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a program of Share Our Strength’s Cooking Matters®**...

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Introduction

Welcome to Cooking Matters for Adults

Thank you for sharing your strength with families in need. In this course, you will engage low-income adults in a series of participatory cooking classes designed to empower them to get the most nutrition out of their limited budgets.

Background

Share Our Strength’s Cooking Matters® empowers low-income families with the skills to stretch their food budgets so their children get healthy meals at home, as part of the No Kid Hungry® campaign to end childhood hunger in America. Cooking Matters serves families across the country through hands-on, six-week cooking courses; interactive grocery store tours; and mobile, online and educational tools. Participants learn to shop smarter, use nutrition information to make healthier choices, and cook delicious, affordable meals. Cooking Matters is nationally sponsored by Walmart. To learn more, visit 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 instructor efforts make a lasting impression 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 Adults curriculum, Cooking Matters offers the following courses:

- Cooking Matters for Child Care Professionals
- Cooking Matters for Families
- Cooking Matters for Kids
- Cooking Matters for Parents
- Cooking Matters for Teens

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. No child should grow up hungry in America, but one in five children struggles with hunger. Share Our Strength’s No Kid Hungry campaign is ending childhood hunger in this nation by connecting kids in need with nutritious food and teaching families how to cook healthy, affordable meals. You can help surround kids with the nutritious food they need where they live, learn and play. Pledge to make No Kid Hungry a reality at NoKidHungry.org.
INTRODUCTION

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.

Leading Cooking Matters for Adults Courses

This Cooking Matters for Adults instructor guide is designed to provide the foundation you need to lead engaging and effective courses that empower participants to select, purchase, and prepare healthy foods on a limited budget. Other key sources of guidance are the local Cooking Matters staff, your co-instructors, Cooking Matters training materials, and the participants you teach.

Cooking Matters for Adults participants benefit from Cooking Matters’ distinctive team-teaching approach. In a single class, there may be a culinary instructor, nutrition instructor, Cooking Matters staff member, and class support volunteer. Each will contribute different expertise to the classroom and inspire participants with enthusiasm for delicious, nutritious, and economical foods!

Each week, Cooking Matters for Adults participants will receive take-home groceries, which they can use at home to practice a recipe they learned in class. The class series should also include:

- Participatory food preparation that provides cooking and food safety instruction
- Engaging nutrition activities and discussions
- Practice with food budgeting
- Interactive grocery store visit or other food shopping experience
- Communal eating of the food made in class
- Celebratory final class and graduation ceremony for participants who complete at least four of six classes

To maximize the time you have with participants, you and your co-instructors will need to develop your plans for leading each lesson in advance of each class session. We encourage you to adapt the lesson plans to synchronize the nutrition, cooking, and budgeting sessions and make the best use of class time.

Please read each lesson plan thoroughly, focusing your attention on the objectives and opportunities to engage participants in discussion and activities. Each weekly lesson plan includes standard components to help facilitate discussions, nutrition activities, and food preparation. Ask for participants’ feedback about which recipes, activities, and discussion topics are most relevant to them.

Please read on to learn more about the contents of this Cooking Matters for Adults instructor guide, the learner-centered instructional approach, guidelines for Cooking Matters recipes, and online resources you may want to consult in your planning process.
Your Cooking Matters for Adults Instructor Guide

Your Cooking Matters for Adults instructor guide includes six lesson plans. The following key will help you understand the meanings 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 focus on important aspects of selecting and preparing nutritious, safe, and low-cost foods that will help meet that week's goal. While the exact approach you take may vary, aim to meet all lesson objectives.

2. Materials. The specific materials needed to conduct the lesson are listed in the sidebar on the first page of each lesson plan. Confirm with your Cooking Matters coordinator to make sure the appropriate materials are available for each class.

3. Handouts. Handouts provide information that can guide discussions about healthy eating habits, cooking skills, and food budgeting techniques. Be sure to point out relevant handouts to participants in class so they know where they can reference key information at home. But remember not to rely too heavily on the handouts — the activities, facilitated discussions, and hands-on cooking should be the main focus of the lessons. The participant and instructor guides include an identical set of handouts with matching page numbers.

4. Suggested Recipes. The recipes in Cooking Matters for Adults are low-cost, can be made using common kitchen equipment, and are designed to emphasize the nutrition and food budgeting messages learned in class. You can use the suggested recipes or model your own recipes off of them. Your Cooking Matters coordinator will help you select a menu that fits well with each lesson and confirm that the recipe you would like to prepare is appropriate for the audience. If you are interested in developing additional recipes for use in Cooking Matters courses, please refer to the Recipe Guidelines on page I-ix.

