat important?

### GOAL:

1. Students will begin to understand the tastes of food, the importance of trying new foods and making healthy food choices.

### OUTLINE:

- Welcome Circle
- Cook A Doodle Doo! By Janet Stevens and Susan Stevens Crummel
- Taste Test Pledge
- Taste Buds Rule!
- Junior Chef Cookbook
- Food Art
- Wrap-Up

### COOKING SKILL FOCUS: PRESENTATION

- How food looks on a plate affects how we think the food tastes!
- A plate of food is like a painting and YOU are the artist!
- Color: two or three colors are more interesting than one.
- Shapes: choose different shapes or cut vegetables into different shapes like circles or sticks.
- Texture: pick a variety of textures like soft, firm, creamy, etc.
- Flavors: you can't see flavors, but choosing different flavors will make your food look more appealing.

## WELCOME CIRCLE – 5 MINUTES

Greeting: What is your favorite food and why?

Today's Plan: Today you will be introduced to food and to healthy eating habits through a fun taste test and food art activity!

## BOOK – 10 MINUTES

Cook A Doodle Doo! By Janet Stevens and Susan Stevens Crummel

Big Brown Rooster is sick of chicken feed. So along with his friends—Turtle, Iguana, and Potbellied Pig—he sets out to make the most magnificent strawberry shortcake in the whole wide world. But there is one problem: None of his friends knows how to cook! The team bravely forges ahead, and with Rooster's help, they learn how to measure flour (not with a ruler) and how to beat an egg (non with a baseball bat).

Listening Question: Have you eaten any of these foods before? What are some cooking techniques mentioned in the book? What are some cooking words you hear?

Reflect: Do you think the animals ever tried these foods before? Why do you think they tried them this time? Did they like them?

## HEALTHY JUNIOR CHEF PLEDGE – 10 MINUTES

Students will learn about the importance of trying new things and will be encouraged to try all different kinds of flavors.

1. Pass out the Healthy Junior Chef Pledge.
2. Tell the students that before the cooking can begin they must review how to respectfully participate in a taste test. Ask if any of them have any suggestions for how to be respectful when tasting new things. How can you prevent discouraging others from trying something? (Don't yuck my yum!) Explain that it's okay to not like a food, but it's important to try it and make sure that we're being respectful of others who might like that food.
3. Have the students put one hand on their stomach and the other in the air. Tell them to repeat after you. Read one line at a time and if the children can agree to the pledge, have them sign their names at the bottom.

Reflect: Is there a food that you enjoy that you think only you like? Have you ever thought you hated a food but tried it and now you love it?

## TASTE BUDS RULE! – 15 MINUTES

1. Pass out the Taste Test Survey journal sheet, go over it together briefly. Explain that we are going to do a taste test and explore different flavors.
2. Stick out your tongue and ask students what is on it? (Taste Buds). Explain that there are different taste buds that taste different flavors. What are some different flavors that you can think of? (salty, sweet, sour, bitter, savory). Share with students that your taste buds are always changing and it's always good to try foods again and again. If you don't like tomatoes, ask the students to try it again because their taste buds may have changed and they might like it now!
3. Form a circle with chairs around tables or desks and pass around the taste test items one at a time. Discuss together how they taste.
  - a. Salty: crackers or seaweed
  - b. Sour: lemons or limes
  - c. Sweet: Honey, grapes
  - d. Bitter: Unsweetened Chocolate
  - e. Savory/Umami (meaty): Cheddar Cheese
4. As the students taste the items, have them fill out the taste test journal sheet in addition to discussing out loud the different flavors.

Reflect: Were you surprised at some of the flavors? Were you proud of yourself for trying everything even if you did not like it? Does tasting all of these new and old flavors make you hungry, or make you want to taste some more?!

## FOOD ART – 20 MINUTES

Students get to be creative with food and make healthy, balanced, and tasty snack art.

1. Ask the students to gather around a table and explain that they will get to create food art as a snack. Explain that chefs are people who get to create food art every day! They get a canvas (tortilla shell) and paints (different foods) and they create new combinations of colors and flavors. For a chef, presentation is very important! Their artwork can be 2-D or 3-D.
2. Display all of the ingredients from each category; base, spread, and toppings. Put a serving size of spread of a canvas to demonstrate proper technique but also proper serving size. Depending on time, you can have students cut up ingredients or else have pre-sliced food so they can begin right away!

The following are suggestions for Food Art. Pick a few canvases, spreads and toppings.

- a. Canvas: tortillas, bread, pita bread, crackers, celery stick
- b. Spreads: peanut butter, cream cheese, pasta sauce, humus, apple butter, jelly
- c. Toppings: cheese slices, salt and pepper, and various cut up fruits and vegetables: grapes, strawberries, broccoli, cauliflower, canned corn, carrots, baked sweet potato, bell peppers, bananas, and frozen blueberries

3. Remind the students that they can create anything they want, but they need to eat it at the end. Encourage them not to take more than their stomach can hold because we don't want to waste food. Encourage students to try new things or new combinations of flavors!
4. Have a Museum Walk before anyone eats—place tortillas on a table or two and have everyone walk around and look at everyone else's creations. It's a great way to share and it doesn't take a lot of time.
5. EAT!

Reflect: Who had fun with their food, making healthy, tasty snacks?! This is what we will be doing throughout Junior Chef Club.

