



ROOT CAMP CURRICULUM

GRADES 5-9

CREATED AND DEVELOPED BY SHARON KIMMELMAN



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ROOT Camp – Introduction



Dear Colleague,

Welcome to *ROOT Camp*—an exciting and innovative new curriculum designed to foster healthy eating behavior and culinary skills in young people.

In my teaching over the years, I've watched the local and natural food movements grow. Unfortunately, school food philosophy, policy, and practice often lag behind.

In 2002, I developed *Urban ROOTS*, a food gardening curriculum for 2nd graders to experience how we depend on nature for all our needs. In 2012, PS84 invited me to teach it on their site to all the grades. The real task was helping prepare children to meet the world as healthy, alert, thoughtful, and informed people.

I watched the students graduate and move on to middle school, a critical developmental stage, where children begin to make more choices about their health, particularly, the foods they eat. In addition to understanding from where food comes, I wanted to help them understand that food affects them (and their communities) on multiple levels, and to encourage them to make informed choices with confidence as they grew into adulthood. In 2013, I took on the challenge of developing a food awareness course for 5th graders with *ROOT Camp*. In 2015, ATE acknowledged this work with a grant to turn the course into this handbook for use broadly.

Kudos to you on taking this step, inspiring young people to consider the distance their food travels, to choose and prepare healthy appealing food for themselves and their families, to confidently make decisions in support of their good health, and that this journey is both desirable and possible.

Enjoy!

Sharon Kimmelman

Sharon Kimmelman
Garden and Nutrition Educator, NYC

Ample Table for Everyone

This project was funded by Ample For Everyone, Inc., a 501(c)3 organization dedicated to funding initiatives to mitigate food insecurity in the five boroughs of New York City by addressing the key causes: lack of time, lack of money, inaccessibility to nutritious food, and unfamiliarity with a variety of healthy ingredients, cooking methods and recipes. ATE offers financial support to organizations, individuals, projects, programs and/or new models that afford New York City families access to more sustainable and consistent food consumption with an emphasis on healthy eating.

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About ROOT Camp

ROOT Camp is an interactive, engaging, and developmentally appropriate food awareness curriculum designed for middle school aged students, providing information, encouraging discussion, and fostering greater understanding of nutrition, food systems, and how their food choices affect their health and the environment.

At its essence, ROOT Camp is more than a nutrition education or cooking course. The curriculum aims to provide students with a road map for making strong, informed, and healthy choices as they enter into a new phase of independence and self-awareness. Preparing and familiarizing students with common food jargon and ways to question, speak about and discuss food choices, makes it possible for them to hold out for a better, healthier, and/or more satisfying option, instead of caving to peer pressure or the allure of convenience.

Developmental Relevance:

While this curriculum was written with rising middle school students in mind, the curriculum can be adjusted to be relevant for middle and high school age children. At these ages, children are ready to become an integral working part of the family unit. ROOT Camp capitalizes on these developmental moments and prepares them to:

- Begin or increase helping at home with food selection, prep, and clean up
- Actively participate in making decisions and choices about their food intake
- Seek out their elders, who can share traditions and pass on family recipes and heritage of place
- Understand and look forward to preparing and sharing food
- Model their practical skills for siblings and peers
- Discuss how different cultures are expressed through food

Curriculum Overview:

ROOT camp is comprised of 10 discrete 45 minute lessons introduced through a series of discussion questions and relevant vocabulary designed to facilitate conversation, followed by a written brainstorm activity. The second half of the lesson is focused on the senses, encouraging children to utilize their hands as their first and most versatile tool, as well as an introduction to basic kitchen utensils and appliances. Lessons include discussions around the connection between food and well-being, food justice, criteria for making decisions, and the rationale for shopping locally and in season. At the conclusion of each lesson, students receive a handout including key takeaways and a glimpse into the next lesson topic to allow them to prepare and ponder.

Overriding Principles:

- All living creatures eat and drink daily
- There is a direct relationship between food, health and mood
- Feeding oneself, one's family, and one's community are essential life skills
- Making healthy and informed choices are part of growing up
- There are techniques for eating healthy and affordably



Working with the Recipes

Teaching Tools:

Each lesson is accompanied by a cold recipe to assemble and eat in class and a hot recipe for preparation at home. Hands-on cooking provides children with an opportunity to practice learning by doing as well as watching, listening, smelling and tasting. Meal prep can be a joyful ‘family and friends’ activity. Encourage children to learn the skills, names and the tools they need to conduct the recipe, and to try out their new words in conversation between classes.

Generic Kitchen Supplies:

1 per student or pair

- Small and medium sized mixing bowls
- Small and large sharp knives
- Spreading knives
- Box Grater
- Toothpicks or cocktail tongs
- Salad tongs
- Measuring spoons and cups
- Small cutting boards, 1 per student
- Masher
- Zester
- Plastic cups
- Pitchers
- Wooden mixing spoons
- Zip lock baggies
- Clean-up cloth per table
- Dish towels at sink
- Aprons for the adults
- A compost container for scraps

Clean Up:

If you have a school garden, collect compostables at school and at home and use them there. If you don't have a garden, utilize the school's compost collection or contact the neighborhood farmers market compost collection or community garden. Arrange to transport it there utilizing NYC's 'Curbside Collection' program.

Rules of Thumb:

Wash your hands. For good hygiene, the first step in any cooking project is to wash your hands.

Single Dip, No Drip. When dipping veggies into a sauce, spread, or dip, after you bite it, don't dip the bitten part back into the bowl. The job of saliva is to digest your food in your body so you can use it. If you re-dip it into the bowl, the saliva now on the bitten part, will begin to digest the food in the bowl. It's not sanitary and if you have to store it in the fridge, it will spoil quicker.

The Stirring Spoon never goes into the mouth. Use it to transfer a small amount of food onto a small plate or small spoon to taste if the food is ready to eat, is the right temperature, needs more seasoning, etc.

Eyes up. Look around before you move. It's not enough to watch your own fingers. When using tools, make sure others know what you are doing. Before you carry a tray from place to place, look around and speak up so your path will be clear.

Leave the place better than you found it. Make sure you clean up completely and return tools to their places. Other 'cooks' will appreciate that you did and it will make your next time cooking easier and more pleasant.



Class Format

LESSON OUTLINE:



DO NOW (5 Minutes)

- Teacher reviews previous “You Do” at home activities
- Teacher distributes a brief written “Do Now” activity, brain teaser, or puzzle to be completed individually or in pairs



Inquiry (10–15 Minutes)

Teacher introduces the lesson topic along with key facts, discussion points, brainstorming activities to spur conversation, and relevant vocabulary. Information/Questions/Statements are written on the board for discussion including relevant vocabulary to support discussion about food and nutrition.



Hands On Activity (20–25 Minutes)

Teacher introduces a sensory component which includes the use of kitchen tools while making a recipe.

- Explain the food activity
- Describe the tools and how to use them
- Hand out tools and have students examine them
- Do the preparation, assembly and combining
- Acknowledge the chefs
- Eat
- Take a few comments
- Clean Up



Review Handout/Homework (5 Minutes):

Teacher reviews the key takeaways and instructions for activities to perform before the next lesson. Teacher distributes take home handout with written key takeaways, recipes and the “You Do” activities for completion before the next lesson.



Lesson Overview

#	TITLE	INQUIRY	IN CLASS RECIPE	TAKE HOME RECIPE
1	Orientation: Where am I and Where am I going?	I know about food. I have been eating all my life. Looks good, smells good, tastes good. What more is there to know? Why become aware of food origin, contents and additives, processing, food miles, etc.? What difference does it make?	Apple Wraps	Orange Oatmeal Pancakes
2	Nourishment: What is it?	Why do we eat? How does food affect us physically and mentally? How do we know when we are hungry?	Celery Boats	Pumpkin Muffins
3	Balancing Meals: Timing, Portion Size, and Food Groups	What are the different food groups and why are they important? How do we read food labels? What is a high- and low-quality food?	Avocado, Tomato and Cheese Sandwich	Pasta with Beans and Greens
4	The Role of Sweet & Salty	Why are most snack foods either salty & crunchy or sweet & creamy? What is the role of sugar and salt in our diet? What are easy ways to reduce our sugar intake?	Fruity Yogurt Parfait	Homemade Guacamole
5	Why Am I Thirsty? The Role of Water in the Diet	Why is water important and how can we consume more of it?	Infused Water	Raspberry Lime Fizz
6	Is There a Diet for Humans?	Each species' digestive system supports its unique nutritional needs. How are our teeth designed to support the human diet?	Moroccan Carrot Salad	Homemade Corn Tortilla Chips
7	Eat a Rainbow	Why eat nature painted food? What are the benefits of a diet full of color?	Rainbow Veggies and Pots of Gold	Veggie and Rice Stir Fry
8	How Does Our Environment Affect Our Diet?	How do we make decisions about what to eat? How do our surroundings inform our decisions? Do we really have free choice?	Colorful Spiral Roll Ups	English Muffin Breakfast Sandwich
9	Meals for All Seasons	What does it mean to "be in season"? How and why should we eat seasonally?	Apple Salad with Cinnamon and Walnuts	Baked Apples
10	Express Yourself— Through Your Food!	Each and every one of us connects differently with food, and our families, history, and culture affects how and what we eat. Enjoy the diversity of foods around you and find ways to express yourself—through food!	Celebration Trail Mix	Banana Chocolate Pudding



Nutrition Science Guidelines

The Importance of Eating Healthy:

You get the biggest 'health bang for your buck' by buying fresh and wholesome, real food. In part, real food means that the plants were grown in fertile soil from non-GMO seed and without chemical sprays, and the animals were raised humanely, without drugs, in suitable enclosures, and allowed to graze and forage. When we prepare food with this approach, we derive the benefits from nature's own healthful balance of nutrients.

Eating well is a direction, not a goal. Set your compass and go! It isn't always possible to eat perfectly. Just do your best.

To begin, generally avoid processed, packaged foods. These foods usually contain excessive amounts of refined substances (sugars, salt, and carbohydrates), unhealthy fats, preservatives, dyes, and chemicals. It may be cheap and easy to grab a donut or a salty snack and soda at the corner store but we pay for it with our good health in the long run.

The processed food industry would like you to believe their products are healthy. They spend a lot of advertising dollars to keep you hooked on the convenience of fast foods. If you read a research study in favor of processed food, find out who funded it. If you search, you will also find independently funded scientific research studies which are not motivated by profit. More and more physicians and clinics around the world are turning to independent research in nutrition science to guide their patients back to health with wholesome real food diets. Starting good habits when we're young helps us set out in a healthier direction for life. Learning to use the ROOT Camp Guidelines offers us the opportunity to appreciate real food. What is of greater quality than good health? To stay healthy, we need to know the basics of nutrition science. We hope you will be inspired by these guidelines and maybe inspire others to follow them, as well.

The information below has been extracted from the organizations and presenters listed on the Resources page, which are allied in our common interest to make and keep America healthy. This is an active field, and new developments and information are possible. With a little effort, we can make a change in our eating habits one delicious, nutritious bite at a time.

Here are a few facts:

- The food industry spends two billion dollars per year marketing to children.
- 77% of processed food items contain added sugar.
- Of 4,000 packaged items, 50% have more than the recommendation for added salt.
- Teenage boys derive one-third of their daily calories from sugar. This puts them at a 4-fold risk of heart attack in adulthood, regardless of the number of calories they consume.
- 'Vegetable oils' are derived from seeds (canola/rapeseed, corn, soy, sunflower, safflower) and begin to spoil immediately upon pressing. Cheaper to process, high in Omega-6 fatty acids, vegetable oils are inflammatory to the human body. Historically, canola/rapeseed oil was grown to lubricate machinery, and not to be eaten by humans.



NUTRITION SCIENCE GUIDELINES: (continued)

- The plaque blockage removed from clogged arteries has been found to be PUFAS (poly-unsaturated fatty acids), which come from vegetable oils, not from saturated fats.
- The Dietary Guidelines Advisory Committee now suggests eliminating warnings about dietary cholesterol; it also reversed nearly four decades of nutrition policy, concluding that dietary fats have no impact on cardiovascular disease risk. In fact, 80% of cholesterol is made in the liver; 20% is dietary. Our brain is 75% cholesterol, which also insulates our nerves. So, if someone calls you a fathead, say 'thank you'. It's a compliment.
- In 2015, a meta-analysis published in the British Medical Journal (BMJ), found no association between high levels of saturated fat in the diet and heart disease. Nor did they find an association between saturated fat consumption and other life-threatening diseases like stroke or type2 diabetes.

General Food Tips:

- Consider these food criteria when shopping: Clean (no toxins) / Whole (as made by nature) / Live (fresh, local, or raw) / Varied (different kinds of foods)
- Pay attention to how your food was produced. When possible, choose organic, free-range, grazed, grass-fed.
- When choosing dairy foods, use whole or full fat products. Their healthy, naturally occurring fat adds a calming feeling of satiety. In general, fats moderate and slow the absorption of sugars (fruit, starches) in the meal which supports our steady attention, focus, and energy.
- Much of the nutrition in fruit, roots, and tubers is found in the outer 1/8-inch. So don't peel them. Scrub them.
- In recipes, where the peel or skin will be eaten, choose organically grown.
- Experiment with new ingredients in small quantities in different combinations and from different sources. Note if you feel differently after you eat new foods (digestive, skin, or mood changes).

Specific Food Information:

- **Fat:** Fats are an essential component of a healthy diet. Eating healthy fats does not make us fat. However, eating sugary, salty, processed foods does! Healthy fats pack a lot of nutrition into each calorie. They slow down the uptake of sugars and carbs in the meal which helps to keep the blood sugar level balanced. Including healthy fats in a meal, helps sustain energy and gives a sense of satiety.
- **Saturated fat sources:** the body and organ fat of grazed beef and sheep (suet made into tallow), pork (lard), poultry (chicken, turkey, goose, duck) with skin, whole milk, cream, butter, ghee, cheese, eggs, coconut and palm oil.



NUTRITION SCIENCE GUIDELINES: (continued)

- **Monounsaturated fat sources:** olives, extra virgin olive oil, avocados, almonds, Brazil nuts, walnuts, butter, herring, eggs
- **Oil:** Best not to heat olive oil; use on raw salads or over cooked food. Want to spray it? Buy a pump bottle made just for oil. For cooking, consider any of the saturated fats (see above).
- **Sugar:** There are healthy 'no and low calorie' replacements for sugar. Some are available in 3 forms (liquid, powder, and granulated). These are two that also have additional health benefits: Stevia and Lo Han/Monk Fruit. The taste and sweetness vary amongst the types and brands, so try them out. (Check the labels that there are no hidden sugars in these 'low and no calorie' sweetener products.) Avoid artificial sugar substitutes. As you transition away from sugar, use the least processed sugars (Yacon syrup, coconut nectar, date palm, honey, molasses, maple syrup). Consider blending them with natural no calorie sweeteners to reduce your sugar intake.
- **Dried Fruit:** Look for dried fruits that are not preserved with sulphur dioxide. This additive is used to preserve color and water content, making it prettier and heavier on the scale. That benefits the producer, not the consumer. Possible reaction: wheezing and difficulty breathing.
- **Salt:** Look for full spectrum whole salt which contains about 80 trace minerals, whereas table salt has only 2 minerals, sodium and chloride. Healthy salt is essential for healthy body function. Try Celtic sea salt or Himalayan Pink rock salt. Taste the difference.