5. Teaching Tips. Teaching tips, corresponding to a specific discussion outlined in the lesson, are found in boxes to the side. You will see one of the following symbols at the beginning of each tip to tell you what type of information the tip conveys.

   - This tip gives a “bright idea” or best practice for implementing the corresponding discussion or activity.
   - This tip gives an idea for an activity or discussion that goes “above and beyond” what’s provided in the lesson plan.
   - This tip gives you an idea for ways to save time in class.

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. Additional activities are often available to help reinforce class themes. Your Cooking Matters coordinator can provide you with examples or help you develop new ones.

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.
Creating a Learner-Centered Cooking Matters Course

Adults bring their life experiences to their learning experiences, and use those to determine what is important and relevant to them. As a Cooking Matters for Adults instructor, your challenge is to build upon those experiences so that participants will be able to incorporate lessons from Cooking Matters into their own lives.

To achieve this, you’ll need to focus on creating a learner-centered environment. This is more than providing information or teaching skills. It is an educational approach that focuses on the participants’ concerns and involves them in making decisions and solving problems.

Learner-centered education aims to:

- Engage learners
- Develop respectful relationships
- Recognize that adult learners are decision-makers
- Provide immediately useful information
- Build on learners’ past experience and knowledge
- Sequence the learning experiences and reinforce them

The desired outcome is to create a safe environment for learners to consider changing behaviors (Contento, 2007).

Facilitated Dialogue is a key technique in learner-centered education. Active participation of the leader and group members is its key characteristic (Sigman-Grant, 2005). Your role as an instructor is to provide opportunities for learning by engaging participants in discussion and activities that build upon their experiences. The participants’ role is to share questions, concerns, and successes so that they can learn from each other as well as the instructors.

Each lesson plan in Cooking Matters for Adults is written to assist you in creating a learner-centered course and using Facilitated Dialogue techniques. We hope that you will ask participants open-ended questions to share what they know and encourage hands-on practice with the new skills and information you present. Share Our Strength has provided a training workshop on these concepts to your local Cooking Matters coordinator. He or she should introduce you and other Cooking Matters for Adults instructors to these before you begin teaching.

Remember, as the culinary instructor or nutrition educator, you are the expert on food and nutrition issues, but participants are experts on their own lives. Use participants as a resource for teaching and encourage them to actively consider the changes they can make to get most out of their meals!
Cooking Matters Recipe Guidelines

*Cooking Matters for Adults* is designed to encourage participants 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 participants 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, follow the guidelines below carefully. These guidelines help us ensure that the recipes used are appropriate for our audience of low-income adults and reflect the nutrition messages taught in class. 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 participants 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 are able to 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 participants find our recipes more approachable.

2. **Ingredients should be accessible to participants.**
   Keep in mind where participants shop. If an ingredient is generally not found in a mainstream supermarket in your area, it may not be a good choice. However, if participants indicate that they 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 participants 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 74). 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 participants have busy lives. To encourage them 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 participants 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.
Online Nutrition Resources

General Nutrition

MyPlate
http://www.choosemyplate.gov

Dietary Guidelines for Americans
http://www.health.gov/dietaryguidelines

Nutrition.gov
http://www.nutrition.gov

Centers for Disease Control, Division of Nutrition, Physical Activity, and Obesity
http://www.cdc.gov/nccdphp/dnpa

Food and Nutrition Information Center
http://www.nal.usda.gov/fnic

Food Budgeting

Share Our Strength, Meeting Your MyPlate Goals on a Budget
http://cookingmatters.org/my-plate

ChooseMyPlate.gov, Eating Healthy on a Budget
http://www.choosemyplate.gov/healthy-eating-on-budget.html

Iowa State University Extension, Spend Smart Eat Smart
http://www.extension.iastate.edu/foodsavings/

Special Concerns

Heart Disease and High Blood Pressure
http://www.nhlbi.nih.gov/

Diabetes
http://www.diabetes.org/

Maintaining a Healthy Weight
http://www.win.niddk.nih.gov

List other online resources you find useful:
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**Cooking Matters for Adults: Sessions at a Glance**