### WRAP-UP

Reflect: Ask a student to remind everyone why people eat and what nutrients do for our bodies. Ask someone to remind everyone how we can ensure that we are getting all of the nutrients our bodies need (eat a variety of foods; eat a balanced diet; and eat foods in moderation). Have students refer back to their journals and fill in their recipe sheet for their Fun with Food creation.

Take Home: Food Art creation

# LESSON TWO

## KNIFE NINJAS

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### SUMMARY

Students will learn how to properly and safely use a knife. They will demonstrate their knowledge by preparing fruits and veggies for a snack.

#### MATERIALS:

Journal Sheets:  
Knife 101  
Cooking Word Search

Cutting boards

Knives (plastic, kid friendly,  
and adult)

Ingredients for salad

Bowls for salad

Bowls for compost

Washing tub  
(dish soap, sponge, towel)

Spoon

Cups or plates

Spoons or forks

Storage bags to take  
leftover snack home

Copies of recipe

#### GUIDING QUESTIONS:

1. How can I be safe around knives? (K-3)
2. What are a few cutting techniques that I can use? (4-6)

#### GOALS:

1. Students will be able to identify proper knife etiquette.
2. Students will be able to demonstrate how to safely use knives.

#### OUTLINE:

- Welcome Circle and Attendance
- Intro to Knives
- Get a Grip
- How to Cut
- Snack: Fruit and Veggie Salad
- Filler, Book: Growing Vegetable Soup by Lois Ehlert
- Filler, Journal: Cooking Word Search
- Filler, Game: Frozen Chef
- Wrap-Up

## WELCOME CIRCLE – 5 MINUTES

Welcome students to the Junior Chef Program.

Greeting: Today we will learn about knives! In Healthy Junior Chefs we will sometimes have to use knives in preparing our food. Before we use them, we must first learn how!

Today's Question: Has anyone ever used a knife in the kitchen before? When have you used a knife to prepare something to eat?

## INTRO TO KNIVES – 15 MINUTES

Students will learn to identify the parts of a knife.

1. Tell students that they will be using knives today. But before they use them, they must first learn what not to do.
  - a. The knife never leaves the cutting board.
  - b. It should never be pointed at anyone, including the handler.
  - c. When you are not using your knife, place it on the cutting board.
  - d. Never place your fingers under the knife.
2. Tell the students that now that they know this, you will pass out small knives to everyone. Instruct them to not touch the knife until you tell them to.
3. Pass out the Kitchen Knife 101 sheet.
4. With your knife, stand at a point in the classroom where each child can see you.
5. Go over Kitchen Knife 101 with the students, making sure they are able to identify the knife parts along with you. You can point to a part on your knife and ask them if they can find it on their knife. Direct their attention to the sheet and have them tell you what part it is.
6. Ask them clarifying questions:
  - a. What is the name of the part of the knife you hold? (Handle)
  - b. What is the sharpest end of the knife called? (Tip)
  - c. What is the name of the cutting part of a knife? (Edge)
  - d. What part should you never have your fingers under? (Edge)
  - e. What part of the knife should be resting on the cutting board if you are not using it? (All parts.)

Reflect: Why do we learn the different parts of a kitchen knife?

## GET A GRIP – 10 MINUTES

Students will practice two different ways to hold a knife.

1. Have students place knives back on their cutting boards so they will not be distracted.
2. Now they are going to learn two ways to properly hold a knife.



3. The first grip: The Hammer Grip
  - a. Grip the handle with all four fingers.
  - b. Hold your thumb gently but firmly against the blade's spine.
  - c. This grip is used to chop by placing the point of the knife on the cutting board and moving your hand up and down.



4. The second grip: The Pinch Grip
  - a. Best and most important grip, good for all types of cutting
  - b. Grip the handle with all four fingers.
  - c. Hold your thumb gently but firmly against the side of the blade.
  - d. This is most commonly used by moving your forearm up and down for controlled dicing.



5. The third grip: The Finger Point
  - a. Gives you the best point control
  - b. Grip the handle and place your pointer finger on the spine of the knife.
6. Have students practice these several times, always instructing and watching that their fingers are never under the knife.

Reflect: How do you think you can use these grips when cutting food? What food would you prepare or cut?

## HOW TO CUT – 15 MINUTES

Students will learn how to properly cut or prepare food with a knife.

1. Have students place knives back on their cutting boards so they will not be distracted.
2. They will each get the opportunity to practice cutting with a knife. But first, they must learn that there are rules when it comes to cutting.
  - a. Their fingers should never be under the blade.
  - b. Have them practice one way to grip a knife. What does the other hand do? The other hand, the guiding hand, should form a 'C'. Use this 'C' to hold the object you are cutting. (Demonstrate how this is done.)
  - c. When cutting, it is important to place the flat surface of your food face down on the cutting board. This will allow the chef to have more control and will reduce the risks of someone getting injured. For example, if you are cutting a potato, cut the potato in half. Place the flat part of the potato face down on the cutting board. Finish cutting the potato.

- d. Always make sure you are concentrating on the task at hand. Eliminate distractions so you can finish your job safely.
  - e. Always keep your eyes on the blade.
  - f. Always cut away from yourself.
  - g. The object and knife should never leave the cutting board.
  - h. When finished, place knife on cutting board and ask for further instructions.
3. Make sure each child is aware of and understands the rules before moving to the next activity.
  4. When each student understands, pass out fruit or vegetables to each student. These fruits or vegetables are their practice objects but will also be used to make their salad for snack!
  5. Pass the vegetables and fruits in groups (one group has apples, the other cucumbers, etc) to make instructing how to cut easier. Have students put their freshly chopped food into a bowl. Have a separate bowl for compost.