Resources

Organizations

These organizations are in the forefront of advancing nutrition science:

Nutrition Science Initiative (nusi.org): is a medical research organization dedicated to reducing the individual, economic, and social costs of obesity, diabetes, and related metabolic diseases by improving the quality of nutrition research. Co-founder Gary Taubes

Nutrition Coalition (NutritionCoalition.us): non partisan, non profit organization working to ensure that the dietary guidelines are based on the best and most rigorous science. Only then will they be able to help Americans fight nutrition-related diseases. Founder Nina Teicholz

Institute for Responsible Nutrition (responsiblefoods.org), “We exist to *shape the way food is produced, marketed and distributed* so we can end food-related illness and promote good health. We are committed and accountable to *rigorous scientific approach*. And we are committed to a world where *improving public health* comes before any individual’s or organization’s financial gain or personal benefit.” Founder Dr. Robert Lustig

YouTube videos

N. Teicholz

Vegetable Oils: the unknown story
The Big Fat Surprise

G. Taubes

Gary Taubes on How Big Government Made Us Fat
The Case Against Sugar
The Qualities of Calories: lessons from the front line Zurich & LCHF in practice

Dr. R. Lustig

Sugar: The Bitter Truth
Understanding Metabolic Syndrome
Processed Food: An Experiment that Failed
robertlustig.com/happiness-hacked/

Dr. Jason Fung, nephrologist

Understanding Diabetes, Eating Healthy Fat Doesn't Make Us Fat, How Sugar And Carbs Do.

Dr. Georgia Ede

Our Descent into Madness: Modern Diets and the Global Mental Health Crisis

Books

The Big Fat Surprise by Nina Teicholz

Why We get Fat: and what to do about it by Gary Taubes

The Case Against Sugar by Gary Taubes

Fat Chance: Beating the Odds Against Sugar, Processed Food, Obesity, and Disease by Dr. Robert Lustig

The Hacking of the American Brain: The Science Behind the Corporate Takeover of Our Bodies and Brains by Dr. Robert Lustig



TEACHER EVALUATION FORM

As the facilitator, your input is very important to us. Within 1 week of completing each session, please fill out the form and email to info@amptableforeveryone.org. Identify the session by entering the week and the session title (for example, for session 1, write "1" and "Orientation to Root Camp").

Organization _____

Facilitator (Name) _____

Session Week _____

Session Name _____

Date _____

Participants _____

About Today's Session

For the following statements, circle one of the options that best describes today's session.

We completed: Total session Most of the session Less than ½ session None

The session was: Very helpful Helpful Somewhat helpful Not helpful

For the following questions, please write your responses.

1. What worked best in the session?	
2. What did not work well in the session?	
3. Was the vocabulary for orientation helpful? Would you add any words?	
4. Are there topics that should be added or taken out?	
5. Was the in class recipe successful? If no, why not?	
6. Was the take home recipe successful? If no, why not?	
7. Would you make any changes?	
8. Any additional comments?	



Name: _____ Class: _____ Date: _____

FOOD ALLERGIES ASSESSMENT

Keeping Everyone Healthy

To help us keep you all healthy and safe, let the instructor know of any food allergies or dietary restrictions that you may have, as well as any other information you think could affect your participation.

Please take a few moments and fill-out the information below.

1. Do you have any food allergies? No Yes Not Sure

If yes, please check the foods that have caused an allergic reaction:

- Peanuts
- Fish/shellfish
- Eggs
- Peanut or nut butter
- Soy products
- Milk
- Peanut or nut oils
- Tree nuts (walnuts, almonds, pecans, etc.)
- Other, please list: _____

2. What has to happen for you to react to the problem food(s)? *(Check all that apply)*

- Eat the food
- Touch the food
- Smell the food
- Other, please explain: _____

3. Do you have any dietary restrictions? No Yes Not Sure

If yes or not sure, please explain: _____

4. Is there any other information you think we should know that would affect your participation in the recipe demonstrations?

Please explain: _____



LESSON 1

Orientation to ROOT Camp: Where Am I and Where Am I Going?





LESSON 1

Orientation to ROOT Camp: Where Am I and Where Am I Going?



VOCABULARY FOR BLACKBOARD:

orientation: knowing where you are and where you're facing

root: the origin or source; the first part of the plant that grows from a seed, that starts and remains in the soil and anchors the plant as it grows

system(-ic): parts placed (physically connected or not) to work or function together

biology (-ical): the study of living organisms

mood (-y): a personal emotional state

recipe: a set of instructions for using ingredients to make something

utensil: a tool, an item that is used to make a task easier to do

ingredient: material or quality that is part of a combination or a mixture

to savor: to taste or smell with pleasure

savory: belonging to the food category that is salty or spicy rather than sweet

communal: shared

seasoning: herbs and spices added to food for flavoring



DO NOW

BEGINNING QUESTIONNAIRE

(Ending Questionnaire to be completed in last lesson and compared)

HAND OUT THE ALLERGY

ASSESSMENT QUESTIONNAIRE.



Inquiry:

Introduce the role of food in daily life through a show of hands. Ask:

- What does every living thing need to survive? (food, water, air, etc)
- Yes, food! Besides survival, what else do we use food for? (taste, celebration, community, family, cultural expression)

Generate conversation through the following points:

- The quality and quantity of the food we eat affects our health and therefore our lives.
- What and how we eat makes a difference to both our physical and mental health.
- We make decisions every day that impact how our body functions.



INQUIRY: (continued)

- Preparing food is part of taking care of ones' self.
- There are many reasons to learn to prepare food:
 - Freshness
 - Known/selected ingredients
 - Self sufficiency
 - Less costly
 - Impressive
 - Suits personal taste
 - Respected skill
 - Can become an occupation or profession



Hands On Activity: APPLE WRAPS

This crunchy snack is packed with protein and fiber to keep you full with lots of energy.

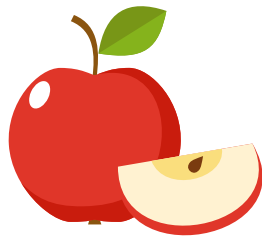
SKILLS: To slice, to dice, to mash, to spread, to wrap.

INGREDIENTS (serves 4)

- 1 large apple
- 1 medium, ripe banana
- 3 tablespoons of spread, nut or seed butter (almond, sesame, sunflower, pumpkin) or mashed avocado
- 2 (8-inch) whole wheat tortillas
- Pinch of ground ginger, cinnamon, nutmeg, cloves, coriander (optional)

TOOLS

- Cutting board
- Measuring Spoons
- Bowls
- Knives



DIRECTIONS

1. Rinse and cut apples in half, lengthwise. Remove any stems. Cut out center core. Leave the apple skins on—that's where most of the nutrition is!
2. Lay apple halves flat side down and cut into slices. Cut slices into small cubes. Place in a small bowl and sprinkle with a pinch of spices if desired.
3. Peel bananas and break into pieces. Mash pieces until creamy and smooth.
4. Add nut/seed butter to mashed banana and stir well to blend.
5. Spread nut/seed butter or mashed avocado over one side of a warmed tortilla.
6. Sprinkle diced apple over nut butter mixture.
7. Tightly roll each tortilla. Cut wrap in half. Share.



Review Handout/Homework:

- Distribute take home Handout with written key takeaways, recipes and the **YOU DO** activities for completion before the next lesson.
- Review the key takeaways and instructions for activities to perform before the next lesson.
- Complete the Teacher Evaluation Form and email to info@ampletableforeveryone.org.



Name: _____ Class: _____ Date: _____

LESSON 1

DO NOW

Orientation to ROOT Camp: Where Am I and Where Am I Going?

I am interested in cooking and preparing or helping prepare my own snacks and meals. Yes No

I have the following food allergies: _____

I feel comfortable cooking or preparing meals for myself or my family. Yes No

I know how to prepare these breakfast foods.

_____ cold cereal _____ hot cereal _____ eggs _____ pancakes

I help prepare meals

_____ > 2x/wk _____ 1x/wk _____ 2x/mo _____ 1x/mo _____ about 4x/yr _____ never

I know how to read a food label. Yes No

I know how to and often set the table. Yes No

I understand how food affects my health. Yes No

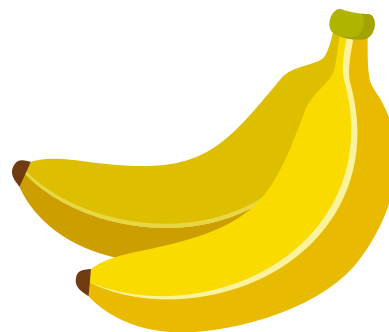
I help wash, dry or put away the dishes. Yes No

I know what and where a farmers market is. Yes No

Name five fruits. _____

Name five vegetables. _____

I feel confident I can make healthy choices about the food I eat. Yes No





LESSON 1: RECIPES

IN CLASS:

APPLE WRAPS

This crunchy snack is packed with protein and fiber to keep you full with lots of energy.

SKILLS: To slice, to dice, to mash, to spread, to wrap.

INGREDIENTS (serves 4)

- 1 medium, ripe banana
- 3 tablespoons of spread, nut or seed butter (almond, sesame, sunflower, pumpkin) or mashed avocado
- 2 (8-inch) whole wheat tortillas
- Pinch of ground ginger, cinnamon, nutmeg, cloves, coriander (optional)

TOOLS

- | | |
|------------------|--------|
| Cutting board | Bowls |
| Measuring Spoons | Knives |

DIRECTIONS

1. Rinse and cut apples in half, lengthwise. Remove any stems. Cut out center core. Leave the apple skins on—that’s where most of the nutrition is!
2. Lay apple halves flat side down and cut into slices. Cut slices into small cubes. Place in a small bowl and sprinkle with a pinch of spices if desired.
3. Peel bananas and break into pieces. Mash pieces until creamy and smooth.
4. Add nut/seed butter to mashed banana and stir well to blend.
5. Spread nut/seed butter or mashed avocado over one side of a warmed tortilla.
6. Sprinkle diced apple over nut butter mixture.
7. Tightly roll each tortilla. Cut wrap in half. Share.



TAKE HOME:

ORANGE OATMEAL PANCAKES

SOURCE: cookingmatters.org/recipes

Serves 6, 2 (4-inch) pancakes per serving

INGREDIENTS

- ½ cup all-purpose flour
- ½ cup whole wheat flour
- ½ cup quick oats
- 1 Tablespoon baking powder
- ¼ teaspoon salt
- 1 large egg
- ¾ cup orange juice
- ½ cup nonfat milk
- 2 Tablespoons olive or coconut oil
- Non-stick cooking spray
- Grass-fed butter
- Maple Syrup

TOOLS

- 2 large bowls
- Fork
- Large skillet

DIRECTIONS

1. In a large bowl, combine flours, oats, baking powder, and salt. Mix well.
2. In another large bowl, crack egg. Beat lightly with a fork.
3. Add orange juice, milk, and oil to egg. Mix well.
4. Coat large skillet with non-stick cooking spray. Heat over medium-high heat.
5. Add wet ingredients to dry ingredients. Stir just until dry ingredients are moistened. Do not overmix.
6. Pour ¼ cup batter into hot pan for each pancake. Adjust heat as needed to avoid burning.
7. Flip pancakes when bubbles appear on top of the batter and the edges are slightly browned, about 3-4 minutes. Cook until second side is slightly browned, about 2-3 minutes more.
8. Serve with butter and maple syrup.



LESSON 1

YOU DO

Nourishment: What is it?

(be prepared to share about this next class)

Define nutrition — nourishment — nourishing.

What improves nutrition?

Why do we eat?

When do you get hungry? How and where do you feel it?

Who prepares your food?

About how long does it take to make:

breakfast? _____ lunch? _____ dinner? _____

What can motivate you to help out (more) in the kitchen?

REMEMBER TO . . .

Check out the tools in the kitchen for preparing foods. Learn the names of two unfamiliar ones.

Begin to help out/observe what happens in your kitchen!



FACTS:

- Children grow fast. They need good food regularly in order to grow well.
- Being clean, inside and out, is a key to wellbeing.
- Food affects mood.
- The quantity, quality, timing, and frequency of what we eat and drink affects our health.



GOOD TO KNOW:

- It's good to know where you are before you start your journey.
- Knowing how to feed oneself and others is an important life skill.
- Four Basic Principles of Food: WHOLE, LIVE, CLEAN, VARIED.
- Learning your body's signals allows you to meet your needs for water, food, activity, and rest.



CONSIDER THIS:

Before beginning class work, a chore at home, an errand, ask yourself,

- What am I about to do?
- Do I have everything I need to complete this task well?
- Imagine the project going well and what that looks like when complete.
- Prepare your mind & body. Then begin.

When sitting down to a meal or a snack, take a moment to notice the aroma and temperature of the food. Engage all of your senses for full enjoyment. Slow down. Look, smell, touch, listen before and as you eat. Does your food talk back with a crunch, snap, bend, squish, and become more flavorful as you chew?



LESSON 2

Nourishment: What is it?





LESSON 2

Nourishment: What is it?



VOCABULARY FOR BLACKBOARD:

to **nourish** (-ed, -ing, -ment): to feed well, promote growth

wellbeing: a state of wellness or good health

edible: something that can be eaten

to **prepare**: to get an area and the materials ready to do an activity

anxiety (adj: **anxious**): nervousness

digest (-ion, -able): to take apart or breakdown (a big idea or food particle) so it can be understood by the mind or benefit the body

diet (-ary): the biological/natural food for an animal



Review YOU DO
LESSON 1 HANDOUT



DO NOW
HANDOUT:
NOURISHMENT: WHAT IS IT?



Inquiry:

Class discussion on the following:

- What is the difference between “need” and “want”?
- What are basic needs for living creatures?
- What is “health”? How do we achieve good health?
A balance of air, water, sleep, exercise, rest, companionship, knowledge, money
- We can nourish our bodies through food. Why else do people eat?
Stress, social pressure, treat
- How do you know when you are hungry?
Stomach growling, tired, headache, grumpy, weak
- What alters hunger?
Drinking water, stimulant (spices, ideas), distraction, sickness
- How do we get information from food? (Hint: through our senses)
Sight, smell, touch, taste, and temperature



Hands On Activity: CELERY BOATS

There's always room for one more veggie in your meal plan. Here's a refreshing snack that's got real meal food appeal. A few of these and you are well nourished till the next time you eat.