<table>
<thead>
<tr>
<th>Lesson One: Let’s Get Cooking!</th>
<th>Goal</th>
<th>Objectives (Participants will…)</th>
<th>Handouts</th>
<th>Suggested Recipes</th>
<th>Activities</th>
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<tr>
<td>Introduce participants to tools they can use to choose and prepare healthy foods at home.</td>
<td>• Practice proper hand washing and basic knife safety. • Prepare recipes with foods from multiple food groups. • Discuss using recipes as a framework that can be adjusted to save money and improve health. • Practice reading food labels.</td>
<td>• MyPlate • Knife Basics • Cooking Terms • Measure Up • Making Recipes Work for You • Reading Food Labels • Portion Distortion • Week One: Let’s Get Cooking!</td>
<td>• Barley Jambalaya • Chinese Veggies and Rice • Pasta with Roasted Vegetables • The Works Pizza</td>
<td>Hands-on cooking</td>
<td></td>
</tr>
</tbody>
</table>

| Lesson Two: Choosing Fruits, Vegetables, and Whole Grains | Encourage participants to incorporate more fruits, vegetables, and whole grains into their meals. | • Discuss ways to enjoy a variety of colorful fruits and vegetables. • Discuss the pros and cons of fresh, frozen, and canned fruits and vegetables. • Prepare recipes using whole grains and different forms of fruits and vegetables. • Practice identifying whole grain foods by reading label ingredient lists. | • Vary Your Fruits and Veggies • Fruits and Vegetables at Every Meal • Delicious Dips and Spreads • Veggies Three Ways • Fresh, Frozen, and Canned • Seasonal Fruits and Vegetables • MyPlate Eating Plan • Sub It In • Great Whole Grains • Week Two: Choosing Fruits, Vegetables, and Whole Grains | • Black Bean and Vegetable Quesadillas • Fall Vegetable Salad • Step-by-Step Pasta Dinner • Step-by-Step Stir-Fry | Hands-on cooking |

| Lesson Three: Healthy Starts at Home | Encourage participants to prepare more meals and snacks at home. | • Practice identifying healthier choices when eating convenience foods or eating away from home. • Prepare healthier versions of popular convenience foods. • Discuss the difference between healthy and unhealthy fats. • Discuss making healthier choices in the Protein and Dairy groups. | • Snack Smart • Cook It Up Quick • Packaged Food Makeover • Eating Smart when Eating Out • Lighten Up • Keeping Food Safe • Know Your Fats • Seafood Secrets • Counting Up Calcium • Week Three: Healthy Starts at Home | • Baked Flaked Chicken • Cheesy Hamburger Skillet • Chicken Burger • Sweet Potato Fries | Activity: Blubber Burger Hands-on cooking |

*Continued*
<table>
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<tr>
<th>Lesson Four: The Power of Planning</th>
<th>Goal</th>
<th>Objectives (Participants will...)</th>
<th>Handouts</th>
<th>Suggested Recipes</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Encourage participants to plan healthy, low-cost meals to make the most of their food dollars. | • Practice planning meals in advance.  
• Discuss the benefits of shopping with a list.  
• Prepare recipes using herbs and spices instead of salt.  
• Practice identifying breakfasts that can be made in 5 minutes or less. | • Menu Planning Basics  
• The Cooking Matters Pantry  
• Stocking Your Pantry  
• Spice It Up  
• Chill Out  
• How to Cut a Whole Chicken  
• Grab-and-Go Breakfasts  
• Week Four: The Power of Planning | • Chicken With Apples and Raisins  
• Frittata  
• Herb Roasted Chicken With Vegetables  
• Salmon Pasta Bake | Activity: Ready, Set, Plan!  
Hands-on cooking |

| Lesson Five: Shopping Smart | Encourage participants to make smart choices when food shopping. | • Practice comparing unit prices.  
• Practice the skills they’ve learned in class to save money and make healthier choices when food shopping.  
• Practice selecting a basket of healthy foods for $10 or less. | • Compare Prices  
• Storing Fresh Fruits and Vegetables  
• Freezing Fruits and Vegetables  
• Bean Basics  
• Take the $10 Challenge  
• Week Five: Smart Shopping | • Barley and Lentil Soup  
• Sweet Potato Shepherd’s Pie  
• Turkey Chili With Vegetables  
• Turkey Tacos | Activity: Grocery Store Tour  
Activity: $10 Challenge |

| Lesson Six: Recipe for Success | Celebrate participants’ accomplishments and progress in selecting and preparing healthy meals within their food budget. | • Taste and describe a variety of healthy beverages.  
• Discuss ways to be more physically active.  
• Review key nutrition, cooking, and food budgeting lessons.  
• Celebrate their success in selecting and preparing healthy, low-cost foods. | • Drink to Your Health  
• Fitness Fun  
• Weekly Activity Tally  
• Week Six: Recipe for Success | • Black Bean Brownies  
• Cranberry Walnut Coleslaw  
• Mango Salsa  
• Spaghetti and Meatballs | Activity: Sugar Overload  
Activity: Healthy Drinks Taste Test  
Activity: Secret Ingredient Challenge  
Activity: Cooking Matters Trivia  
Hands-on cooking |
Lesson One: Let’s Get Cooking!

Goal
Introduce participants to tools they can use to choose and prepare healthy foods at home.