Reflect: What is the most important thing to remember when using a knife?

### SNACK – 10 MINUTES

Students will eat their fruit and vegetable salad!

### FILLER BOOK – 10 MINUTES

Growing Vegetable Soup by Lois Ehlert

This brightly illustrated story goes through the process of growing vegetables to becoming soup! The story shows safe handling of food through washing and cutting. It includes a recipe for vegetable soup in the back.

Listening Question: What vegetables were in the soup?

Reflect: Would you have cut or prepared the soup differently than the story did? What would you have done?

### FILLER JOURNAL: COOKING WORDSEARCH – 5-10 MINUTES

Students can complete the journal activity for this week.

### FILLER: FROZEN CHEF – 15 MINUTES

Somebody lies down and closes their eyes while everyone else gathers around them. The one lying down must keep their eyes closed while the others try to make them laugh without touching them. When the person laughs, they loose and it's another person's turn to lie down and be the dead horse.

## WRAP-UP

Reflect: You did a great job with knives today! What is one thing you know about knives?

Take Home: Any leftover salad

# LESSON THREE

## QUINOA SALAD

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### SUMMARY

Students will learn about the nutrients they find in food and how to prepare a nutrient rich dish.

#### MATERIALS:

Journal Sheets:  
Quinoa Salad Recipe  
Quinoa Nutrition Facts

Copies of Quinoa Salad  
recipe/journal sheet

Pencils

Copies of food labels (if using)

Oil

Cinnamon

Ingredients for recipe

Cutting boards

Knives

Bowls

Wooden spoon

Plates or cups to eat out of

Forks

Napkins

#### GUIDING QUESTIONS:

1. What is a healthy diet? (K-3)
2. What nutrients do we need to keep healthy? (3-6)

#### GOALS:

1. Students will identify a healthy food.
2. Students will discuss how a healthy food helps their body.

#### OUTLINE:

- Welcome Circle
- Nutrients Inside
- Hand Washing Activity
- Cooking Quinoa Salad
- Filler: Book, Good Enough to Eat
- Wrap-Up

## WELCOME CIRCLE – 5 MINUTES

Greeting: Today you will learn how to feed your body what it needs to be healthy.

Today's Questions: What do you think a healthy food is? What are some nutrients we need to be healthy?

## NUTRIENTS INSIDE – 10 MINUTES

Students prepare a meal that represents a balanced diet, with food items that provide their bodies with carbohydrates, protein, fats, vitamins, and minerals.

1. Explain that students will make a meal that includes ingredients that will provide their bodies with all of the 6 different kinds of nutrients they learned about last week. Can they remember any of the nutrients?
2. Pass out recipe. Display the ingredients one at a time and ask the students if they can identify which nutrient each ingredient provides. Depending on the age of your students, pass out the nutrition labels for each item as you discuss it. Briefly help students read the labels and explain how to determine what nutrient the item has the most of. Produce nutrition labels are in lesson. Missing? For the other items, look on the packaging. Write your findings on the journal sheet/recipe.
3. Review the recipe directions as a group.

## HANDWASHING ACTIVITY – 15 MINUTES

Discuss:

Where do Bacteria live?

Everywhere! On our skin, hands, hair, nose, under fingernails, in our throats.

1. How do harmful bacteria make us sick?  
One way is that bacteria get into the food we eat, then invade our tissues and produce a poison that makes us sick.
2. Are all bacteria harmful?  
No, there are many good types of bacteria. Some are in our bodies, and others help us make cheese and yogurt.
3. What is one good way to keep harmful bacteria out of our food?  
Washing our hands using proper hand washing procedures/techniques.

Part 1: Spreading Germs

1. Instructor places 2-3 drops of vegetable oil and sprinkles cinnamon all over hands.
2. Instructor shakes hands with each student.
3. Have students rub their nose, pick up a pot, etc.

Reflect:

What happened? How many surfaces were contaminated by the “cinnamon germs”? What did you learn about the ways germs are spread? What other ways can bacteria get into our food?

#### Part 2: Washing Hands

Divide students into four groups. Explain that each group is going to wash their hands using a different method, so listen closely to instructions (or write each group's instructions on a piece of paper).

Group 1: Wash hands with cold water, no soap, and no friction (rubbing hands together). Rinse with cold water, towel dry.

Group 2: Wash with cold water and soap, no friction; do not rinse, towel dry.

Group 3: Use cold water, soap, and friction (rub hands together for 20 seconds), rinse with warm water and towel dry.

Group 4: Use warm running water, soap, and friction; rinse with warm water and towel dry.

Have each group explain to the larger group how they washed their hands. Examine how many “germs” are left and which group had the cleanest hands.

Reflect:

1. What are some times we need to remember to wash our hands?
2. What did you learn about the importance of rubbing your hands together?
3. Why is it important to use warm water?

### COOKING QUINOA SALAD – 30 MINUTES

1. Once students have washed their hands well, ask them to tell you what they remember about knife and measurement skills. They will be using both in this recipe.
2. Divide the students up into groups and explain that each group will send up a different person each time to gather the ingredients. Explain that each group will be doing different things. Your groups could be cutting different vegetables, breaking vegetables with their hands, or mixing the dressing (an adult should cook the quinoa). Ask that when they come up to retrieve ingredients they remember the quantity needed and wait patiently if there is a line.
3. Once the quinoa is cooked, add vegetables and dressing. Let dish cool while cleaning up.
4. Let students eat their salad!