SKILLS: To steam, to slice, to mash, to spread, to zest, to wrap, to twist

INGREDIENTS (serves 4)

4 Celery stalks (or another mild tasting veggie that you can scoop out like sweet bell pepper)

Stuffing Possibilities:

4 tablespoons nut butter (almond, cashew, peanut)

4 tablespoons hummus (chickpea/garbanzo bean spread)

4 tablespoons cream cheese

Additions / Garnishes

corn nibblets

green peas

dill

parsley

capers (flower bud of a shrub)

pimentos (red pepper)

lemon zest (grated lemon peel)

raisins

Seasoning Options

salt & pepper

smoked paprika

TOOLS

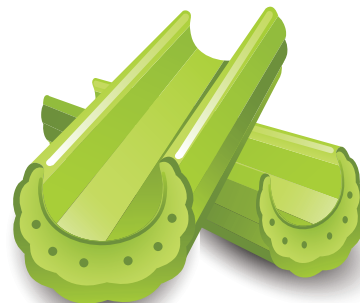
Knife

Masher or big fork

Zester

DIRECTIONS

1. Cut celery or red peppers into 2" sections.
2. Using the stuffing, garnishes and seasoning options, make different simple combinations to find out what you like and what goes well together.
3. To store in the fridge any extras you have made, take a square of wax paper, roll each one up and twist the ends like a tootsie roll or fold open ends under.



Review Handout/Homework:

- Distribute take home Handout with written key takeaways, recipes and the **YOU DO** activities for completion before the next lesson.
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LESSON 2: Answer Key

Nourishment: What is it?



DO NOW

Make a list of **needs** of living creatures. Next to each, how long humans can live without it.

- | | |
|----------------------|-------------------------------|
| 1. air | 7. others of the SAME species |
| 2. water | 8. others of OTHER species |
| 3. food | 9. love |
| 4. shelter | 10. care |
| 5. space | 11. the natural environment |
| 6. the right climate | 12. |

Make a list of **wants** which can make your day/life more pleasant, go more smoothly.

- | | |
|---------------------|-----|
| 1. pizza | 7. |
| 2. t.v. | 8. |
| 3. smart phone | 9. |
| 4. new clothes | 10. |
| 5. branded products | 11. |
| 6. | 12. |



Name: _____ Class: _____ Date: _____

LESSON 2

DO NOW

Lesson 2: Nourishment: What is It?

Make a list of basic NEEDS of all living creatures.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Make a list of basic WANTS which can make your day/life be more pleasant.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____



LESSON 2: RECIPES

IN CLASS:

CELERY BOATS

There's always room for one more veggie in your meal plan. Here's a refreshing snack that's got real meal food appeal. A few of these and you are well nourished till the next time you eat.

SKILLS: To steam, to slice, to mash, to spread, to zest, to wrap, to twist

INGREDIENTS (serves 4)

4 celery stalks (or another mild tasting veggie that you can scoop out like sweet bell pepper)

Stuffing Possibilities:

4 tablespoons nut butter (almond, cashew, peanut)

4 tablespoons hummus (chickpea/garbanzo bean spread)

4 tablespoons cream cheese

Additions / Garnishes

corn nibbles

green peas

dill

parsley

capers (flower bud of a shrub)

pimentos (red pepper)

lemon zest (grated lemon peel)

raisins

Seasoning Options

salt & pepper

smoked paprika

TOOLS

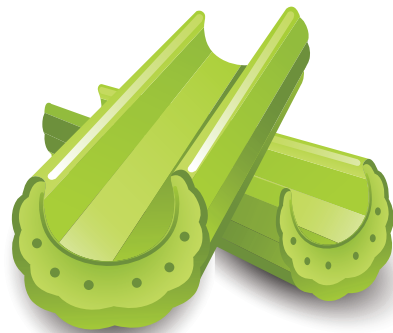
Knife

Masher or big fork

Zester

DIRECTIONS

1. Cut celery or red peppers into 2" sections.
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3. To store in the fridge any extras you have made, take a square of wax paper, roll each one up and twist the ends like a tootsie roll or fold open ends under.





LESSON 2: RECIPES

TAKE HOME:

PUMPKIN MUFFINS

SOURCE: cookingmatters.org/recipes

Serves 12, 1 muffin per serving

INGREDIENTS

½ cup whole wheat flour
¾ cups all-purpose flour
½ cup natural brown sugar
2 Tablespoons of maple syrup
½ teaspoon baking powder
¼ teaspoon baking soda
1 teaspoon ground cinnamon
¼ teaspoon ground nutmeg
¼ teaspoon salt
2 large eggs
½ (15-ounce) can pure pumpkin puree
½ cup plain whole milk yogurt
¼ cup olive or coconut oil
½ teaspoon vanilla extract
Healthy non-stick cooking spray, coconut oil

Optional Ingredients:

½ cup chocolate chips (or ½ cup raisins or chopped nuts)
Grass-fed butter

TOOLS

12-cup muffin pan
Can opener
Large bowl
Measuring cups
Measuring spoons
Medium bowl
Rubber spatula
Pastry brush

DIRECTIONS

1. Preheat oven to 350°F.
2. In a large bowl, mix flours, brown sugar, maple syrup, baking powder, baking soda, cinnamon, nutmeg, and salt.
3. In a medium bowl, combine eggs, canned pumpkin, yogurt, oil, and vanilla. Mix well.
4. Add wet ingredients to dry ingredients. Stir until just combined. Do not overmix.
5. If using chocolate chips, raisins, or chopped nuts, stir in now.
6. Spray muffin pan with non-stick cooking spray or brush with coconut oil. Fill each muffin cup about ¾ full of batter. Bake on middle rack of oven until muffin tops are golden brown and a toothpick inserted comes out clean, about 25–30 minutes. Cool in pan about 5 minutes. Tap muffins out of pan. Brush the tops with coconut oil or butter. Cool completely before serving.





LESSON 2

YOU DO

Balancing Meals: Timing, Portion Size and Food Groups

(be prepared to share about this next class)

Notice what time it is when you feel hungry during the day.

Do you feel hunger right when you wake up?

Do you get hungry way before mealtime?

What do you do when that happens?

Describe how hunger feels in your body and where you feel it.

Begin to help out with some part of making a meal.
What interests you?

- deciding what to eat, going shopping, selecting food, making meal plan
- setting up for food prep, food prep, table prep
- cooking and food assembly
- serving, cleaning-up, washing-up, utensil storage

✓ REMEMBER TO . . .

- Begin to collect food can labels and empty boxes with nutrition labels.
- Read some of the labels you collect. What ingredients do you recognize? Which are new to you?



FACTS:

- All automatic bodily activities (ex: breathing, swallowing, blinking, heart beating) need energy to take place.
- Additional physical and mental activity requires additional energy.
- Like other creatures, we eat food and convert it into energy that our bodies can use.
- Several body parts signal the brain: "Hunger! Go look for food!"



GOOD TO KNOW:

- At every moment, we have the opportunity to make a good choice.
- Other people influence you by their actions. You can influence others with your actions as well.



CONSIDER THIS:

- To improve your ability to absorb nutrition more fully, eat when you are hungry, rested, relaxed, breathing well, and at peace.
- Notice why and when you are hungry, and what decisions you make in the moment.



LESSON 3

Balancing Meals: Timing, Portion Size, and Food Groups





LESSON 3

Balancing Meals: Timing, Portion Size, and Food Groups



VOCABULARY FOR BLACKBOARD:

portion: someone’s part or share of something

appetite: the feeling or sensation of hunger, desire for food

calorie: unit of energy

protein: a very complex compound made up of the basics of all living cells

carbohydrate: a complex sugar, can be a starch (as compared with a simple sugar), most come from the plant kingdom

fruit: the part of the plant which contains the seed(s)

grain: starchy seed, often used to make flour

dairy: milk and foods made from the milk of a mammal

metabolism: the process of breaking down food so it can be used by the body

Food Pyramid: nutritional diagram in the shape of a pyramid. Historically used by government and nutritionists to show food categories

MyPlate: the current nutrition guide published by the USDA Center for Nutrition Policy and Promotion, a food circle depicting a place setting with a plate and glass divided into five food groups



Review **YOU DO**

LESSON 2 HANDOUT

Collect Food Labels



DO NOW

HANDOUT: MY PLATE



Inquiry:

Class discussion on the following:

CLASSIFYING FOOD

- We place food into groups or categories to help guide how we eat.
- Review some food labels. What are the categories? What do they mean?
- What is a serving size? How many servings do you usually eat?



INQUIRY: (continued)

- What makes up a nutritionally balanced meal?
 - Review Food Pyramid and MyPlate
- What is the difference between quality and quantity?
 - High-quality nutrient-dense food will nourish us and satisfy hunger
 - Low-quality food will give a full feeling but without much nourishment. Hunger can return quickly or ill feeling can follow
- Why do people buy low-quality food?
 - Price, availability, advertisements, convenience, social norms, fancy packaging



Hands On Activity: AVOCADO, TOMATO AND CHEESE SANDWICH

Adding vegetables to sandwiches helps with taste, digestion, and health!

SKILLS: to slice, to assemble, to season

INGREDIENTS (serves 4)

2 ripe avocados
2 tomatoes, medium
4 ounces feta, from a block
4 slices whole grain bread
Pepper, salt, and other herbs and spices

TOOLS

Knife
Cutting board
Plate

DIRECTIONS

1. Pit and slice avocado.
2. Thinly slice tomatoes.
3. Thinly slice feta.
4. Assemble on bread.
5. Add pepper, salt, or other herbs and spices, to taste.
6. Cover with second slice of bread. Cut each in half diagonally. Share.



Review Handout/Homework:

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LESSON 3: Answer Key

Balancing Meals: Timing, Portion Size, and Food Groups



DO NOW

My Plate: How Would You Fill This Plate and Cup with a Balanced Meal?

ChooseMyPlate.gov



Name: _____ Class: _____ Date: _____

LESSON 3

DO NOW

Meals: Timing, Portion Size, and Food Groups

My Plate: How Would You Fill This Plate and Cup with a Balanced Meal?

Divide the plate and cup into sections to show the portion sizes for each food group. Include protein, fruits, vegetables, grains and dairy in your portion sizes.





LESSON 3: RECIPES

IN CLASS:

AVOCADO, TOMATO AND CHEESE SANDWICH

Adding vegetables to sandwiches helps with taste, digestion, and health!

SKILLS: to slice, to assemble, to season

INGREDIENTS (serves 4)

2 ripe avocados

2 tomatoes, medium

4 ounces feta, from a block

4 slices whole grain bread

Pepper, salt, and other herbs and spices

TOOLS

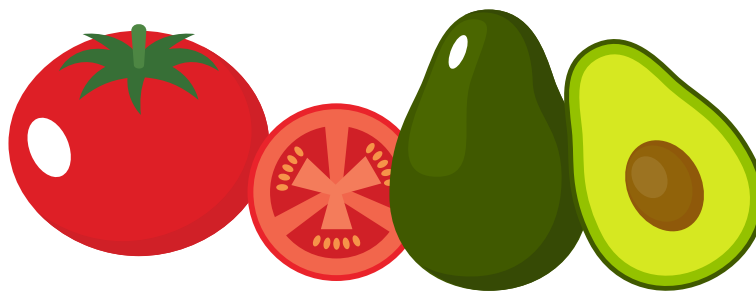
Knife

Cutting board

Plate

DIRECTIONS:

1. Pit and slice avocado.
2. Thinly slice tomatoes.
3. Thinly slice feta.
4. Assemble on bread.
5. Add pepper, salt, or other herbs and spices, to taste.
6. Cover with second slice of bread. Cut each in half diagonally. Share.





LESSON 3: RECIPES

TAKE HOME:

PASTA WITH BEANS AND GREENS

SOURCE: cookingmatters.org/recipes

Serves 12, ¾ cup per serving

INGREDIENTS

- 1 (16-ounce) package pasta (whole wheat, buckwheat, lentil, or chickpea), or raw zucchini strips or spirals
- 2 medium onions
- 1 medium carrot
- 3 large cloves garlic
- 2 pounds (1 large bunch) spinach or kale
- 2 (15½-ounce) cans great northern, cannellini, or lima beans
- 2 tablespoons olive oil
- 1 teaspoon dried oregano
- 1 teaspoon dried red pepper flakes
- ¾ teaspoon salt
- ½ teaspoon ground black pepper

TOOLS

- Can opener
- Colander
- Cutting board
- Large pot
- Large skillet
- Measuring cups
- Measuring spoons
- Sharp knife
- Vegetable peeler

DIRECTIONS

1. Cook pasta following package directions. Drain, reserving 1 cup pasta water. Set aside.
2. While pasta is cooking, rinse, peel, and dice onions and carrot. Peel and mince garlic.
3. Rinse greens, more than once if needed to remove all grit. Remove tough stems. Chop coarsely.
4. In a colander, drain and rinse beans.
5. In a large skillet over medium-low heat, heat oil. Add garlic, carrot, onion, and greens. Cook until onions are soft.
6. Add ½ cup reserved pasta water and seasonings. Cook until greens are tender.
7. Add beans to greens. If needed, add a little more reserved pasta water to make a sauce.
8. Add cooked pasta or zucchini to beans and greens. Toss to combine. Cook until heated through, about 5 more minutes.





LESSON 3

YOU DO

The Role of Sweet and Salty

(be prepared to share about this next class)

Look at the labels on cans or boxes of prepared food meals that contain many ingredients.

Can you find salt? Can you find sugar?

✓ REMEMBER TO . . .

- BE SAFE, always ask for help when learning how to use a new kitchen tool. It is important to use it correctly.
- Bag up enough healthy “grab & go” snacks on the weekends for the coming week.



FACTS:

- Your empty stomach is the size of your fist. It is located below your ribs on the left side .
- Active people usually need more food.
- Most people need 5-9 servings of fruits and vegetables each day. This means most of our plate should be filled with fruits and vegetables.



GOOD TO KNOW:

- Simpler and smaller meals are easier to digest.
- Low quality foods may be easier to find, but they won't keep you full for long.
- Drinking water throughout the day is a good idea—your body needs hydration to function.
- If you can't pronounce an ingredient on a food label, it's a sign it may not be good for you.



CONSIDER THIS:

- Allow yourself to get a little hungry before you eat. Hunger pangs signal that your stomach is empty and ready for a new meal.
- Make your plate balanced with fresh salad, protein, veggies, and some starch (if you want) with healthy oil/fat to give you long lasting energy.
- Stop eating before you start to feel uncomfortable or become too full.
- Try to pay attention when eating. Notice the difference between eating without paying attention and 'planned eating' with food laid out on a plate where you can observe and enjoy the quantity, quality, smell, and taste.



LESSON 4

The Role of Sweet & Salty





LESSON 4

The Role of Sweet and Salty



VOCABULARY FOR BLACKBOARD:

to **crave** (-ing): to want something a lot

to **concentrate** (-d): to gather or collect

to **dilute** (-d): to make less strong (color, flavor) by adding water or other clear element

to **eliminate**: to throw off, to get rid of



Review **YOU DO** LESSON 3 HANDOUT



DO NOW HANDOUT: SNACKS I KNOW AND LOVE



Inquiry:

Class discussion on the following:

- Read through food labels with class. Any surprises? Notice the addition of salts and sugars to most foods.
- What are other names used on labels for sugars and salts?
 - Sugar: cane sugar, honey, fructose, agave (*see box on next page for longer list*)
 - Salt: sea salt, sodium chloride
- Name doesn't change nutrition content.
- Why do food makers (and people) add salts and sugars to food?
 - Enhances flavor/taste
 - Improves sales
 - Preservative (longer shelf life)
 - Adds interest to food, more complex taste
- Why do humans crave sugary/sweet foods?
 - To alter feeling/mood
 - For a burst of energy
 - Habit
 - As part of social experiences
- Are sugar and salt a healthy part of the human diet?
 - In moderation, yes! In fact, sugar occurs naturally in fruit, which in moderation, is part of a healthy diet.
 - Reserved for special times
 - Often hidden so we eat them unknowingly
 - Prime example: drinks!