Objectives
Participants will:
- Practice proper hand washing and basic knife safety.
- Prepare recipes with foods from multiple food groups.
- Discuss using recipes as a framework that can be adjusted to save money and improve health.
- Practice reading food labels.

I. Introduction (20 minutes)

Coordinator:
1. Welcome participants as they arrive. While they wait for the full group to gather, have them complete the Cooking Matters Participant Waiver, Enrollment Form, and Before Course Survey. Ask them to document any food allergies at the top of their waiver.

2. When everyone has arrived and paperwork is completed, welcome the entire group. Provide an overview of the goals of the course. Introduce the instructors and any other course staff.

Instructors:
3. Introduce yourself briefly, offering any information that will help participants relate to you. Talk about your career path, personal interests, or why you got involved with Cooking Matters.

4. Have participants introduce themselves. Ask them to share their names, favorite food, and what they hope to learn in this course.

Handouts:
- MyPlate, page 2
- Knife Basics, page 15
- Cooking Terms, page 17
- Measure Up, page 18
- Making Recipes Work for You, page 19
- Reading Food Labels, page 3
- Portion Distortion, page 4
- Week One: Let’s Get Cooking!, page 55

Suggested Recipes:
- Barley Jambalaya
- Chinese Veggies and Rice
- Pasta with Roasted Vegetables
- The Works Pizza

Materials:
- MyPlate poster
- Flip chart or white board
- Markers
- Pens
- Name tags
- Cooking Matters participant waivers
- Before Course participant surveys
- Ingredients and equipment for recipes
- Photocopies of a Nutrition Facts Panel from a food used in today’s recipes, as well as a comparable but less healthy food

If possible, work with your host site to send paperwork home in advance for participants to complete. This is particularly helpful when working with groups that will require a translator.

If you need to shift some activities or discussions to another lesson, that’s OK.

Developing a relationship with participants is very important. Take your time with introductions. If you need to shift some activities or discussions to another lesson, that’s OK.

Write down specific topics or concerns participants would like to see addressed. Make an effort to address areas of great interest at some point during the course.

Can’t find what you want to make in the book? All of our chef-developed, participant-tested recipes can be accessed online at CookingMatters.org.
II. Nutrition, Part 1 (15 minutes)

1. Open up a dialogue with participants about why it’s important to them to eat healthy. Ask them to share things they do now to eat well. Affirm the many positive things participants are already doing. Then have them briefly share what challenges they face.

2. Transition to discuss MyPlate as a useful guide for helping us make healthy choices each day. Display the MyPlate poster where participants can see it. **ASK:** What do you know about MyPlate? Where have you seen it before?  
   *MyPlate, page 2*

3. Briefly review key MyPlate themes. Remind participants that you will talk in more detail about each of the food groups in the coming weeks.
   - **ASK:** What are the five food groups? Why is it important to eat from all five every day? Reinforce that eating a variety of foods helps participants get the wide range of nutrients they need to be healthy and lower their risk of developing some diseases.
   - **ASK:** Do you think that all foods within each food group are OK to eat every day? Give an example, like a piece of cake in the Grains group. Have participants share examples of “sometimes” versus “everyday” foods in each food group (e.g., apple pie versus apples in the Fruits group, a hamburger versus black beans in the Protein group).
   - **ASK:** What do you notice about the way food is displayed on MyPlate? How does this compare to the way you usually serve your plate? Point out that half of MyPlate is for fruits and vegetables, a quarter for grains, and a quarter for protein, with a glass on the side representing dairy. The size of each group on the plate helps us think about which food groups to eat from in larger or smaller amounts.
   - **ASK:** How can MyPlate help you think about making healthy choices when eating a mixed dish like pizza or quesadillas? Point out that MyPlate is a symbol that helps remind us how to build a healthy diet — not an exact replica of our plate at each meal. Guide participants to break down a dish like pizza into food groups. Then, have them suggest ideas for adjusting the amount of each ingredient to follow MyPlate, such as topping a pizza with lots of veggies and smaller amounts of proteins.
III. Cooking and Food Safety  (55 minutes)

1. Explain the cooking portion of the lesson. Emphasize that it is an opportunity for everyone to practice new skills and try new foods.

   - Be sure to engage everyone in the cooking on the first day. It sets the tone for the entire course.

2. Discuss the importance of kitchen safety to prevent foodborne illness and accidents.
   - Ask participants why food safety is so important. As needed, point out that proper food safety can prevent foodborne illnesses. This is particularly important when cooking for children, the elderly, or others with compromised immune systems.
   - Point out that washing hands is one of the most important steps we can take to prevent foodborne illness. Review proper hand washing technique, i.e., in warm soapy water for at least 20 seconds. Have everyone wash hands in preparation for cooking.
   - Explain that kitchen accidents can be prevented by following simple safety rules. Refer to the Knife Basics handout on page 15 and review basic knife skills and safety techniques. Set policies for safe knife use in class.