Reflect: How does it taste to eat a balanced meal?!

## FILLER BOOK – 10 MINUTES

Good Enough to Eat, by Lizzy Rockwell

The book explains why eating is the most important thing a person does each day. It explains which foods you need and why, and also what happens to food after you eat it.

**\*\*Read only the section about the 6 essential nutrients and digestion\*\***

Reflect: What are the six different kinds of nutrients that your body needs? Who can recall all of the steps of digestion?

## WRAP-UP

Reflect: What do you think a healthy food is? What are some nutrients we need to be healthy?

# QUINOA SALAD: A BALANCED MEAL

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Using the nutrition fact labels on the next page, list what kinds of nutrients the ingredients provide; carbs (C), protein (P), fat (F), or vitamins (V) and minerals (M).

## INGREDIENTS & MATERIALS

- 4 cups vegetable broth \_\_\_\_\_
- 1 1/2 cups quinoa \_\_\_\_\_
- 1 carrot \_\_\_\_\_
- 1 red bell pepper \_\_\_\_\_
- 1/2 cup broccoli florets \_\_\_\_\_
- 2 cups cherry tomatoes \_\_\_\_\_
- 1/4 cup olive oil \_\_\_\_\_
- 1/3 cup lemon juice \_\_\_\_\_
- dash salt and pepper \_\_\_\_\_

## DIRECTIONS

1. Cook quinoa in vegetable broth until it fluffs up, about 15 minutes, stirring occasionally.
2. While quinoa is cooking, chop veggies (halve cherry tomatoes).
3. Steam broccoli briefly and then run under cold water to stop cooking, chill.
4. Whisk together lemon juice, olive oil, and salt and pepper.
5. When quinoa is finished cooking, allow to cool slightly.
6. Toss quinoa with vegetables and lemon juice mix, stirring to combine well.
7. Add more salt and pepper to taste.
8. Chill before serving.

## BROCCOLI

Nutrition Facts	
Serving Size 1 medium stalk (149g)	
Amount Per Serving	
<b>Calories 45</b>	Calories from Fat 0
% Daily Value*	
<b>Total Fat 0.5g</b>	1%
Saturated Fat 0g	0%
Trans Fat 0g	0%
<b>Cholesterol 0mg</b>	0%
<b>Sodium 55mg</b>	2%
<b>Total Carbohydrate 8g</b>	3%
Dietary Fiber 5g	20%
Sugars 3g	
<b>Protein 5g</b>	
Vitamin A 15% • Vitamin C 220%	
Calcium 6%	Iron 6%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000    2,500
Total Fat	Less than 65g    80g
Sat Fat	Less than 20g    25g
Cholesterol	Less than 300mg    300mg
Sodium	Less than 2,400mg    2,400mg
Total Carbohydrate	300g    375g
Dietary Fiber	25g    30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

## QUINOA

Nutrition Facts	
Serving Size 1/4 Cup, Uncooked	
Amount Per Serving	
<b>Calories 157</b>	
% Daily Value*	
<b>Total Fat 3 g</b>	4 %
Saturated Fat	
Trans Fat	
<b>Cholesterol 0mg</b>	0 %
<b>Sodium 2 mg</b>	0 %
<b>Total Carbohydrate 27 g</b>	9 %
Dietary Fiber 3 g	12 %
Sugars	
<b>Protein 6 g</b>	
Vitamin A                    • Vitamin C	
Calcium 2 %	Iron 11 %
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.	

## CARROT

Nutrition Facts	
Serving Size 7" long, 1 1/4" diam. (78g)	
Amount Per Serving	
<b>Calories 30</b>	Calories from Fat 0
% Daily Value*	
<b>Total Fat 0g</b>	0%
Saturated Fat 0g	0%
Trans Fat 0g	0%
<b>Cholesterol 0mg</b>	0%
<b>Sodium 60mg</b>	3%
<b>Total Carbohydrate 7g</b>	2%
Dietary Fiber 2g	8%
Sugars 5g	
<b>Protein 1g</b>	
Vitamin A 110%            Vitamin C 10%	
Calcium 2%	Iron 2%
* Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000    2,500
Total Fat	Less Than 65g    80g
Saturated Fat	Less Than 20g    25g
Cholesterol	Less Than 300mg    300mg
Sodium	Less Than 2,400mg    2,400mg
Total Carbohydrate	300g    375g
Dietary Fiber	25g    30g
Calories per gram:	
Fat 9    Carbohydrate 4    Protein 4	

## BELL PEPPERS

Nutrition Facts	
Serving Size 1 medium pepper (148g)	
Amount Per Serving	
<b>Calories 25</b>	Calories from Fat 0
% Daily Value*	
<b>Total Fat 0g</b>	0%
Saturated Fat 0g	0%
Trans Fat 0g	0%
<b>Cholesterol 0mg</b>	0%
<b>Sodium 40mg</b>	2%
<b>Total Carbohydrate 6g</b>	2%
Dietary Fiber 2g	8%
Sugars 4g	
<b>Protein 1g</b>	
Vitamin A 4%                    Vitamin C 190%	
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:	
	Calories: 2,000    2,500
Total Fat	Less Than 65g    80g
Saturated Fat	Less Than 20g    25g
Cholesterol	Less Than 300mg    300mg
Sodium	Less Than 2,400mg    2,400mg
Total Carbohydrate	300g    375g
Dietary Fiber	25g    30g
Calories per gram:	
Fat 9    Carbohydrate 4    Protein 4	