INQUIRY: (continued)

- What effect does salt and sugar have on our health?
 - Can contribute to many chronic diseases including Type 2 diabetes, stroke, heart disease, dental issues, skin ailments, headaches
 - Obesity
- What can support us to shift into making healthy food choices, more of the time?
 - Choosing healthy foods more regularly
 - Finding other ways to get energy—whole fruits, water, exercise, sleep
 - A friend’s good influence
 - Taking time to think and consider consequences
 - Not waiting too long to eat
 - Balancing quality and snack foods
 - Preparing your own foods
 - Noticing marketing/advertisements and thinking critically



GOOD TO KNOW:

THE MANY NAMES OF SWEETS

brown sugar (light & dark)	glucose	panocha
cane sugar	high fructose	confectioner’s/powdered sugar
dehydrated cane juice	corn syrup	raw unwashed sugar
cane washed sugar	honey	rice syrup
coconut sugar	invert sugar	rock candy
complex corn syrup solids	lactose	saccharine—(chemical sugar)
corn syrup	malt	simple sugar
demerara sugar	maltodextrin	sucralose
dextrose	maltose	sucrose
free flowing brown sugars	maple syrup	sugar (granulated)
fructo-oligo- saccharides	molasses	treacle
fructose	muscovado sugar natural cane/ barbados sugar	turbinado sugar
galactose		



Hands On Activity: FRUITY YOGURT PARFAIT

Have fun with flavors and natural fruit sweetness. Make your snacks more interesting, filling and good for you!

SKILLS: to slice, to assemble, to layer

INGREDIENTS (serves 4)

16 ounces plain, unsweetened Greek or whole milk yogurt

1 cup fruit (fresh or frozen berries, grapes, melons)

½ cup dry crunchy mix of wheat germ, chia seeds, sesame seeds, sunflower seeds, crushed walnuts, pecans

TOOLS

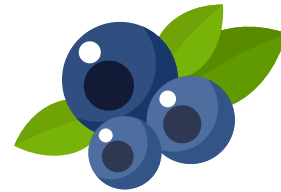
Knife

4 cups

4 spoons

DIRECTIONS

1. Put 2 spoonfuls of fruit into a cup.
2. Put 3 spoonfuls of yogurt on top of the fruit.
3. Add 1 spoonful of the dry crunchy mix on top.
4. Add the rest of the fruit and the rest of the yogurt.
5. Sprinkle the dry crunchy mix on top.



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LESSON 4: Answer Key The Role of Sweet and Salty



DO NOW

How many snacks can you list that fit these descriptions?

SNACKS I KNOW AND LOVE	
SALTY / CRUNCHY	SWEET / SMOOTH / CREAMY
potato chips	whipped cream
salted peanuts	donut
roasted salted nuts	cake
corn chips	cookies
bagel chips	icing
popcorn	chocolate
pretzels	ice cream
crackers	pudding
'goldfish'	marshmallows
	cupcakes
	candy



LESSON 4: RECIPES

IN CLASS:

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SKILLS: To slice, to assemble, to layer

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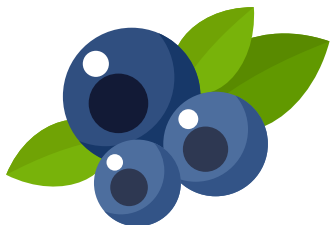
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DIRECTIONS

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4. Add the rest of the fruit and the rest of the yogurt.
5. Sprinkle the dry crunchy mix on top.



TAKE HOME:

HOMEMADE GUACAMOLE

SOURCE: cookingmatters.org/recipes

Serves 8, ¼ cup per serving

INGREDIENTS

¼ red onion

1 medium clove garlic

2 plum tomatoes

1 medium lime

2 medium, ripe avocados

¼ teaspoon salt

Optional Ingredients:

½ teaspoon ground cumin

¼ cup fresh cilantro leaves

TOOLS

Cutting board

Measuring cups

Measuring spoons

Medium bowl

Sharp knife

Spoon

DIRECTIONS

1. Peel onion and garlic clove. Rinse tomatoes.
2. If using, rinse cilantro. Pluck leaves from stems. Tear into small pieces.
3. Mince onion and garlic. Dice tomatoes into ¼-inch pieces.
4. Rinse lime and cut in half. In a medium bowl, squeeze juice from each half. Discard seeds.
5. Cut avocados in half. Remove pits. Using a large spoon, scoop out flesh and add to bowl with juice.
6. Add salt to avocado. If using cumin, add now. Mash well with a fork.
7. Add onion, garlic, and tomatoes to avocado mixture. If using cilantro, add now. Stir well.



LESSON 4

YOU DO

I'm Thirsty

(be prepared to share about this next class)

How many ounces of liquid can fit in the stomach?

Pay attention to how much water you drink over the day. If you increase your water intake, do you feel any different?

✓ REMEMBER TO . . .

- Read the labels on your foods before you eat them. Can you identify the different names for salts and sugars?
- Don't eat sweet or salty snacks just before mealtime or it will delay your appetite.
- Don't shop when you are hungry so you won't buy junky fast food.



FACTS:

- Sweet and salty foods are habit-forming—it's hard to stop eating them once you start.
- Whole fruit provides a natural source of sugar, but balanced with vitamins, minerals, and with the benefit of fiber to keep you full and help digestion.
- Sugar and salt are added to almost all processed foods. Many people end up eating a lot more sugar and salt than they realize is healthy.



GOOD TO KNOW:

- Salt and sugar are added to almost all processed foods under a variety of names.
- One easy way to reduce your sugar consumption is by rethinking your drinks. Water is the only drink your body needs.



CONSIDER THIS:

- Lay out a simple place setting before you eat.
- Leave the table before you are full and you will always come to the table with an appetite.



LESSON 5

Why Am I Thirsty? The Role of Water in the Diet





LESSON 5

Why Am I Thirsty? The Role of Water in the Diet



VOCABULARY FOR BLACKBOARD:

percent (-age): a scale based on a thing having 100 equal parts

ratio / proportion: relationship of quantity, amount, size between two or more things

approximate(-ly): not exact, ballpark amount

fluid: liquid

hydrate/dehydrate: the process of causing something to absorb water/removing water

to **consume:** to eat, to use up

mesh: a loose woven or knotted fabric

to **drain:** to allow water to drip through

tract: a system of body parts or organs that together serve a special purpose

method: a way of doing something



Review YOU DO
LESSON 4 HANDOUT



DO NOW
HANDOUT:
RETHINK YOUR DRINK



Inquiry:

Class discussion on the following:

- How Do Our Bodies Use Water to Keep Us Healthy?

Kidneys: the main regulator of water losses. Makes sure that you maintain your water balance. When you urinate, it is your kidneys getting rid of waste water and substances that your body does not need.

Skin: water evaporates through the pores in your skin when you sweat, lowering your temperature. Sweating is the body's way of keeping cool.

Digestive system: drinking water helps your digestive system work properly.

Lungs: you lose water through your lungs when you breathe.

- Show two fruits, one that is fresh and one that is dried (e.g. a banana and a banana chip, or a plum and a prune). Discuss the difference between the two. Lead on to the word *hydration*. How do we ensure we are hydrated?



INQUIRY: (continued)

- Our bodies are about 70% water. Where and how do we get this water?
 - Drinking:** Water, drinks with water in them
 - Eating:** Raw Foods with water in them (fruits and vegetables!)
- Factors that contribute to dehydration:
 - Hot weather
 - Exercise
 - Not drinking enough water
 - Drinking substitutes that are sugary
 - Fevers and other illnesses
 - Diseases such as diabetes
 - No access to safe drinking water
- Ways to spot dehydration:
 - Urine color should be clear. The more yellow it is, the less likely you are to be hydrated.
 - Mouth and throat feel dry! Being thirsty is a sign that our bodies are already at a low level of hydration.
- What does it mean when we are thirsty during a meal? What does this tell us to do?
 - Didn't drink enough earlier, or we need to eat more water-laden foods in our meals
- Does it matter if you drink bottled, filtered, or tap water?
 - NYC tap water has been ranked one of the cleanest in the country
 - Bottled water costs money and is an unnecessary use of plastic bottles



Hands On Activity: FRUIT AND HERB INFUSED WATER

Water is healthy and delicious—and can be mixed with fruits, vegetables, and herbs for a fun twist!

SKILLS: to squeeze, to muddle, to pour

INGREDIENTS (serves 4)

2 cups berries, citrus, melons, pineapple, cucumber (most fruits will work)

A few sprigs of mint, basil, sage, rosemary, tarragon, thyme, or lavender

1 quart water (tap or filtered)

Ice

TOOLS

1-quart pitcher or jar with lid

Muddler or wooden spoon

4 cups

DIRECTIONS

General formula for whatever fruit/herb combo you desire.

1. If using herbs, bruise them before adding them to water to release flavor. Lay out sprigs of fresh herbs (the herb stem with leaves) on a cutting board and press them with the bowl of a wooden spoon or the bottom of a cup or jar. (Don't break apart the herbs into bits.) Then add them to the jar/pitcher.
2. Add fruit to jar/pitcher; press and twist with muddler or handle of wooden spoon, just enough to release some of the juices.
3. Fill jar/pitcher with ice cubes.
4. Add water to top of jar/pitcher.



Hands On Activity: **FRUIT AND HERB INFUSED WATER** (continued)

Suggested flavor combinations:

ALL CITRUS (no herbs): Slice 1 orange, 1 lime, 1 lemon into rounds, then cut the rounds in half. Add to jar and proceed with muddling, add ice & water.

RASPBERRY LIME (no herbs): Cut a lime into quarters; with your hands, squeeze the juice into the jar, then throw in the squeezed lime quarters. Add ½ cup raspberries. Muddle, add ice & water.

PINEAPPLE MINT: Add a sprig of mint to the jar (you can throw in the whole sprig; or, remove the leaves from the sprig, if you prefer to have the mint swimming around and distributed through in the jar). Muddle the mint. Add 2 cups pineapple pieces, muddle, add ice & water.

BLACKBERRY SAGE: Add sage sprig to jar. Add ½ cup blackberries; muddle, add ice & water.



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Name: _____ Class: _____ Date: _____

LESSON 5

DO NOW

I'm Thirsty: The Role of Water in the Diet

Review the provided chart. Enter the number of servings of each drink you consume per day. Calculate the number of teaspoons of sugar consumed. Then calculate the number of minutes you would need to walk everyday to burn off your daily drinks. Next add the total amount of drinks per day, sugar consumed and minutes of walking to burn the sugar. Compare to the amount of walking you do every day.

























Drink	How Many Drinks Per Day?	Teaspoons of Sugar	Minutes of Walking
Soda			
Sports Drink			
Energy Drink			
Juice Drink			
Fruit Flavored Soda			
Vitamin-added Water			
Sweetened Tea			
Water			

Total Drinks Per Day

Total Sugar Per Day

Total Minutes Per Day

Choose health. Drink water.

Drink, Calories and Container Size (fluid ounces)	Teaspoons of Sugar per Container Size	Minutes of Brisk Walking to Burn Off the Drink (walking at 3.5 mph)
 Soda 258 calories 20 fl. oz.	15 tsp 	56 min. 
 Sports Drink 125 calories 20 fl. oz.	9 tsp 	27 min. 
 Energy Drink 240 calories 16 fl. oz.	15 tsp 	52 min. 
 Juice Drink 305 calories 20 fl. oz.	17 tsp 	66 min. 
 Fruit-flavored Soda 165 calories 12.5 fl. oz.	11 tsp 	36 min. 
 Vitamin-added Water 125 calories 20 fl. oz.	8 tsp 	27 min. 
 Sweetened Tea 213 calories 20 fl. oz.	14 tsp 	46 min. 
 Water 0 calories 20 fl. oz.	0 tsp 	0 min. 

Note: Walking times are based on the average calorie expenditure for a 154-pound individual walking at 3.5 mph (280 calories/hour). Calories burned per hour will be higher for persons who weigh more than 154 pounds and lower for persons who weigh less. Teaspoons of sugar are rounded to the nearest whole number. All walking times are rounded up to the next whole number.

U.S. Department of Health and Human Services, U.S. Department of Agriculture. 2015-2020 Dietary Guidelines for Americans. USDA Food Composition Database. <https://sites.google.com/site/compendiumofphysicalactivities/compendia> (2011).

rethink
YOUR DRINK

The California Department of Public Health, with funding from the United States Department of Agriculture's Supplemental Nutrition Assistance Program – USDA SNAP, produced this material. These institutions are equal opportunity providers and employers. For important nutrition information, visit www.CaChampionsForChange.net.



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LESSON 5: RECIPES

IN CLASS:

FRUIT AND HERB INFUSED WATER

Water is healthy and delicious—and can be mixed with fruits, vegetables, and herbs for a fun twist!

SKILLS: To squeeze, to muddle, to twist.

INGREDIENTS (serves 4)

2 cups berries, citrus, melons, pineapple, cucumber (most fruits will work)

A few sprigs of mint, basil, sage, rosemary, tarragon, thyme, or lavender

1 quart water (tap or filtered)

Ice

TOOLS

1-quart pitcher or jar with lid

Muddler or wooden spoon

4 cups

DIRECTIONS



General formula for whatever fruit/herb combo you desire.

1. If using herbs, bruise them before adding them to water to release flavor. Lay out sprigs of fresh herbs (the herb stem with leaves) on a cutting board and press them with the bowl of a wooden spoon or the bottom of a cup or jar. (Don't break apart the herbs into bits.) Then add them to the jar/pitcher.
2. Add fruit to jar/pitcher; press and twist with muddler or handle of wooden spoon, just enough to release some of the juices.
3. Fill jar/pitcher with ice cubes.
4. Add water to top of jar/pitcher.

Suggested flavor combinations:

ALL CITRUS (no herbs): Slice 1 orange, 1 lime, 1 lemon into rounds, then cut the rounds in half. Add to jar and proceed with muddling, add ice and water.

RASPBERRY LIME (no herbs): Cut a lime into quarters; with your hands, squeeze the juice into the jar, then throw in the squeezed lime quarters. Add ½ cup raspberries. Muddle, add ice & water.

PINEAPPLE MINT: Add a sprig of mint to the jar (you can throw in the whole sprig; or, remove the leaves from the sprig, if you prefer to have the mint swimming around and distributed through in the jar). Muddle the mint. Add 2 cups pineapple pieces, muddle, add ice & water.

BLACKBERRY SAGE: Add sage sprig to jar. Add ½ cup blackberries; muddle, add ice & water.