3. Introduce today’s recipes.
   - Point out that each recipe uses at least three MyPlate food groups. Remind participants that MyPlate encourages us to eat from every food group, every day.
   - Have participants review the ingredients and point out which food groups are represented.
   - Explain that before cooking, it’s important to read the recipe from start to finish, get out all of the ingredients and cooking tools needed to prepare it, and prep the ingredients. Ask participants why they think this preparation is important. As needed, point out that it saves time in the long run and makes the cooking process go much smoother. Point out how Cooking Matters recipes are written to encourage this style of cooking — all of the preparation steps are listed first in the directions.

   - Practice proper hand washing and basic knife safety.

   - As participants cook, ask them if they have any questions about buying or storing knives. Use the additional tips on the handout to answer their questions as needed.

   - Prepare recipes with foods from multiple food groups.

   - Add interest by explaining the French term used by chefs to describe this preparation – mise en place (pronounced meez ahn plahs). Have participants practice saying it aloud.
Discuss using recipes as a framework that can be adjusted to save money and improve health.

Practice reading food labels.

**LESSON 1**

4. Introduce the idea of using recipes as a framework that can be adjusted to fit your budget and other needs.
   - **ASK:** What would you do if you were shopping for these recipes and they were out of one of your ingredients? As needed, guide participants to understand that many recipes do not need to be followed exactly. Most recipes are meant to provide a framework that can be adjusted for your needs — for instance, your budget, available ingredients, healthier cooking methods, and taste preferences. Explain that we’ll talk more about recipe frameworks as a key strategy for staying within your food budget.

   - **Making Recipes Work for You, page 19**

5. Delegate different recipe steps as needed. Walk around the room, answering any questions and commenting on technique. As needed, gently correct unsafe knife use.

**IV. Nutrition, Part 2** (10 minutes)

1. While the food cooks, introduce the food label as another tool to help guide our food choices.
   - **ASK:** What information on the food label do you use now? How do you use it?

   - **Reading Food Labels, page 3**

   - Explain that the Nutrition Facts panel can be used to understand the amount of nutrients provided in the food we eat. It can also help us compare foods and make smarter choices.
   - Point out the Nutrition Facts panel on a label used in one of today’s recipes (e.g., a can of no salt added tomatoes in the Barley Jambalaya). Clarify the difference between one serving and the number of servings in a package.

   - Make photocopies of the Nutrition Facts Panels for this discussion in advance. This will allow all participants to examine the labels in more detail and participate in the discussion.
• Next, point out the Nutrition Facts panel on a label for a comparable but less healthy product (e.g., a can of full-sodium tomatoes). Ask participants to compare the labels for calories, saturated fat, trans fat, sugars, sodium (salt), and fiber. Have them report what they notice.

• Summarize that when comparing similar foods, participants can make healthier choices by aiming low on these key nutrients (or in the case of fiber, aiming high). Point out that we’ll spend a lot more time comparing food labels for different types of foods throughout the course.

V. Eating Together  (20 minutes)

1. Prepare to share the meal together. As an example, serve a plate according to the serving size indicated on the Nutrition Facts panel on the recipe, or following the example of MyPlate.

• Encourage participants to compare that amount to the portion they might typically eat. Briefly talk about changes in portion sizes in the last 30 years.

2. Portion Distortion, page 4

• Have participants comment on the taste of the meal. Ask them to share ways they would make adjustments to the recipe if they were making it at home (e.g., use a different green vegetable, use up canned tomatoes in their pantry).

• ASK: What did you enjoy about today’s class? Summarize the key messages: eat from “every food group, every day;” wash your hands before, during, and after you cook; use recipes as a framework to meet your and your family’s needs; compare food labels to make healthy choices.

2. Point participants to the list of challenge activities on the Week One: Let’s Get Cooking! handout on page 55 of their books. Review the challenges together. Encourage them to place a star by the challenge they want to try this week. Ask them to write down or share aloud a few details of how they will complete the challenge (e.g., which recipe they will cook, which healthy eating habit they will model).

• Make one of today’s recipes at home, adjusting as needed to fit their needs.

• Compare food labels when food shopping.

• Eat from “every food group, every day” this week.

• Make their own weekly challenge based on something they learned today.

3. Encourage everyone to help clean up. Pass out groceries to take home. Get participants excited about next week’s topics and activities.

All instructors should take the time to sit, eat, and converse with participants. The communal meal is an important part of the classroom experience.
Veggies Three Ways
Try these simple ways to cook your veggies. Decide which ways work best for you!