## CHERRY TOMATOES

Nutrition Facts	
Serving Size 1 cup (149g)	
Servings Per Container	
Amount Per Serving	
<b>Calories 25</b>	Calories from Fat 5
% Daily Value*	
<b>Total Fat 0g</b>	0%
Saturated Fat 0g	0%
Trans Fat 0g	
<b>Cholesterol 0mg</b>	0%
<b>Sodium 5mg</b>	0%
<b>Total Carbohydrate 6g</b>	2%
Dietary Fiber 2g	8%
Sugars 4g	
<b>Protein 1g</b>	
Vitamin A 25%            • Vitamin C 30%	
Calcium 2%	Iron 2%
*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs:	
	Calories: 2,000    2,500
Total Fat	Less than 65g    80g
Saturated Fat	Less than 20g    25g
Cholesterol	Less than 300mg    300mg
Sodium	Less than 2,400mg    2,400mg
Total Carbohydrate	300g    375g
Dietary Fiber	25g    30g
Calories per gram:	
Fat 9 • Carbohydrate 4 • Protein 4	

# LESSON FOUR

## A WORLD OF LOCAL FOODS

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### SUMMARY

Students will celebrate flavors of Vermont by exploring the flavors of the world.

#### MATERIALS:

Book:  
How to Make an Apple Pie  
and See the World

Kitchen Bin

Continent sheets

Ingredients from around  
the world

White board

Tortillas, apples, cheese,  
spray oil

Apple corer

Knives

Foil

Plates

Napkins

Baggies

#### GUIDING QUESTIONS:

1. Where do the foods we eat every day come from?
2. Can we get all of the foods we want here in Vermont?

#### GOALS:

1. Students will learn where different kinds of food come from by using a map.
2. Students will follow a recipe to create a local snack.

#### OUTLINE:

- Welcome Circle
- How to Make an Apple Pie and See the World by Marjorie Priceman
- Race Around the World
- Cook with Food From Vermont
- Around the World Journal
- Wrap-Up

#### COOKING FOCUS: READING A RECIPE

**Title:** The recipe begins with a title. This can explain the recipe or just be for fun. For example, Apple-Cheese Quesadilla could be called Fruity Melt.

**Servings:** Sometimes recipes include a serving size. This will help you know how many people the recipe will serve. This is a guideline and is not always accurate. Sometimes, it is not included.

**List of ingredients:** A list of ingredients is usually included at the beginning of a recipe, but sometimes ingredients are listed within the recipe. Sometimes directions are included within the list, for example 1 apple, cored and thinly sliced. That means you need to core and slice the apple before using it in the recipe.

**Directions:** This will give you a step by step explanation of what is to be done in the recipe. Read these carefully and follow accurately.

**Time:** One example of time in a recipe is baking time. This is usually accurate and should be followed.

## WELCOME CIRCLE – 5 MINUTES

Greeting: Can you think of a food that is grown in Vermont? Can you think of foods that are grown far away?

Today's Plan: Today you will be learning about where foods come from and then make a snack that is made with ingredients from Vermont.

## BOOK – 10 MINUTES

How to Make an Apple Pie and See the World by Marjorie Priceman

In this book an energetic little baker searches far and wide to find the finest ingredients for her apple pie.

Listening Question: Why must the girl in the book go to so many different countries to get her ingredients? How many countries does she visit?

Reflect: What are some of the benefits of having markets and grocery stores?

## RACE AROUND THE WORLD – 10 MINUTES

Using the book as a jumping point, students will explore where food comes from.

1. Place or hang up the different continents of the world around the room (try to put them in a logical placement).
2. Show the students a food item or a picture of a food item and have them walk or run to the continent they think it grows in.
3. Once all of the students are at a spot, give them the correct answer, explain the food item if necessary, and give the item to a student who got it right. Try to make sure every student has at least one item at the end.

Foods Items:

- Avocados – most avocados are grown in Mexico, but they are eaten around the world.
- Apples – North America: We can grow apples where we live, so we get them from here. But, apples originated in China and most of the apples produced now still come from there.
- Cinnamon – Asia: from the inner bark of certain evergreen trees and shrubs (genus Cinnamomum).
- Lemon – originated in Asia. Most lemons today are produced in Mexico.
- Limes – originated in Central America.
- Rice – originated in Asia and parts of Africa. It is produced today mostly in China and India.
- Chocolate – comes from the cocoa bean and most cocoa beans are grown off the coast of Africa in the Ivory Coast.
- Salt – Salt is produced by evaporating seawater or brine and by mining rock salt. The top producer is the United States, then China.

- Butter – is made from the cream of milk, mostly cow’s milk. Since we have cows and milk in the US, our butter comes from here.
- Tomatoes – California produces 90% of US tomatoes and 35% of the worlds! China, however, produces the most.
- Olive oil – olive oil comes from pressed olives. 95% of olive trees are in the Mediterranean and most global production comes from Southern Europe, North Africa and the Near East.
- Bananas – India produces the most bananas, but most of our bananas come from Central or South America.
- Coconut – when we buy whole coconuts, they may come from Mexico. However, most coconuts are grown near Malaysia (ocean islands between Thailand and Australia). In some places they train small monkeys called macaques to harvest the coconuts!
- Garlic – garlic can be grown in the US and Europe, but most is grown in China.
- Chickpeas – India grows the most chickpeas, followed by Pakistan and Turkey.