LESSON 5: RECIPES

TAKE HOME:

RASPBERRY LIME FIZZ

SOURCE: cookingmatters.org/recipes

Serves 5, 1 cup per serving

INGREDIENTS

1 cup cranberry-raspberry juice

4 cups seltzer water

1 large lime

TOOLS

Cutting board

Measuring cups

Mixing spoon

Sharp knife

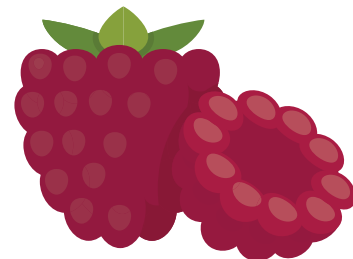
Large pitcher

DIRECTIONS

1. In a large pitcher, mix cranberry-raspberry juice with seltzer water.
2. Rinse lime and cut in half. Squeeze juice from each half into the pitcher, remove seeds.
3. Mix well before serving.

Tips

- Pour over ice and garnish with a lime wedge.
- Replace cranberry-raspberry juice with any 100% juice you prefer.
- For more fruit flavor, increase juice or decrease seltzer water.
- Add thin slices of lemon, lime, or orange for more flavor.
- If you do not have a large pitcher, prepare in a large bowl and use a measuring cup or ladle to serve.





LESSON 5

YOU DO

Is There a Diet for Humans?

(be prepared to share about this next class)

Pay attention to how you eat.

- Fast
- Slow
- In front of the TV
- With friends, family

How do these things affect you and your digestion?

What specifically interests you regarding food (other than eating)?

- Shopping for it
- Handling and washing it
- Chopping
- Assembling salads
- Matching spices to food
- Cooking
- Setting the table
- Cleaning up
- Putting everything away
- Growing
- Composting
- What else _____

✓ REMEMBER TO . . .

- After you wake, rinse out your mouth. Then drink a glass of water to hydrate yourself and rinse your 'food tube'.
- Try to drink one more glass of water every day instead of a less healthy drink. See how you feel.



FACTS:

- All body functions require water. Our bodies are about 70% water, just like Planet Earth.
- Water is the only drink our bodies need. Drinks like soda, sweetened teas, energy drinks, and fruit drinks can have as many as 15 teaspoons of sugar in them. This is particularly unhealthy for our teeth, skin, bones, nervous system, and energy levels.



GOOD TO KNOW:

- There are actions we can take to improve our health.
- The better food is chewed and mixed with saliva, the better the body can absorb the food value.
- Since our bodies are about 70% water, try to make your meals contain a similar proportion of foods which contain water. Eating lots of dry food without enough fresh foods with it makes us thirsty. That's a hint for us to eat more fresh vegetables and fruits.
- Not all liquids are alike—sugary drinks like sodas, juices, teas, coffee drinks, and energy drinks can have as many as 15 teaspoons of sugar in each!



CONSIDER THIS:

- Everything you put in your body serves a purpose. What are you filling your body with when you drink a sugary soda?
- Include some raw veggies with your meals.



LESSON 6

Is There a Diet for Humans?





LESSON 6

Is There a Diet for Humans?



VOCABULARY FOR BLACKBOARD:

anatomy: all of the body parts that make up an organism

balance: an arrangement of all sides to be equal (weight, flavor, items)

dentition: the pattern of teeth

an **organ (-ism):** a body part that does a specific function and is part of a system

incisor: a spade-like tooth used for cutting off and tearing

canine: a pointy tooth used to pierce and hold food from escaping

premolar: a narrow molar with only 2 points or cusps

molar: a flat-ish tooth used for grinding with 4 small cusps to keep the food from sliding out from between the teeth

cusps: a point on the grinding surface of a tooth

dental arcade: the complete array of teeth in the form of an arch. There is an upper and a lower arcade

mandible: lower jaw

maxilla: upper jaw which is part of the skull



Review **YOU DO**

LESSON 5 HANDOUT



DO NOW

HANDOUT: TEETH

Provide every table with a handheld mirror. Do activity in pairs. In the absence of mirrors, students can simply look!



Inquiry:

Class discussion on the following:

- What does diet mean?
- What happens to the definition of diet when we think of animals?
 - Clues to diet: teeth, claws/paws, eyes, height, size, activity level, strength, growth habit, age/stage.
- Is there a diet for humans?
 - The mouth, teeth, and digestive system determines what food a creature eats. Looking at the teeth (shape, size, quantity of each) gives a big clue to the creature's diet.



INQUIRY: (continued)

- Review pictures of human and animal skulls and teeth patterns. Note the patterns of teeth in the various creatures.
 - How do our teeth aid in digestion?
 - Digestion begins in the mouth. Chewing helps the stomach do its work.
- What are the ways we take care of our teeth?
 - Brushing, flossing
 - Eating crunchy foods
 - Drinking water, limiting sugary drinks



Hands On Activity: MOROCCAN CARROT SALAD

Crunchy and raw fruits and vegetables are good for our teeth and our digestion. Mix up your fruits and vegetables in new and interesting ways!

SKILLS: To chop, to grate, to marinate.

INGREDIENTS (serves 4)

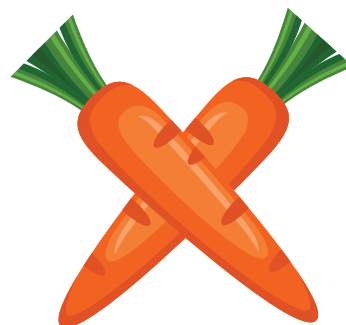
- 1 medium carrot
- ¼ small onion
- ½ large lemon
- 2 tablespoons olive oil
- ¼ teaspoon curry powder
- ½ teaspoon salt
- Pinch of salt and ground black pepper
- ¼ cup dark raisins
- Cucumber for serving (optional)

TOOLS

- 2 small bowls
- Box grater
- Cutting board
- Measuring cups
- Measuring spoons
- Medium bowl
- Sharp knife
- Vegetable peeler
- Sampler cups
- Ecotensils

DIRECTIONS

1. Rinse and peel carrots and onion.
2. Shred carrots with a grater. Dice onion.
3. Rinse lemon and cut in half. In a small bowl, squeeze juice. Remove seeds.
4. In a medium bowl, combine carrots and onions.
5. In a second small bowl, combine oil, curry powder, salt, pepper, and 2 tablespoons of the lemon juice. Mix well. Let marinate 5 minutes.
6. Pour liquid mixture over carrots and onions. Stir in raisins. Mix well.
7. To serve, use sampler cups and Ecotensils or cut thin cucumber slices on the diagonal to use as utensils.





Review Handout/Homework:

- Distribute take home Handout with written key takeaways, recipes and the **YOU DO** activities for completion before the next lesson.
- Review the key takeaways and instructions for activities to perform before the next lesson.
- Complete the Teacher Evaluation Form and email to info@ampletableforeveryone.org.



LESSON 6: Answer Key Is There a Diet for Humans?

DO NOW

1. At what age do humans begin to get teeth? (circle one)

birth–1 month

3–4 months

6–8 months

1 year

2. We use the word deciduous (de-ci-du-ous) when talking about both broad leaf trees and baby teeth.

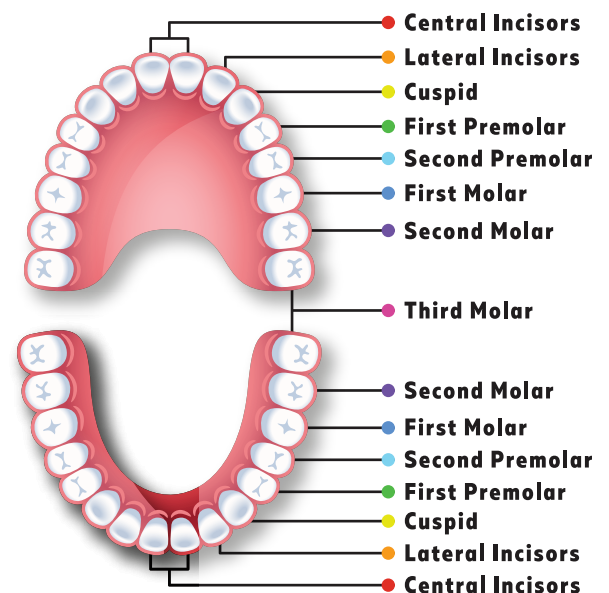
What does deciduous mean? **temporary**

3. Explore your mouth. How many types of teeth do you have? Fill in the chart below.

Name of Type of Tooth	How Many?	Describe the Shape	Describe the Function
(1) incisor	4 up 4 down	like a shovel or paddle	to incise, to score, to cut, to bite off,
(2) cuspid/canine	2 up 2 down	like a spear or arrow head	to pierce, to puncture, to hold in place
(3) premolar/bicuspid	2 up 2 down	similar to molar, ½ the width, with 2 cusps	to hold food in place while opposing teeth grind it into small bits
(4) molar	6 up 6 down	cube-like with pointy corners and edges	to hold food in place while opposing teeth grind it into small bits

4. How many teeth do you think make up a full set of adult or permanent teeth? **32**

5. Draw a few of each type and label them.





Name: _____ Class: _____ Date: _____

LESSON 6

DO NOW

Is There a Diet for Humans?

1. At what age do humans begin to get teeth? (circle one)

birth–1 month

3–4 months

6–8 months

1 year

2. We use the word deciduous (de-ci-du-ous) when talking about both broad leaf trees and baby teeth.

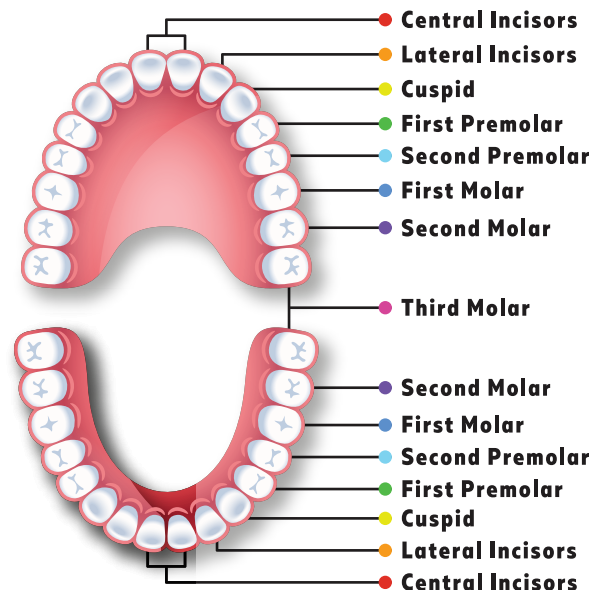
What does deciduous mean? **temporary**

3. Explore your mouth. How many types of teeth do you have? Fill in the chart below.

Name of Type of Tooth	How Many?	Describe the Shape	Describe the Function
(1) incisor			
(2) cuspid/canine			
(3) premolar/bicuspid			
(4) molar			

4. How many teeth do you think make up a **full set** of adult or permanent teeth?

5. Draw a few of each type and label them.
(Use the back of this paper if you need more room)





LESSON 6: RECIPES

IN CLASS:

MOROCCAN CARROT SALAD

Crunchy and raw fruits and vegetables are good for our teeth and our digestion. Mix up your fruits and vegetables in new and interesting ways!

SKILLS: To chop, to grate, to marinate.

INGREDIENTS(SERVES 4)

- 1 medium carrot
- ¼ small onion
- ½ large lemon
- 2 tablespoons olive oil
- ¼ teaspoon curry powder
- ½ teaspoon salt
- Pinch of salt and ground black pepper
- ¼ cup dark raisins
- Cucumber for serving (optional)



TOOLS

- | | |
|------------------|------------------|
| 2 small bowls | Medium bowl |
| Box grater | Sharp knife |
| Cutting board | Vegetable peeler |
| Measuring cups | Sampler cups |
| Measuring spoons | Ecotensils |

DIRECTIONS

1. Rinse and peel carrots and onion.
2. Shred carrots with a grater. Dice onion.
3. Rinse lemon and cut in half. In a small bowl, squeeze juice. Remove seeds.
4. In a medium bowl, combine carrots and onions.
5. In a second small bowl, combine oil, curry powder, salt, pepper, and 2 tablespoons of the lemon juice. Mix well. Let marinate 5 minutes.
6. Pour liquid mixture over carrots and onions. Stir in raisins. Mix well.
7. To serve, use sampler cups and Ecotensils or cut thin cucumber slices on the diagonal to use as utensils.

TAKE HOME:

HOMEMADE CORN TORTILLA CHIPS

SOURCE: cookingmatters.org/recipes

Serves 12, 4 chips per serving

INGREDIENTS

- 8 (6-inch) corn tortillas
- coconut oil or healthy nonstick cooking spray

TOOLS

- Baking sheet
- Cutting board
- Sharp knife
- Pastry brush

DIRECTIONS

1. Preheat oven to 375°F.
2. Cut each corn tortilla into six triangles.
3. Coat a baking sheet with nonstick cooking spray or brush with coconut oil.
4. Place tortilla slices on baking sheet. Lightly spray or brush the chips to prevent burning.
5. Bake until golden brown and crispy, about 8-10 minutes.

Tips

- Try whole wheat tortillas instead of corn tortillas.
- If serving chips with savory or salty foods, sprinkle with garlic powder before baking.
- Try serving with salsa, guacamole, hummus, bean dip, or chili.





LESSON 6

YOU DO

Eat Like a Rainbow

(be prepared to share about this next class)

Visit the produce section of a supermarket, corner store, mobile food cart or farmers market. Notice the variety of shapes, colors, and sizes of the fruits and vegetables.

Learn the names of two new vegetables and consider how they might be prepared and combined with other foods that you like. Try them!

1 _____

2 _____

✓ REMEMBER TO . . .

- Eat like a train when you eat: Chew, chew, chew.
- Exercise your teeth. Try eating more crunchy fruits and vegetables this week.



FACTS:

- Digestion begins in the mouth.
- Chewing food is essential to good digestion.
- Different tooth types have different shapes and functions. The types and the number of each of the teeth determines the creature's diet.
- Adult humans have 32 teeth:
 - 8 incisors (flat spade) in the front for tearing,
 - 4 canines (single point) for piercing and holding on to wiggly food,
 - 4 pre-molars (wider with 2 points or cusps),
 - 12 molars + 4 wisdom teeth (flat and even wider with 4 cusps) for grinding.
- Little organs called glands under the tongue produce saliva. Saliva helps to break down starch into simple sugars and wets food so it can be swallowed more easily.



GOOD TO KNOW:

- If your digestion is good, you get better nourished.
- Food that is not fully chewed can cause discomfort, stomach upset, and gas, and less nutrition will be absorbed.



CONSIDER THIS:

- Keeping your teeth clean and healthy is not only good for your smile, it's good for your digestion.
- Drinking water, eating fresh fruits and vegetables, reducing sugar intake, brushing teeth twice a day, and rinsing after meals contributes to a healthy mouth.