Start with 1 pound of veggies (unless otherwise noted). Wash before cooking. Peel if needed. Cut into bite-size pieces, all roughly the same size so they cook evenly. Then, follow the directions below.

- **Stove Top**: Fill a pot with 1½ inches of water. Add veggies. Simmer until tender, using cook times below.
- **Oven**: Preheat oven to 450°F. Toss veggies with 1 Tablespoon canola oil. Coat a baking sheet with non-stick cooking spray. Spread veggies evenly on the baking sheet so they are not touching. Bake, using cook times below.
- **Microwave**: Place veggies in a microwave-safe dish with a lid. Or, cover with plastic wrap. Vent by poking a few holes in the plastic or folding back a small corner. Add 2 Tablespoons water. Microwave on high, using cook times below. Drain well after cooking.

### Approximate Cooking Times

<table>
<thead>
<tr>
<th>Vegetable</th>
<th>Stove Top</th>
<th>Oven</th>
<th>Microwave*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asparagus, zucchini, yellow squash</td>
<td>4–6 minutes</td>
<td>15–20 minutes</td>
<td>3–5 minutes</td>
</tr>
<tr>
<td>Beets, turnips</td>
<td>10–15 minutes</td>
<td>20–25 minutes</td>
<td>10–12 minutes</td>
</tr>
<tr>
<td>Broccoli, cauliflower, Brussels sprouts, cabbage</td>
<td>5–8 minutes</td>
<td>15–20 minutes</td>
<td>5–7 minutes</td>
</tr>
<tr>
<td>Carrots, parsnips (1½ pounds)</td>
<td>10–15 minutes</td>
<td>20–25 minutes</td>
<td>6–10 minutes</td>
</tr>
<tr>
<td>Celery root</td>
<td>10–15 minutes</td>
<td>20–25 minutes</td>
<td>4–6 minutes</td>
</tr>
<tr>
<td>Chard, collards, kale, mustard, turnip, or beet greens (1½ pounds)</td>
<td>3–5 minutes</td>
<td>—</td>
<td>8–10 minutes</td>
</tr>
<tr>
<td>Corn (4 ears)</td>
<td>5 minutes (on the cob)</td>
<td>15–20 minutes (off the cob)</td>
<td>7–9 minutes (on the cob)</td>
</tr>
<tr>
<td>Green beans</td>
<td>4–6 minutes</td>
<td>15–20 minutes</td>
<td>8–12 minutes</td>
</tr>
<tr>
<td>Snow peas, sugar snap peas</td>
<td>2–4 minutes</td>
<td>8–10 minutes</td>
<td>3–5 minutes</td>
</tr>
<tr>
<td>Spinach (1½ pounds)</td>
<td>2 minutes</td>
<td>—</td>
<td>2–4 minutes</td>
</tr>
<tr>
<td>Sweet potatoes, potatoes, rutabaga**</td>
<td>10–15 minutes</td>
<td>20–25 minutes</td>
<td>8–12 minutes</td>
</tr>
<tr>
<td>Winter squash (2 pounds)</td>
<td>15–25 minutes</td>
<td>25–35 minutes</td>
<td>8–12 minutes</td>
</tr>
</tbody>
</table>

*Microwave temperatures can vary. Check your veggies often. Note what times work best for your microwave.

**Sweet potatoes or white potatoes can also be cooked whole. Poke them with a fork in several places. Microwave on medium, turning once or twice, about 20 minutes for white potatoes and 12–15 minutes for sweet potatoes. Or, bake in the oven at 400°F for 45–60 minutes.
Packaged Food Makeover

Love the convenience of packaged foods? Try these tips for making them healthier — or making them yourself!