\*\*\*Preheat oven to 350F\*\*\*\*\*

### COOKING WITH FOOD FROM VERMONT – 30 MINUTES

Students will start thinking about why eating local foods may be better than foods from another continent.

1. After students have returned to their seats, ask them to think about the last activity. Where do they think most of their food comes from when they buy in the grocery store? The answer is lots of different places.
2. Make a list of foods that we talked about that you could grow or buy from a farmer here in Vermont. Why would you want to do that? What are the benefits of buying local food?
  - Fresher
  - Tastes better
  - Wasn’t picked too early because it needed to travel
  - Fewer gas miles on the road, in the water, or in the air
  - Supports a local farmer who works in our area (helps them keep their jobs)
3. We are going to use some local food to make a delicious, Vermont snack using apples and cheddar cheese!
4. Have the students wash their hands and prep the work station. Pass out the recipes and divide the students to make their snack. They can work as an assembly line to make the tortillas, but they will not have individual tortillas. When they are done cooking, the teacher will cut them in half and each student will get 1 half to eat.
  - a. Core and slice apples thinly. Each tortilla will get ½ an apple.
  - b. Shred cheese. Each tortilla will get ¼ cup of cheese.
  - c. Have the students place the ingredients on the tortilla, fold it over, and spray lightly with oil.

- d. Bake at 350F for 10-15 minutes.
  - e. Cut in half and serve one half to each student.
5. Clean up tables and dishes while waiting.
  6. Enjoy!

### **FILLER: AROUND THE WORLD JOURNAL – 5 MINUTES**

If there is extra time, have the students use the journal sheet to place ingredients onto the proper continent they come from.

### **WRAP-UP**

Reflect: Why is it important to know where our food comes from?

What are some of your favorite foods that come from Vermont?

Take Home: Extra Quesadillas!

LESSON  
FIVE

# MEASURING MADNESS

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## SUMMARY

Students will continue to gain more knowledge about cooking by learning how to properly measure.

### MATERIALS:

Book:  
Cook-A-Doodle-Do  
by Janet Stevens and  
Susan Stevens Crummel

Dry measuring cups  
Wet measuring cups  
Measuring spoons  
Cake ingredients  
Recipe  
Bowls  
Spoons

### GUIDING QUESTION:

1. Why is it important to correctly measure while we are cooking?

### GOALS:

1. Students will choose the correct tool to measure out a wet or dry ingredient in a recipe.
2. Students will accurately measure a wet or dry ingredient for a recipe.

### OUTLINE:

- Welcome Circle and Attendance
- Dry Run
- What About Wet Ingredients?
- Bake a Cake
- Filler, Book: Cook-A-Doodle-Do by Janet Stevens and Susan Stevens Crummel
- Filler, Game: Measuring Madness
- Snack
- Wrap-up

## WELCOME CIRCLE AND ATTENDANCE – 5 MINUTES

Welcome students to the Junior Chef Program.

Greeting: Welcome! Today we will be learning how to properly measure ingredients and what measurement abbreviations stand for. Then we'll make a tasty snack!

Today's Questions: Have you ever cooked something and accidentally poured in too much of one ingredient? What happened to your recipe? What did the food taste like? Would you do it again?

## DRY RUN – 10 MINUTES

Students will practice how to properly measure dry ingredients.

1. Ask students if they know what the term, dry ingredients, mean? What would an example of a dry ingredient be? (flour, sugar, salt, pepper, spices, baking soda, etc) Why do we call these items 'dry'?
2. When we cook, we follow a recipe. This tells us what ingredients we need to include and the amount we need. In order for a recipe to bake properly and to taste great, it's important to follow it! (Although, some recipes are subject to change.)
3. When measuring dry ingredients, there are certain utensils we use. Display these items on a table where each child can see them.
  - a. Measuring cups
    - i. 1 cup
    - ii. 1/2 cup
    - iii. 3/4 cup
    - iv. 1/3 cup
  - b. Measuring spoons
    - i. Tbsp (T)
    - ii. tsp (t)
4. Go over these with the students. Asking them the proper name (cup or spoon). Arrange them in order from biggest to smallest.
5. Sometimes recipes call for a "packed" dry ingredient. For example, 1/2 cup packed brown sugar. What does that mean and how do we do it? Why do we have to pack some ingredients and not others? (White sugar flows, similar to water, and when you fill a cup of sugar, you are truly getting a cup of sugar. The granules pack themselves and fill any voids. Brown sugar, when molasses is added, is much wetter and tends to clump. You must press out the voids or empty spaces by pressing the brown sugar into the measuring utensil. If you don't, the amount you measure today could be a different amount tomorrow.)
6. You must follow a recipe closely. What would happen if you didn't? For example, if the recipe reads "1 cup chopped parsley" and you measure 1 cup parsley, what do you think would happen? Is 1 cup chopped parsley the same as 1 cup parsley? Could this change the outcome? Read the recipe carefully!

7. After you have gone over these directions, practice measuring a dry ingredient (flour, sand, sugar, etc). Make sure each child has a turn. Mix it up and use different measuring utensils (cups and spoons) with the students.

Reflect: Can you think of a good way to remember the difference between Tablespoon and teaspoon?