LESSON 7

Eat a Rainbow





LESSON 7

Eat a Rainbow



VOCABULARY FOR BLACKBOARD:

spectrum: a continuous range

acronym: a word made up of the first letters of words in a phrase

vitamin: any of a group of organic compounds which are essential for normal growth and nutrition and are required in small quantities in the diet because they cannot be synthesized by the body

mineral: a solid inorganic substance of natural occurrence

antioxidant: substances that can prevent or slow damage to cells caused by free radicals, unstable molecules that the body produces as a reaction to environmental and other pressures

phytonutrient: a substance found in certain plants which is believed to be beneficial to human health and help prevent various diseases



Review **YOU DO** LESSON 6 HANDOUT



DO NOW HANDOUT: EAT LIKE A RAINBOW



Inquiry:

Class discussion on the following:

- What does it mean to “Eat Like a Rainbow”? Why should we?
 - Different colored foods have different vitamins, minerals, antioxidants, and phytonutrients that help our body function¹
- **Red for phytochemicals**
Red fruits and veggies contain phytochemicals. Eating more raspberries, red peppers, strawberries, tomatoes, and watermelons may:
 - Protect against certain cancers
 - Lower the risk of macular degeneration, an age-related condition that can impair vision
 - Improve skin quality
 - Decrease risk of heart disease and stroke
- **Orange and yellow for carotenoids**
Most orange and yellow foods are packed with carotenoids, the plant pigment responsible for their lively color. Eating more carrots, lemons, mango, oranges, and sweet potatoes may:
 - Protect the skin against sun and pollution
 - Improve immune function
 - Promote eye health and protect vision
 - Promote healthy joints



INQUIRY: (continued)

• **Green for antioxidants**

Chlorophyll, the pigment that makes plants green, is loaded with antioxidant power that promotes well-being. Eating more greens like broccoli, kiwi, lettuce, spinach, and zucchini may:

- Aid tissue healing
- Detoxify the body
- Provide digestive enzymes
- Restore energy and increase vitality

• **Blue and purple for resveratrol**

Loaded with anthocyanin and resveratrol, the pigments responsible for their deep color are responsible for many of their health benefits. Eating more blackberries, blueberries, eggplant, plums, purple cabbage may:

- Promote longevity
- Boost memory
- Protect cells from damage
- Help fight inflammation

• **White for overall health**

Although not technically a color of the rainbow, white plants promote a range of health benefits and should also be part of a healthy diet. Eating more bananas, cauliflower, garlic, potatoes, and onions may:

- Keep bones strong
- Help lower cholesterol
- Reduce inflammation
- Help balance hormones

¹ <https://foodrevolution.org/blog/eating-the-rainbow-health-benefits/>



Hands On Activity: RAINBOW VEGGIES AND SEASONED DIPS

Seeking out more colorful food to eat is a good way to try new foods. Making seasoned dips help us broaden our sense of taste.

SKILLS: To strip leaves, to slice, to measure, to mash, to scoop

INGREDIENT POSSIBILITIES (serves 4)

2 cups raw veggies will serve 4. Select a mixture of the colors of the rainbow: tomato, radish, carrots, orange/yellow/red peppers, collards, cucumber, zucchini, broccoli florets, red cabbage (cooked, it turns blue)

For Chickpea Dip

(traditional Mediterranean and Middle Eastern dip)

- 1 cup canned chickpea/garbanzo beans,
- ¼ cup sesame paste/tahini or olive oil
- Pepper and salt, to taste

For Yogurt Dip

- 1 cup whole milk yogurt
- Mint leaves, crushed dry or minced fresh
- Chives, chopped
- Paprika
- Turmeric



Hands On Activity: RAINBOW VEGGIES AND SEASONED DIPS (continued)

TOOLS

Cutting board
Bowl
Paring knife
Serving tray
Tongs
Measuring cups
Mashers
Spreaders
Bowls for preparing dips
3 small bowls for serving dip
3 trays
Doilies (optional)



DIRECTIONS:

Cut up each of the veggies into strips for dipping.
Arrange them around the tray to your liking.

Chickpea Dip Directions:

1. Mash the chickpeas till smooth.
2. Add tahini/olive oil. Mash to blend.
3. Season with spices. Fold them in.

Yogurt Dip Directions:

In a bowl, mix the ingredients thoroughly. A pinch of turmeric will turn the mixture yellow.

TIP:

Use the “Single Dip, No Drip” rule whenever you eat from a shared or communal bowl.



Review Handout/Homework:

- Distribute take home Handout with written key takeaways, recipes and the **YOU DO** activities for completion before the next lesson.
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LESSON 7: Answer Key

Eat a Rainbow



DO NOW

In the left column is a letter which stands for a color of the rainbow.

The acronym spells ROYGBIV. Try to pronounce it.

In the LEFT column, fill in the Color Name under the letter.

In the RIGHT column, fill in the boxes with as many foods you can think of that are naturally that color.

RAINBOW COLOR	NAME OF NATURE-COLORED FOOD
Red	tomato, strawberry, ripe red peppers, radish, raspberry, apple, cherry
Orange	oranges, tomatoes, cantaloupe melon, ripe orange peppers, egg yolk, carrots, peach
Yellow	corn, pineapple, ginger, grapefruit, carrots, tomato, golden raspberry, ripe yellow peppers
Green	the leafies (lettuce, chard, collards, kale), cucumber, zucchini, broccoli, peas, green beans, cabbage, unripe peppers, honeydew melon
Blue	blueberries, grapes, blue plums
Indigo	blackberries, eggplant, 'black' plums
Violet	red cabbage (cooked), some eggplant



Name: _____ Class: _____ Date: _____

LESSON 7

DO NOW

Eat Like a Rainbow

In the left column is a letter which stands for a color of the rainbow.

The acronym spells ROYGBIV. Try to pronounce it.

In the LEFT column, fill in the Color Name under the letter.

In the RIGHT column, fill in the boxes with as many foods you can think of that are naturally that color.

RAINBOW COLOR	NAME OF NATURE-COLORED FOOD
R	
O	
Y	
G	
B	
I	
V	



LESSON 7: RECIPES

IN CLASS:

RAINBOW VEGGIES AND SEASONED DIPS

Seeking out more colorful food to eat is a good way to try new foods. Making seasoned dips help us broaden our sense of taste.

SKILLS: To strip leaves, to slice, to measure, to mash, to scoop

INGREDIENT POSSIBILITIES (serves 4)

2 cups raw veggies will serve 4.

Select a mixture of the colors of the rainbow: tomato, radish, carrots, orange/yellow/red peppers, collards, cucumber, zucchini, broccoli florets, red cabbage (cooked, it turns blue)

For Chickpea Dip

(traditional Mediterranean and Middle Eastern dip)

1 cup canned chickpea/garbanzo beans,
¼ cup sesame paste/tahini or olive oil
Pepper and salt, to taste

For Yogurt Dip

1 cup whole milk yogurt
Mint leaves, crushed dry or minced fresh
Chives, chopped
Paprika
Turmeric

TOOLS

Cutting board
Bowl
Paring knife
Serving tray
Tongs
Measuring cups
Mashers
Spreaders
Bowls for preparing dips
3 small bowls for serving dip
3 trays
Doilies (optional)

DIRECTIONS

Cut up each of the veggies into strips for dipping. Arrange them around the tray to your liking.

Chickpea Dip Directions:

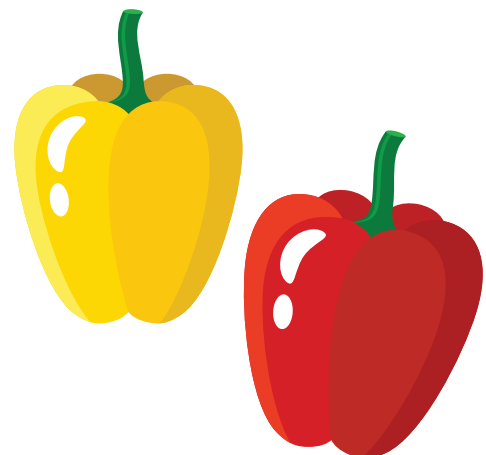
1. Mash the chickpeas till smooth.
2. Add tahini/olive oil. Mash to blend.
3. Season with spices. Fold them in.

Yogurt Dip Directions:

In a bowl, mix the ingredients thoroughly. A pinch of turmeric will turn the mixture yellow.

TIP:

Use the “Single Dip, No Drip” rule whenever you eat from a shared or communal bowl.





LESSON 7: RECIPES

TAKE HOME:

VEGGIE AND RICE STIR-FRY

SOURCE: cookingmatters.org/recipes

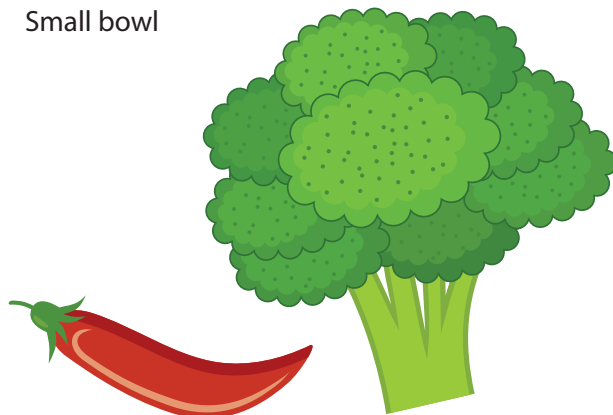
Serves 4, 1½ cups per serving

INGREDIENTS

- 1 cup brown rice or cauliflower florets finely grated, ('riced')
- ½ pound broccoli
- 2 medium celery stalks
- 1 medium carrot
- 1 small jalapeño or other chili pepper
- 1 clove garlic
- 6 ounces boneless skin-on chicken pieces, firm tofu, or tempeh
- 2 tablespoons + 2 teaspoons low-sodium natural soy sauce
- 1 tablespoon brown sugar
- 1 tablespoon cornstarch or kudzu powder (for thickening)
- 2 tablespoons coconut oil or chicken fat
- ½ teaspoon ground ginger

TOOLS

- Cutting board
- Measuring cups
- Measuring spoons
- Medium pot with lid
- Medium skillet
- Sharp knife
- Small bowl



DIRECTIONS

1. Cook rice following package directions. Or cook cauliflower in a pan with 3 tablespoons of water over medium heat. Cover. Cook about 5 minutes, stirring a couple of times. Uncover, add 1 tablespoon of oil or fat and sauté 5 minutes more or until tender. Set aside. Cover to keep warm. While rice or cauliflower is cooking, make veggie mixture.
2. Rinse and chop broccoli and celery. Scrub, rinse, and chop carrots. Rinse and mince jalapeño. (Remember, this is a hot pepper. Be careful to not touch your mouth, or eyes before rinsing your hands!) Peel and finely chop garlic.
3. If using chicken, mince the skin to add a bit of natural fat nutrition and flavor to the meal. Cut chicken into small pieces.
4. In a small bowl, stir together soy sauce, brown sugar, and cornstarch. Add 1 teaspoon of the minced jalapeño. Stir.
5. In a medium skillet over medium-high heat, heat oil. Add ground ginger and stir. Add chicken or tofu. Cook, stirring occasionally, until slightly browned and starting to cook through, about 2 minutes.
6. Add chopped veggies. Stir frequently. Cook until veggies are tender and chicken is completely cooked but not dry, about 5–7 minutes.
7. Add soy sauce mixture. Bring to a boil. Reduce heat. Simmer until sauce is slightly thickened, about 2 minutes.
8. Serve over warm brown rice or cauliflower 'rice'.



LESSON 7

YOU DO

How Does Our Environment Affect Our Diet?

(be prepared to share about this next class)

Pay attention to food advertising on your screens, billboards, radio, walking down the street.

What do you notice?

How does it make you feel?

What does it make you want to buy/eat?

Where are they placed?

Who are they aimed at?

What is being sold?

Are the advertisements telling the truth?

Do they affect how you feel?

Do you see advertisements for healthy foods and for healthy behaviors?



FACTS:

- Naturally colorful foods have higher food value.
- Each food group provides a special balance of nutrients.
- Combining the various food groups helps us to meet our nutritional needs.



GOOD TO KNOW:

- To be in good health, we need to eat good quality food.
- Eating high quality food together with friends is doubly nourishing.



CONSIDER THIS:

- How else can you increase your consumption of fruits and vegetables in unique and creative ways?
- Everything you eat affects the functioning of your body. What color foods does your specific body need more of?

REMEMBER TO . . .

- See if you can eat at least 2 different colors at every meal.



LESSON 8

How Does Our Environment Affect Our Diet?





LESSON 8

How Does Our Environment Affect our Diet?



VOCABULARY FOR BLACKBOARD:

environment: the surroundings or conditions in which a person, animal, or plant lives or operates; the natural world, as a whole or in a particular geographical area, especially as affected by human activity

obesogenic: tending to cause obesity

determinants: a factor which decisively affects the nature or outcome of something

marketing: the action or business of promoting and selling products or services, including market research and advertising

media: the main means of mass communication (broadcasting, publishing, and the internet) regarded collectively

advertising: the activity or profession of producing a convincing statement for the sale of products or services



Review YOU DO
LESSON 7 HANDOUT



DO NOW
HANDOUT:
CRITICAL THINKING:
ADVERTISEMENTS



Inquiry:

Class discussion on the following:

- Consider the sheer number of drinks being sold for purchase. What purpose do they serve? Why are there so many? How are they marketed to you?
- The food and beverage industry spends approximately \$2 billion per year marketing to children.² How? *Get examples:*
 - Special characters
 - Cute or catchy names and jingles
 - Prizes
 - Promoting happiness or success as a result of eating those foods/drinks
- The fast food industry spends more than \$5 million every day marketing unhealthy foods to children. How?
 - Happy Meals
 - What else?



INQUIRY: (continued)

- Kids watch an average of over 10 food related ads every day. Why are they so frequent? What are the ads for?
 - Fruits and vegetables? No.
 - Fast food, snack foods, junk foods, sugary drinks and sugary cereals.
 - Unhealthy foods are often also marketed in schools

² Kovacic, W. E.,(2008). *Marketing food to children and adolescents: A review of industry expenditures, activities, and self-regulation: A Federal Trade Commission report to Congress.* Federal Trade Commission.



Hands On Activity: COLORFUL SPIRAL ROLL UPS

This filling snack is creamy, crunchy, and can be designed to match your mood!

SKILLS: To spread, to slice.

INGREDIENTS (serves 4)

2 whole wheat flour or corn tortillas

¼ cup unsweetened nut or seed butter (almond, sesame, sunflower, pumpkin)

¼ cup unsweetened preserves (blackberry, raspberry, strawberry, orange, etc)

¼ cup selection of chopped unsalted unsweetened nuts and dried fruits (walnuts, pecans, macadamia, cranberries, cherries, raisins, etc)

DIRECTIONS

1. Choose a tortilla and fillings.
2. Spread wet fillings to edges of tortilla.
3. Top with dry toppings of choice.
4. Roll up tortilla into a log.
5. Slice diagonally.
6. Lay out on plate and serve.

TOOLS

Knife

Cutting board

Plate



Review Handout/Homework:

- Distribute take home Handout with written key takeaways, recipes and the **YOU DO** activities for completion before the next lesson.
- Review the key takeaways and instructions for activities to perform before the next lesson.
- Complete the Teacher Evaluation Form and email to info@ampletableforeveryone.org.