<table>
<thead>
<tr>
<th>Packaged Food</th>
<th>Make It Healthier</th>
<th>Make It Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ramen noodles</strong></td>
<td>• Look for brands that bake the noodles instead of frying them.</td>
<td>Cook whole grain angel hair pasta and your favorite chopped veggies in low-sodium broth until tender. Add leftover cooked chicken, fish, or beef, cubed tofu, or thawed edamame. Cook until heated through. Season with low-sodium soy sauce.</td>
</tr>
<tr>
<td></td>
<td>• Stir in fresh or frozen veggies. Try broccoli, peas, edamame (soy beans), or spinach.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Add protein if you like. Try leftover cooked chicken, fish, or beef. Or, add cubes of tofu.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use only half of the seasoning packet.</td>
<td></td>
</tr>
<tr>
<td><strong>“Just add meat” boxed meals</strong></td>
<td>• Use lean ground beef, chicken, or turkey.</td>
<td>Try these recipes from your book:</td>
</tr>
<tr>
<td></td>
<td>• Drain fat from cooked meat.</td>
<td>- Cheesy Hamburger Skillet (page 118)</td>
</tr>
<tr>
<td></td>
<td>• Add whatever veggies you have on hand. Try broccoli, carrots, or spinach.</td>
<td>- Barley Jambalaya (page 115)</td>
</tr>
<tr>
<td><strong>Boxed macaroni and cheese</strong></td>
<td>• Add fresh or frozen broccoli or spinach to the pasta during the last few minutes of cooking.</td>
<td>- Turkey Tacos (page 135)</td>
</tr>
<tr>
<td><strong>Frozen pizza</strong></td>
<td>• Buy a plain cheese pizza. Add your own toppings.</td>
<td>Homemade mac and cheese is easier to make than you may think! See page 95 for our stovetop version.</td>
</tr>
<tr>
<td></td>
<td>• Top with your favorite cooked veggies. Try broccoli, peppers, onions, and olives.</td>
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<tr>
<td></td>
<td>• If you want meat, add low-fat turkey pepperoni. Or, use cooked chicken or turkey sausage.</td>
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<tr>
<td></td>
<td>• Look for whole grain crusts if you can find them. If not, look for thin crusts.</td>
<td>Making your own pizza is fun for the whole family. Try The Works Pizza on page 129. If you have time, make your own whole grain crust! Use the dough recipe on page 138.</td>
</tr>
</tbody>
</table>

Continued >
<table>
<thead>
<tr>
<th>Packaged Food</th>
<th>Make It Healthier</th>
<th>Make It Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taco dinner kits</td>
<td>• Look for taco kits with whole wheat or corn tortillas.</td>
<td>Set up a taco buffet! Use the recipe on page 135. Let each family member add</td>
</tr>
<tr>
<td></td>
<td>• Use lean ground beef, chicken, or turkey.</td>
<td>toppings to suit his or her taste.</td>
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<tr>
<td></td>
<td>• Cook half the amount of ground meat called for.</td>
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<tr>
<td></td>
<td>• Drain fat. Stir a can of rinsed and drained black beans or pinto beans into the</td>
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<tr>
<td></td>
<td>• Add cooked veggies like chopped tomatoes or shredded zucchini.</td>
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<tr>
<td></td>
<td>• Top with low-fat cheese or sour cream.</td>
<td></td>
</tr>
<tr>
<td>Frozen or prepackaged</td>
<td>If veggies aren’t included, stir them in! Try bell peppers, broccoli, carrots,</td>
<td>Try the Chinese Veggies and Rice (page 121) or Asian Noodles with Peanut</td>
</tr>
<tr>
<td>Canned ravioli or pasta dishes</td>
<td>• Look for products made with whole grain pasta.</td>
<td>Make your own pasta dinner using the options on page 62! Or, try some of our</td>
</tr>
<tr>
<td></td>
<td>• Add your favorite cooked veggies. Try zucchini, yellow squash, or spinach. Or,</td>
<td>tasty pasta recipes like Spaghetti and Meatballs (page 127) or Pasta with</td>
</tr>
<tr>
<td></td>
<td>serve with a veggie-filled side salad (see page 64).</td>
<td>Roasted Vegetables (page 124).</td>
</tr>
<tr>
<td>Frozen chicken nuggets or fish</td>
<td>• Compare labels. Choose a brand with less saturated fat and sodium.</td>
<td></td>
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<tr>
<td>sticks</td>
<td>• Look for chicken nuggets made with white meat instead of dark.</td>
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<tr>
<td></td>
<td>• Serve with a hearty salad (page 64) or a colorful vegetable side dish (page 80,</td>
<td></td>
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<tr>
<td></td>
<td>• If fries on the side are a must, make your own Sweet Potato Fries (page 96).</td>
<td></td>
</tr>
<tr>
<td>Frozen waffles or pancakes</td>
<td>• Look for whole grain pancakes or waffles.</td>
<td>It’s easy to make your own chicken fingers or fish sticks! Try the recipes on</td>
</tr>
<tr>
<td></td>
<td>• Top with fresh fruit and yogurt instead of syrup.</td>
<td>page 112 and 113 for healthy, baked versions. Serve with colorful side dishes.</td>
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</table>
Barley Jambalaya
Chef Sarah McKay • Detroit, Mich.
Serves 6, 1 ¼ cups per serving
Prep time: 25 minutes • Cook time: 1 hour

Directions

In Advance
1. In a colander, rinse barley under cold water.
2. In a medium pot over high heat, bring barley, water, and bay leaves to a boil. Reduce heat to low and cover. Cook barley until tender and water is absorbed, about 20–30 minutes.
3. In a colander, drain barley. Set aside.