## WHAT ABOUT WET INGREDIENTS? – 10 MINUTES

Students will practice how to properly measure wet ingredients.

1. Ask students if they know what the term “wet ingredients” means? What would an example of a wet ingredient be? (water, oil, eggs, milk, honey, maple syrup, etc) Why do we call these items “wet”?
2. When we cook, we follow a recipe. This tells us what ingredients we need to include and the amount we need. In order for food to bake properly and to taste great, it’s important to follow the recipe! (Although, some recipes are subject to change.)
3. When measuring wet ingredients, there are certain utensils we use. Display these items on a table where each child can see them.
  - a. Liquid measuring cup
    - i. This is one item that includes all different measurements, from cups, to ounces, and sometimes pints. With dry ingredients there were many utensils. Wet ingredients have one cup!
  - b. Measuring spoons
    - i. Tbsp (T)
    - ii. tsp (t)
4. Go over the large measuring cup with students. Have them point out different measurements they see. Are there similar measurements on the liquid measuring cup to those on the dry measuring cups?
5. The practice of measuring a wet ingredient is different than the practice of measuring a dry ingredient. With a dry ingredient you can use your finger or a butter knife to scrape off excess from the top. When you measure a wet ingredient, you must first pour it into the liquid measuring cup. To check that you have the correct amount, you must view it at eye level. Looking down at the liquid will not give you an accurate measurement as compared to bending down to level your eyes with the line on the cup. If there is too much liquid, pour a little out at a time until you have the right amount.
6. After you have gone over these directions, practice measuring water as your wet ingredient. Make sure each child has a turn. Mix it up and use different measuring utensils (cup and spoons) and amounts with the students.

Reflect: What are different methods for properly measuring ingredients?

## BAKE A CAKE – 20 MINUTES

Students will use their knowledge of measuring to make a healthy fruit cake!

## FILLER BOOK – 10-15 MINUTES

Cook A Doodle Doo! By Janet Stevens and Susan Stevens Crummel

Big Brown Rooster is sick of chicken feed. So along with his friends—Turtle, Iguana, and Potbellied Pig – he sets out to make the most magnificent strawberry shortcake in the whole wide world. But there is one problem: None of his friends knows how to cook! The team bravely forges ahead, and with Rooster's help, they learn how to measure flour (not with a ruler) and how to beat an egg (non with a baseball bat).

Educator option: Assign students to animal speaking parts.

Listening Question: What are some cooking techniques mentioned in the book? What are some cooking words you hear?

Reflect: What are some things you learned from this book? Have you done any of the things rooster did in the kitchen? What cooking skills do we need to know to be chefs?

## FILLER GAME: MEASURING MADNESS (10 MINUTES)

This is an active game that allows students to practice measuring and finding the right utensil.

1. Split the group into 2 teams. Set up measuring utensils at one end of the room. Place a bowl of water in the same location as well as an empty bowl.
2. Explain the rules. The educator will announce wet or dry ingredient, and the amount they need to measure. Students must race to the end of the room, find the correct measuring utensil, and then properly measure water from the bowl into the empty bowl. They will gently set their utensil back down and race back to the end of the line.
3. Once the student is back at the end of the line, the educator will announce another ingredient and measurement for the next student in line. The game continues until each student has had at least one turn.
4. Examples of ingredients and measurements to announce:
  - a. 1/2 cup milk
  - b. 3/4 cup flour
  - c. 1 cup mustard
  - d. 1/3 cup whole wheat flour
  - e. 1/4 cup brown sugar
  - f. 1 Tbsp molasses
  - g. 1/2 tsp butter
  - h. 2 1/4 tsp oil
  - i. 5 cups cornmeal
  - j. 3 1/2 Tbsp baking powder

Reflect: Why is it important to use the right measuring utensil?

## WRAP-UP

Reflect: You did a great job measuring today! The cake was delicious!

## FRUITY CELEBRATION CAKE

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### INGREDIENTS

- 6 Tbsp butter
- 2 ripe bananas
- 1 egg, beaten
- 1/3 c milk
- 1 Tbsp honey
- 1 2/3 cup flour
- 1 1/2 tsp baking powder
- 1/4 tsp salt
- 1 banana, kiwi, strawberry or other fruit for decorating

### DIRECTIONS

1. Preheat the oven to 400 F.
2. Cream together the butter and banana in a bowl.
3. Gradually work in the egg, milk, honey, flour, baking soda, and salt into the mixture.
4. Spray a baking pan with a non-stick spray or rub lightly with oil to prevent sticking.
5. Pour mixture into pan.
6. Bake for 15 minutes in the middle of the oven until a skewer inserted into the middle of the cake comes out clean.
7. Remove from the oven and cool. Decorate with the extra fruit.