Name: _____ Class: _____ Date: _____

LESSON 8

DO NOW

How Does the Environment Affect Our Health?

Pair up. Review the below. For each, discuss the following:

1. What are these products?
2. Who are the advertisements targeting?
3. What are the products claiming to do?
4. Is this truthful advertising?
5. What about the packaging might make you want to buy this product?





LESSON 8: RECIPES

IN CLASS:

COLORFUL SPIRAL ROLL UPS

This filling snack is creamy, crunchy, and can be designed to match your mood!

SKILLS: To spread, to slice

INGREDIENTS (serves 4)

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TOOLS

Knife

Cutting board

Plate

DIRECTIONS

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2. Spread wet fillings to edges of tortilla.
3. Top with dry toppings of choice.
4. Roll up tortilla into a log.
5. Slice diagonally.
6. Lay out on plate and serve.





LESSON 8: RECIPES

TAKE HOME:

OPEN FACE ENGLISH MUFFIN BREAKFAST SANDWICH

SOURCE: cookingmatters.org/recipes

Serves 2, 1 sandwich per serving

INGREDIENTS

- 1 small tomato
- 2 cups fresh spinach
- 2 whole wheat English muffins
- 1 teaspoon coconut oil or grass-fed butter
- 2 large eggs
- Pinch salt
- Optional Ingredients:
 - 1 small avocado

TOOLS

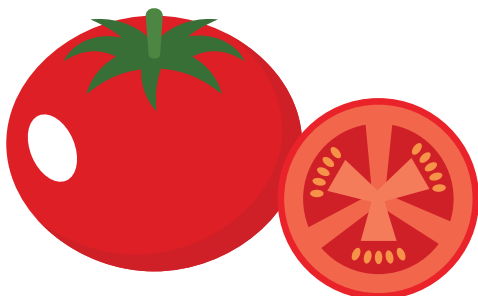
- Cutting board
- Measuring cups
- Measuring spoons
- Medium skillet with lid
- Rubber spatula
- Sharp knife

DIRECTIONS

1. Rinse and slice tomato into 4 slices. Float spinach in a bowl of water to remove any sand; rinse very well. If using avocado, cut in half, peel, remove pit, and slice.
2. Split the muffin in half. Set muffin tops aside.
3. In a medium skillet over medium heat, heat oil or butter.
4. Gently break eggs into skillet. Be careful not to break the yolk. (If it breaks, you can scramble it!) Cook about 1 minute. Carefully flip each egg over with a rubber spatula. Cook until yolk is slightly firm, about 1–2 minutes. Top each muffin half with cooked egg.
5. Add spinach to skillet with a splash of water and pinch of salt. Cover and cook until wilted, about 3 minutes.
6. Top the egg with tomato and spinach. If using avocado, add avocado slices.

TIPS

- Scramble the eggs instead of frying, if you like.
- Try toasting the buttered muffins in a toaster or in the oven set to broil before adding eggs and toppings.
- Top cooked eggs with sliced cheese, turkey bacon, or nitrite-free bacon. Cook 1 slice turkey bacon in skillet until lightly browned, for 1 minute on each side. Break into pieces and add to muffin.





LESSON 8

YOU DO

Meals for All Seasons

(be prepared to share about this next class)

What does 'seasonal' mean when talking about food?

Visit a farmer's market. Learn the names of 3 farms which sell there. Learn how many miles away from New York City each one is.

1 _____

2 _____

3 _____

What does the term 'food miles' mean?

Think about where our "trash" goes when we are done with it.

Why recycle?

Why compost?

Does your apartment building participate in NYC's curbside collection of food scraps?

Why not get some help starting it? Call the city for someone to come and make a presentation to your building to get it started.

✓ REMEMBER TO . . .

Pay attention to your environment and make decisions that are best for you, not the companies trying to sell you things.

Be an active participant in meal planning and preparation for yourself, your family, and your friends.



FACTS:

- Food companies target kids with advertisements for unhealthy junk foods.
- Advertisements for unhealthy foods show images of happy, healthy people.
- A diet filled with unhealthy, processed foods high in salt and sugar can lead to serious health problems.



GOOD TO KNOW:

- Vote with your wallet! Don't fall for their misleading information.
- Every day is a new opportunity for making decisions that affect your health. What decisions will you make today?



CONSIDER THIS:

- You are responsible for your own health, no one else.
- How do you make yourself advertisement target-proof?
- It is powerful to think critically about what you eat.



LESSON 9

Meals for All Seasons





LESSON 9

Meals for All Seasons



VOCABULARY FOR BLACKBOARD:

organic: related to living matter; produced or involving production without the use of chemical fertilizers, pesticides, or other artificial agents

local: belonging or relating to a particular area or neighborhood, typically exclusively so

agriculture: the science or practice of farming, including cultivation of the soil for the growing of crops and the rearing of animals to provide food, wool, and other products.

seasonal: relating to or characteristic of a particular season of the year



Review YOU DO
LESSON 8 HANDOUT



DO NOW
HANDOUT:
FRUITS BY MONTH



Inquiry:

Class discussion on the following:

- What does it mean to eat seasonally?
- What are the benefits to eating seasonally?

To the consumer:

- Cheaper
- Fresher
- Special to that time of year
- Connection to the land and resources
- Variety that nature intended

To the farmer:

- Crop rotation
- Sell produce at farmers markets
- Develop relationships with the customers

To the environment

- Less need to import from other climates
- Less trucking, use of fossil fuels
- New York City is a 4-season climate. Farms in our area produce different food plants in each of the seasons. It is often better to eat local because foods are fresher. Stored foods (that travel long distances) lose food value during the trip; plus they lose water, can be damaged, or spoil.



INQUIRY: (continued)

- What are some examples of seasonal foods grown in New York?

The primary growing seasons in New York are spring, summer and autumn. During the winter months, most of the vegetables harvested in the autumn continue to be available in fresh produce markets.

AUTUMN—WINTER (AVAILABLE*)	SPRING	SUMMER	
Dry beans* Brussel Sprouts Cabbage* Cauliflower Celery Collard Greens* Garlic Herbs* Kale Pumpkin Root vegetables*—beets, carrots, leeks, onions, parsnips, potatoes, winter squash, turnips	Asparagus Radish Rhubarb Greens—beet, mustard and turnip greens, lettuce and spinach	VEGETABLES Beets Broccoli Corn Cucumbers Eggplant Peas Peppers Summer squash Tomatoes Zucchini	FRUIT Apples Berries Cantaloupe Cherries Grapes Peaches Pears Plums Watermelon

Source: <http://www.pickyourown.org/NYharvestcalendar.htm>



Hands On Activity:

APPLE SALAD WITH CINNAMON AND WALNUTS

Salads don't have to be just lettuce! Incorporate fruits, nuts, and spices into salads to make them more interesting and filling.

SKILLS: To chop, to mix, to chill

INGREDIENTS (serves 4)

4 ounces Neufchatel or cream cheese, softened slightly by removing from refrigerator

¼ cup light brown sugar

1 teaspoon ground cinnamon

⅛ teaspoon ground nutmeg

4 ounces whole sour cream

½ teaspoon vanilla extract

2 lbs. crisp, sweet apples, chilled

1 cup of cold water

1 tablespoon fresh lemon juice, for soaking apples

½ cup chopped walnuts

¼ cup dried unsweetened cranberries or currants

DIRECTIONS

1. For the dressing: In a mixing bowl using an electric hand mixer or strong mixing spoon, whip together Neufchatel cheese, light brown sugar, cinnamon and nutmeg until light and fluffy.
2. Add sour cream and vanilla and blend until combined.
3. For the fruit salad: In a medium mixing bowl combine water and lemon juice. Dice apples into cubes, while cutting out core, and as you're cutting them in batches dump them into the lemon water mixture and let rest about 1 minute then drain on paper towels (this reduces the browning).
4. Transfer apples to a bowl along with most of the walnuts and most of the cranberries, and the Neufchatel/cream cheese mixture.
5. Toss to coat apples evenly. Sprinkle the remaining walnuts and cranberries on top.

TOOLS

Knife

Cutting Board

Mixing spoons

(Recipe Source: adapted from Cinnamon Apple Walnut Fruit Salad, cookingclassy.com)



Review Handout/Homework:

- Distribute take home Handout with written key takeaways, recipes and the **YOU DO** activities for completion before the next lesson.
- Review the key takeaways and instructions for activities to perform before the next lesson.
- Prepare final certificates for distribution during the last lesson.
- Complete the Teacher Evaluation Form and email to info@amptableforeveryone.org.



Name: _____ Class: _____ Date: _____

LESSON 9

DO NOW

Meals for All Seasons

Review the information below:

What's in season today? _____

What's in season on your birthday? _____

Which season has your favorite food? _____

AUTUMN—WINTER (AVAILABLE*)	SPRING	SUMMER	
Dry beans* Brussel Sprouts Cabbage* Cauliflower Celery Collard Greens* Garlic Herbs* Kale Pumpkin Root vegetables*—beets, carrots, leeks, onions, parsnips, potatoes, winter squash, turnips	Asparagus Radish Rhubarb Greens—beet, mustard and turnip greens, lettuce and spinach	VEGETABLES Beets Broccoli Corn Cucumbers Eggplant Peas Peppers Summer squash Tomatoes Zucchini	FRUIT Apples Berries Cantaloupe Cherries Grapes Peaches Pears Plums Watermelon

Source: <http://www.pickyourown.org/NYharvestcalendar.htm>



LESSON 9: RECIPES

IN CLASS:

APPLE SALAD WITH CINNAMON AND WALNUTS

Salads don't have to be just lettuce! Incorporate fruits, nuts, and spices into salads to make them more interesting and filling.

SKILLS: To chop, to mix, to chill

INGREDIENTS (serves 4)

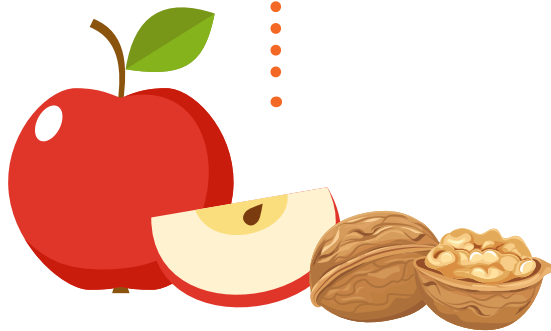
4 ounces Neufchatel or cream cheese, softened slightly by removing from refrigerator
¼ cup light brown sugar
1 teaspoon ground cinnamon
⅛ teaspoon ground nutmeg
4 ounces whole sour cream
½ teaspoon vanilla extract
2 lbs. crisp, sweet apples, chilled
1 cup of cold water
1 tablespoon fresh lemon juice, for soaking apples
½ cup chopped walnuts
¼ cup dried unsweetened cranberries or currants

TOOLS

Knife
Cutting Board
Mixing spoons

DIRECTIONS

1. For the dressing: In a mixing bowl using an electric hand mixer or strong mixing spoon, whip together Neufchatel cheese, light brown sugar, cinnamon and nutmeg on until light and fluffy.
2. Add sour cream and vanilla and blend until combined.
3. For the fruit salad: In a medium mixing bowl combine water and lemon juice. Dice apples into cubes, while cutting out core, and as you're cutting them in batches dump them into the lemon water mixture and let rest about 1 minute then drain on paper towels (this reduces the browning).
4. Transfer apples to a bowl along with most of the walnuts and most of the cranberries, and the Neufchatel/cream cheese mixture.
5. Toss to coat apples evenly. Sprinkle the remaining walnuts and cranberries on top.





LESSON 9 : RECIPES

TAKE HOME: BAKED APPLES

SOURCE: cookingmatters.org/recipes

Serves 6, 1 apple per serving

INGREDIENTS

- 6 small apples
- 1 large lemon
- $\frac{3}{4}$ cup chopped walnuts
- $\frac{1}{2}$ cup raisins or currants
- $\frac{1}{4}$ cup of brown sugar
- $\frac{1}{2}$ teaspoon ground cinnamon

TOOLS

- 2 small bowls
- 9-by-13-inch baking dish
- Measuring cups
- Measuring spoons
- Sharp knife



DIRECTIONS

1. Preheat oven to 350°F.
2. Rinse apples.
3. Remove stems by cutting a 1-inch-wide hole out of the top of each apple. Cut into the hole to remove and scoop out the core and seeds.
4. Rinse lemon and cut in half. In a small bowl, squeeze the juice from each half. Remove seeds.
5. In a second small bowl, mix walnuts, raisins, and brown sugar.
6. Stuff the center of each apple with 1 heaping Tablespoon of the walnut mixture. Sprinkle a pinch of cinnamon over the top of each apple.
7. Place stuffed apples upright in the baking dish. Pour the lemon juice around them. Bake for 35–40 minutes, or until the skin is wrinkly. Spoon some of the pan juice over the apples about halfway through cooking time to keep the apples moist.
8. Remove from oven. Let cool slightly before serving.

TIPS

- Eat as a dessert or an after-school snack.
- For a bit more sweetness, drizzle a teaspoon of pure maple syrup over each apple.
- For best flavor, use tart-sweet apples like Honeycrisp, Jonagold, Pink Lady, or McIntosh.
- Bake once, eat twice! Double the recipe. Store leftover apples in an air-tight container in the fridge. Reheat or eat cold.
- Double this recipe for a crowd.



LESSON 9

YOU DO

Express Yourself —Through Your Food

(be prepared to share about this next class)

Notice the variety of foods available in your neighborhood, near your school, and in neighborhoods you visit. Are they the same?

Talk with your family and household members about what types of food they remember eating when they were your age.

Think about the role food plays in how you celebrate, spend time with friends, and are part of a community.

What are your favorite flavors? See if you can try a new flavor before the next class (sour, spicy, bitter).

✓ REMEMBER TO . . .

- Recognize where your food comes from and pick seasonal foods for the best taste and flavor.
- Make taking a walk to the neighborhood farmer’s market a regular family event. Use the Farmers Market Map to locate and shop at a market in a neighborhood you’ve never visited.



FACTS:

- There are many reasons to eat local and seasonal foods: it can be cheaper, fresher, and taste better and also helps support local farms and the environment.
- New York State grows many fruits and vegetables that can be purchased at the over 100 farmer’s markets throughout New York City.
- All New York City farmer’s markets accept Food Stamps and many also accept WIC, making it easier for families on a budget to eat healthily.