Preparation
4. Peel, rinse, and dice onions. Rinse and dice celery and pepper. Peel and mince garlic.
5. In a large pot over medium-high heat, heat oil.
6. Add onions, celery, pepper, and garlic to pot. Mix well. Cook until veggies are soft, about 5 minutes.
7. Add ground turkey. Cook until turkey is cooked through, about 5 minutes more.
8. Add tomatoes and their juices. Bring to a simmer.
10. Add cooked barley to the mixture. Stir to combine. Add more water or broth, if needed. Cook over low heat to blend flavors, about 5–10 minutes more.
11. Remove bay leaves and serve.

Chef’s Notes

• To save time, cook barley up to 2 days in advance. Refrigerate until ready to use. Add to pot in step 10.
• If instant barley is not available, use regular pearl barley. Cook following package instructions, about 45 minutes.
• When doubling this recipe, do not double cayenne pepper unless you prefer a very spicy dish.
• Use turkey sausage or soy sausage instead of ground turkey, if desired. For a vegetarian option, use cooked or canned pinto or black beans, rinsed and drained, in place of meat.
• Use brown rice instead of barley, if you like. Cook rice following package instructions. Add cooked rice in place of barley in step 10.

Ingredients

1 cup instant pearl barley
4 cups water
2 whole bay leaves
3 medium onions
2 medium celery stalks
1 medium green, red, yellow, or orange bell pepper
2 medium cloves garlic
1 Tablespoon canola oil
4 ounces ground turkey
2 (14½-ounce) cans diced tomatoes, no salt added
1 teaspoon salt
½ teaspoon ground cayenne pepper
1½ teaspoons dried oregano
1 teaspoon ground black pepper

Materials

Can opener • Colander • Cutting board • Large pot with lid • Measuring cups • Measuring spoons • Medium pot with lid • Mixing spoon • Sharp knife

Nutrition Facts

Serving Size 1 ¼ cups (302g)
Servings per Recipe 6

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>Calories 230</th>
<th>Calories from Fat 40</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Daily Value*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Fat</td>
<td>4.5g</td>
<td>7%</td>
</tr>
<tr>
<td>Saturated Fat</td>
<td>0.5g</td>
<td>3%</td>
</tr>
<tr>
<td>Trans Fat</td>
<td>0g</td>
<td></td>
</tr>
<tr>
<td>Cholesterol</td>
<td>15mg</td>
<td>5%</td>
</tr>
<tr>
<td>Sodium</td>
<td>440mg</td>
<td>18%</td>
</tr>
<tr>
<td>Total Carbohydrate</td>
<td>41g</td>
<td>14%</td>
</tr>
<tr>
<td>Dietary Fiber</td>
<td>9g</td>
<td>36%</td>
</tr>
<tr>
<td>Sugars</td>
<td>9g</td>
<td></td>
</tr>
<tr>
<td>Protein</td>
<td>9g</td>
<td></td>
</tr>
</tbody>
</table>

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

Serves 8, 1 slice per serving
Prep time: 30 minutes • Cook time: 25 minutes

Directions

1. Preheat oven to 450°F.
2. Rinse and peel onion. Rinse peppers, mushrooms, and tomatoes. Dice onion, peppers, and tomatoes into ½-inch pieces. Slice mushrooms ¼-inch thick.
3. Grate cheese.
4. In a large skillet over medium-high heat, heat oil. Add onions, mushrooms, and peppers. Cook for 3 minutes.
5. Transfer vegetables to a colander. Stir in tomatoes. Let sit 3–5 minutes to drain excess liquid.
6. While veggies are draining, shape dough into a 12-inch pizza round. Use your fingers to stretch and spread the dough.
8. Mix dried basil and dried oregano into tomato sauce. If using dried parsley, add now. Spread a layer of sauce across dough.
9. Sprinkle cheese evenly across dough. If using turkey pepperoni, add a layer of slices now.
10. Bake pizza until cheese is melted and crust is browned on the sides and bottom, about 10 minutes. Remove from oven.
11. Add vegetable mixture. Return to oven and bake until pizza is cooked through, 5–10 minutes more. Remove from oven.
12. Let rest for 2 minutes. Using a sharp knife, cut into 8 pieces.

Chef’s Notes

• Make your own dough using the Whole Wheat Pizza Dough recipe (page 138). Or, look for prepared whole wheat pizza dough in the refrigerator section of your store.
• Try making a calzone. Lightly coat a baking sheet with non-stick cooking spray. Lay dough on sheet. Cover half the dough with sauce, cheese, and veggies. Fold the dough in half over toppings and seal the edges. Bake for 6 minutes. Turn over, then bake an extra 6 minutes.
• Make mini pizzas using English muffins or pita bread for the crust.
• Top pizza with any seasonal veggies you like. Try broccoli, red onion, zucchini, or others.
• Instead of using canned tomato sauce, make your own (page 130).