*Taken from Organic Baby Toddler Cookbook: Easy Recipes for Natural Food by Lizzie Va*

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# APPENDIX

# READING LIST

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Carle, Eric. **Pancakes, Pancakes.** *Aladdin Paperbacks.*

Jack wakes up one morning and wants a pancake for breakfast. But his mother is busy, so Jack must get all the ingredients for his mother to make the pancake. He collects wheat and brings it to the miller, feeds his hen so that she will lay an egg, and milks the cow to get milk. Then he has to get firewood from the woodshed to build a fire. Finally, everything is ready and Jack and his mother make a big pancake for Jack's breakfast. *Grades K-2.*

Child, Lauren. **I Will Never Not Ever Eat a Tomato.** *Candlewick Press.*

Lola is a very picky eater. One day her older sister convinces her to try all of the foods that she doesn't like by telling her that they are actually something different – the carrots are "orange twiglets from Jupiter," and the peas are "green drops from Greenland." Lola even eats a tomato, her least favorite food, and likes it. *Grades K-3.*

Dooley, Norah. **Everybody Bakes Bread.** *Carolrhoda Books.*

Carrie is sent out into her multiethnic neighborhood to borrow a three-handled rolling pin. She has a fine time visiting the neighbors, eating seven kinds of bread, and finding many new friends. She samples coconut bread from Barbados, chapatis from India, corn bread from South Carolina, pocket bread from Lebanon, challah from the Jewish "old country," pupusa from El Salvador, and braided bread from Italy. Recipes are included. *Grades 1-3.*

Ehlert, Lois. **Eating the Alphabet.** *Voyager Books.*

"Apple to Zucchini, / come take a look. / Start eating your way / through this alphabet book." So begins this delectable feast of fruits and vegetables, in a diverse and plentiful array. Each turn of the page reveals a mouth-watering arrangement of foods: Indian corn, jalapeno, jicama, kumquat, kiwifruit and kohlrabi. The words are shown in capital and lowercase letters set in bold type for easy reading. At the end of the book, Ehlert provides a detailed glossary that includes pronunciation, botanical information, the origin and history of the particular plant and occasional mythological references, with a small watercolor picture to remind the reader of what the plant looks like. *Grades PreK-1.*

French, Vivian. **Oliver's Vegetables.** *Hodder Children's Books.*

French fries fan Oliver is spending a week with his grandparents. After declaring, "I don't eat vegetables," he strikes a bargain with Grandpa. If he finds the potatoes in Grandpa's vegetable garden, he can have fries. But if he finds something else, he must eat it with no complaints. The streamlined text has an appealing rhythm: Tuesday's spinach is "good," Wednesday's rhubarb is "very good," and Thursday's cabbage is "very, very good." The sweeping, childlike acrylic paintings explode with bright colors, large forms, and intricate textures. *Grades PreK-2.*

Forest, Heather. **Stone Soup.** *August House LittleFolk.*

Two hungry travelers arrive at a village expecting to find a household that will share a bit of food, as has been the custom along their journey. To their surprise, villager after villager refuses to share, each one closing the door with a bang. The travelers publicly declare that they can make soup from a stone. Only they need a carrot... and a potato... and a few more ingredients to make it taste really good. Everyone in the town contributes something, pronounces the soup delicious and learns the magic behind it: sharing. *Grades preK-2.*

Gibbons, Gail. **The Vegetables We Eat.** *Holiday House Inc.*

Who knew there were so many different kinds of vegetables? From glossy red peppers to lush, leafy greens to plump orange pumpkins, vegetables are explored in depth in this fascinating picture book that clearly explains the many vegetable varieties, how they are grown, and why they are so good for us to eat. *Grades K-2.*

McCloskey, Robert. **Blueberries For Sal.** *Penguin Group.*

Little Sal and her mother go to Blueberry Hill to pick blueberries. Mother wants to can, or preserve, the berries so they will have food for the winter. On the other side of Blueberry Hill, a mother bear and her cub are eating blueberries to store up fat for the winter. Sal and the cub stop to rest, and when they get up, they start to follow each other's mother. Little Sal's mother and Little Bear's mother discover their children are missing and go off to find them. This simple story does a perfect job depicting the sweetness of the mother/child relationship. And it's a great example of two little families preparing for winter by picking (or eating) blueberries. *Grades PreK-2.*

Priceman, Marjorie. **How to Make an Apple Pie and See The World.** *Dragonfly Books.*

In this whimsical, geographical shopping journey, a young baker thinks of how to proceed if the market is closed. She directs readers, via various modes of transportation, to gather seminola wheat in Italy, a chicken (for its egg) in France, bark from the kurundu (cinnamon) tree in Sri Lanka, a cow (for butter) in England, salt water and sugar cane in Jamaica, and apples in Vermont. Processing the worldly ingredients is quickly handled, a pie is baked, and friends are invited to share. A look around the table reveals children from all of the countries in which the foods have been found. A recipe for apple pie appears on the last page. *Grades preK-2.*

# CLASSROOM SURVEY

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Today's Recipe: : \_\_\_\_\_

Teacher's Name : \_\_\_\_\_

Total # Students : \_\_\_\_\_ Date : \_\_\_\_\_

## SHOW OF HANDS SURVEY

Raise your hand if...	# of students
I tried it	
I liked it a lot (thumbs up)	
I liked it a little (thumbs sideways)	
I don't like it yet (thumbs down)	
I'd eat it again at school	



# CAFETERIA SURVEY

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Today's Recipe: : \_\_\_\_\_

Teacher's Name : \_\_\_\_\_

Total # Students : \_\_\_\_\_ Date : \_\_\_\_\_

## TASTE TEST RESULTS

Total # who tried it	
Thumbs up (liked it a lot)	
Thumbs sideways (liked it a little)	
Thumbs down (don't like it yet)	

# SCHOOL-WIDE RESULTS SHEET

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Today's Recipe: : \_\_\_\_\_

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

Where did the taste test take place?    \_\_\_ Classrooms                      \_\_\_ Cafeteria

Class	Tried It	Thumbs Up	Thumbs Sideways	Thumbs Down	Would Eat it Again

TOTAL					
-------	--	--	--	--	--