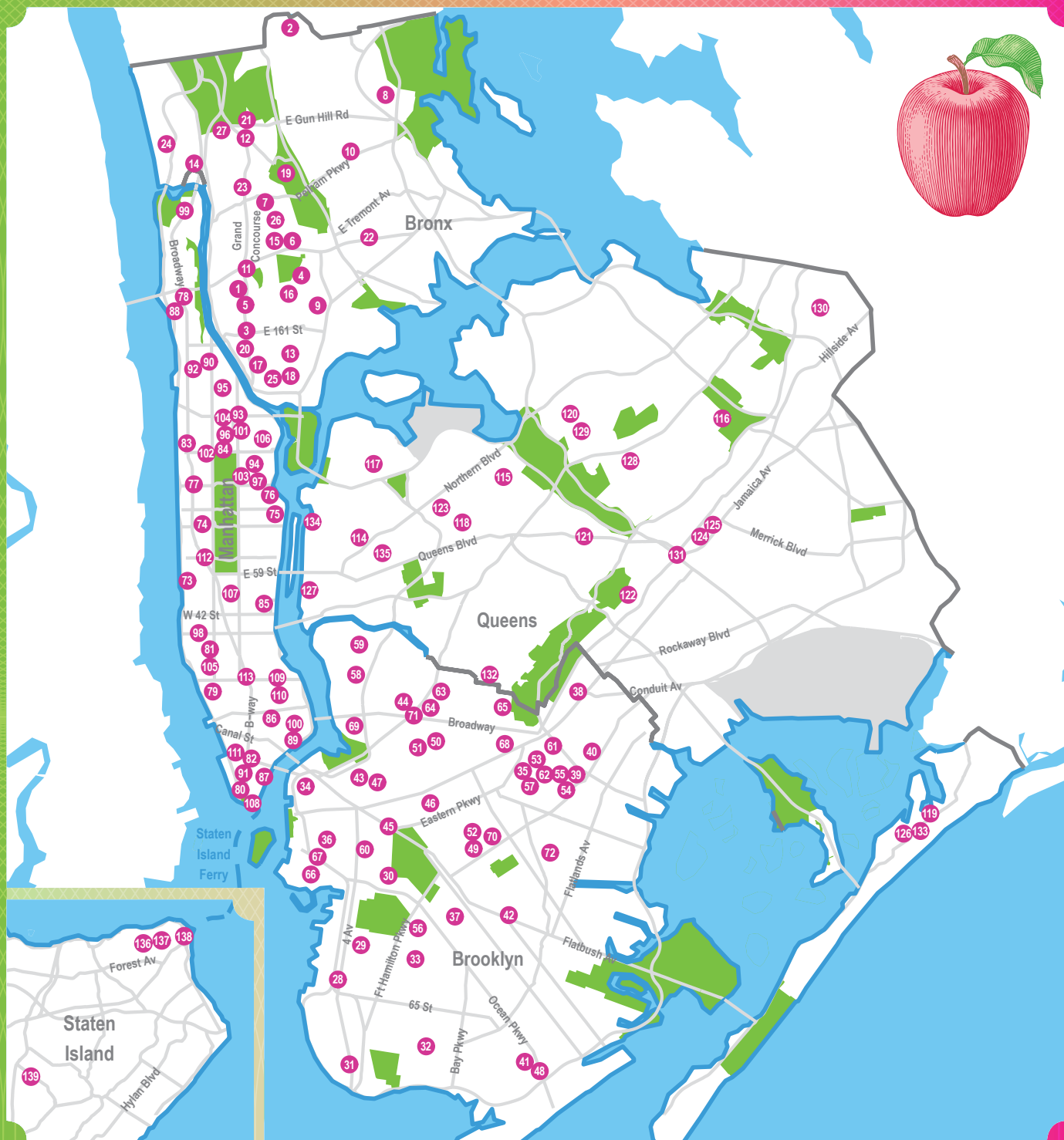
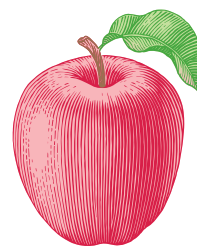
GOOD TO KNOW:

- When out of season, buying frozen or canned fruits and vegetables is a good alternative. Just be sure to read the food label and steer clear of added salt and sugar.
- Many farmer’s markets include a booth that collects food scraps for compost and clothes and textiles for reusing and recycling, which reduces the amount of trash that is sent to landfills.



CONSIDER THIS:

- If you are looking for a summer job or you would like to learn more about farming, selling, cooking, demonstrating or being an ambassador of food awareness, contact your local market or Greenmarket and ask for children and youth programs.



Use Your EBT Card and Get MORE!

Use your EBT card at NYC farmers markets and get free fruits and vegetables. For every \$5 spent in SNAP benefits, get a \$2 Health Bucks coupon. Learn how to prepare farmers market produce at free cooking demonstrations. See inside for a list of farmers markets or text "SoGood" to 877877 to find a market near you.

For maps in other languages, visit nyc.gov/health and search for **Health Bucks**.



Farmers Market Map 2019

NYC
Health

Use Your EBT Card at These Markets and Get MORE!

Bronx

- 1 **170 Farm Stand** 🍅
E. 170th St. & Townsend Ave.
• Wednesday (2:30 - 6:30 p.m.)
- 2 **Bissel Gardens Farmers Market (NO EBT)**
Baychester Ave. & E. 241st St.
• Wednesday & Saturday (9 a.m. - 5 p.m.)
- 3 **Bronx Borough Hall Greenmarket** 🍅
Grand Concourse bet. E. 161st & 162nd Sts.
• Tuesday (8 a.m. - 4 p.m.)
- 4 **Bronx Family Center Go!Healthy Farm Stand** 🍅
1515 Southern Blvd.
• Thursday (9:30 a.m. - 3:30 p.m.)
- 5 **BronxWorks Farm Stand** 🍅
1130 Grand Concourse
• Thursday (10 a.m. - 4 p.m.)
- 6 **CS211 Go!Healthy Farm Stand** 🍅
1919 Prospect Ave.
• Wednesday (2:30 - 5:30 p.m.)
- 7 **Fordham Plaza Greenmarket** 🍅
Park Ave. bet. E. 189th St. & E. Fordham Rd.
• Friday (8 a.m. - 4 p.m.)
- 8 **Harvest Home Co-op City Farm Stand** 🍅
Asch Loop & Aldrich St.
• Wednesday (8 a.m. - 4 p.m.)
- 9 **Harvest Home Hunts Point Farm Stand** 🍅
E. 163rd St. & Hunts Point Ave.
• Wednesday (8 a.m. - 4 p.m.)
- 10 **Harvest Home Jacobi Hospital Farmers Market** 🍅
1400 Pelham Pkwy. S., at Eastchester Rd.
• Tuesday & Friday (8 a.m. - 4 p.m.)
- 11 **Harvest Home Mt. Eden Farmers Market** 🍅
Mt. Eden & Morris Aves.
• Tuesday & Thursday (8 a.m. - 4 p.m.)
- 12 **Harvest Home North Central Bronx Farmers Market** 🍅
Moshulu Pkwy. & Jerome Ave.
• Wednesday (8 a.m. - 4 p.m.)
- 13 **Harvest Home St. Mary's Park Farm Stand** 🍅
E. 149th St. & Eagle Ave.
• Thursday (8 a.m. - 4 p.m.)
- 14 **Kingsbridge-Riverdale Farmers Market** 🍅
260 W. 231st St.
• Sunday (9 a.m. - 5 p.m.)
- 15 **La Familia Verde Farmers Market** 🍅
E. Tremont Ave. bet. LaFontaine & Arthur Aves.
• Tuesday (8 a.m. - 3 p.m.)
- 16 **Learn It Grow It Eat It Youthmarket** 🍅
E. 169th St. & Boston Rd., at McKinley Square
• Wednesday (10 a.m. - 3 p.m.)
- 17 **Lincoln Hospital Greenmarket** 🍅
E. 149th St bet. Park & Morris Aves.
• Tuesday & Friday (8 a.m. - 3 p.m.)
- 18 **Mott Haven Farmers Market** 🍅
545 E. 142nd St.
• Monday (9 a.m. - 3 p.m.)
- 19 **Morning Glory Market at the New York Botanical Gardens** 🍅
2900 Southern Blvd.
• Wednesday (9 a.m. - 3 p.m.)
- 20 **New Roots Community Farmers Market** 🍅
670 Grand Concourse, at E. 153rd St.
• Tuesday (3 - 7 p.m.)
- 21 **Norwood Youthmarket** 🍅
E. Gun Hill Rd. & Dekalb Ave.
• Thursday (10 a.m. - 5 p.m.)
- 22 **Parkchester Greenmarket** 🍅
Westchester Ave. & White Plains Rd.
• Friday (8 a.m. - 4 p.m.)
- 23 **Poe Park Greenmarket** 🍅
E. 192 St. & Grand Concourse
• Tuesday (8 a.m. - 3 p.m.)
- 24 **Riverdale Y Sunday Farmers Market (NO EBT)** 🍅
Independence Ave. bet. W. 236th & 237th Sts., at MS/H5 141
• Sunday (9 a.m. - 2 p.m.)
- 25 **South Bronx Farmers Market** 🍅
E. 138th St. bet. Willis & Alexander Aves.
• Saturday (10 a.m. - 4 p.m.)
- 26 **St. Barnabas Hospital Farm Stand** 🍅
4487 3rd Ave.
• Wednesday (9 a.m. - 5 p.m.)
- 27 **Van Cortlandt Park Alliance Amalgamated Housing Youth Farmstand** 🍅
Orloff Ave. & Gale Pl.
• Wednesday (2 - 7 p.m.)

Brooklyn

- 28 **4th Ave. Sunset Park Greenmarket** 🍅
4th Ave. bet. 59th & 60th Sts.
• Saturday (8 a.m. - 3 p.m.)
- 29 **6th Ave. Sunset Park Greenmarket** 🍅
44th St. & 6th Ave.
• Saturday (8 a.m. - 3 p.m.)
- 30 **Bartel-Pritchard Square Greenmarket** 🍅
Prospect Park W. 15th St.
• Wednesday (8 a.m. - 3 p.m.)
& Sunday (9 a.m. - 3 p.m.)
- 31 **Bay Ridge Greenmarket** 🍅
95th St. & 3rd Ave.
• Saturday (8 a.m. - 3 p.m.)
- 32 **Bensonhurst Greenmarket** 🍅
81st St. & 18th Ave.
• Sunday (9 a.m. - 4 p.m.)
- 33 **Borough Park Greenmarket** 🍅
14th Ave. bet. 49th & 50th Sts.
• Thursday (8 a.m. - 3 p.m.)
- 34 **Brooklyn Borough Hall Greenmarket** 🍅
Court & Montague Sts.
• Tuesday, Thursday & Saturday (8 a.m. - 5 p.m.)
- 35 **Brownsville Pitkin Youthmarket** 🍅
Pitkin Ave. & Thomas Boyland St.
• Saturday (9 a.m. - 2 p.m.)
- 36 **Carroll Gardens Greenmarket** 🍅
Carroll St. bet. Smith & Court Sts.
• Sunday (8 a.m. - 2 p.m.)

- 37 **Cortelyou Greenmarket** 🍅
Cortelyou & Rugby Rds.
• Sunday (8 a.m. - 3 p.m.)
- 38 **Cypress Hills Youthmarket** 🍅
Fulton & Rimond Sts.
• Friday (10 a.m. - 5 p.m.)
- 39 **East New York Farm Stand** 🍅
New Lots Ave. bet. Alabama & Georgia Aves.
• Wednesday (1:30 - 6:30 p.m.)
- 40 **East New York Farmers Market** 🍅
Schenck Ave. bet. New Lots & Livonia Aves.
• Saturday (9 a.m. - 3 p.m.)
- 41 **Edible Schoolyard NYC's Farm Stand at PS 216** 🍅
E. 1st St. & Ave. X
• Friday (1:45 - 2:45 p.m.)
- 42 **Flatbush Junction Youthmarket** 🍅
Nostrand & Flatbush Aves.
• Saturday (8:30 a.m. - 2 p.m.)
- 43 **Fort Greene Park Greenmarket** 🍅
Washington Park bet. Dekalb Ave. & Willoughby St.
• Saturday (8 a.m. - 3 p.m.)
- 44 **Graham Ave. Farmers Market** 🍅
Cook St. & Graham Ave.
• Saturday (8 a.m. - 5 p.m.)
- 45 **Grand Army Plaza Greenmarket** 🍅
Flatbush Ave. & Prospect Park W., at Prospect Park's N.W. Entrance
• Saturday (8 a.m. - 4 p.m.)
- 46 **Harvest Home Brower Park Farm Stand** 🍅
Brooklyn Ave. & Prospect Pl.
• Thursday (8 a.m. - 4 p.m.)
- 47 **Harvest Home Clinton Hill Farm Stand** 🍅
Lafayette & Waverly Aves.
• Tuesday (8 a.m. - 4 p.m.)
- 48 **Harvest Home Coney Island Hospital Farmers Market** 🍅
Ocean Pkwy. bet. Ave. 2 & Shore Pkwy.
• Wednesday & Friday (8 a.m. - 4 p.m.)
- 49 **Harvest Home Kings County Hospital Farmers Market** 🍅
Clarkson Ave. bet. E. 37th & 38th Sts.
• Wednesday (8 a.m. - 4 p.m.)
- 50 **Hattie Carthan After Church Farmers Market** 🍅
49 Van Buren St.
• Sunday (1 - 6 p.m.)
- 51 **Hattie Carthan Community Farmers Market** 🍅
Marcy Ave. & Clifton Pl.
• Saturday (9 a.m. - 3 p.m.)
- 52 **High School for Public Service Youth Farm Farmers Market** 🍅
600 Kingston Ave.
• Wednesday (2:30 - 6:30 p.m.)
& Saturday (12 - 4 p.m.)
- 53 **Isabahlia Farm Stand** 🍅
514 Rockaway Ave.
• Friday (9 a.m. - 4 p.m.)
& Saturday (9 a.m. - 3 p.m.)
- 54 **Isabahlia Farm Stand Winter Market** 🍅
93 New Lots Ave., inside greenhouse (Nov - Dec only)
• Saturday (8 a.m. - 1 p.m.)
- 55 **Isabahlia Farmers Market** 🍅
410 Livonia Ave.
• Saturday (8 a.m. - 3 p.m.)
- 56 **Kensington Youthmarket** 🍅
McDonald Ave. & Albarmar Rd.
• Saturday (8 a.m. - 3 p.m.)
- 57 **Marcus Garvey Apartments Farm Stand** 🍅
300 Chester St.
• Saturday (11 a.m. - 5 p.m.)
- 58 **McCarren Park Greenmarket** 🍅
Union Ave. bet. Driggs and N. 12th Sts.
• Saturday (8 a.m. - 2 p.m.)
- 59 **McGulrick Park's Down to Earth Farmers Market** 🍅
Russell St. & Nassau Ave., center of park
• Sunday (10 a.m. - 4 p.m.)
- 60 **Park Slope's Down to Earth Farmers Market** 🍅
4th St. & 5th Ave.
• Sunday (10 a.m. - 5 p.m.)
- 61 **Pitkin Verde Farmers Market** 🍅
2094 Pitkin Ave.
• Tuesday (9 a.m. - 5:30 p.m.)
- 62 **Project EATS Rockaway Farmstand** 🍅
666 Rockaway Ave.
• Friday (11 a.m. - 4 p.m.)
- 63 **RB Bushwick Farmers Market at Maria Hernandez Park** 🍅
Knickerbocker Ave. & Starr St.
• Saturday (9 a.m. - 4 p.m.)
- 64 **RB Rheingold Archway Farmers Market** 🍅
553 Bushwick Ave.
• Sunday (10 a.m. - 4 p.m.)
- 65 **RB Pop Up Farm Stand** 🍅
215 Cooper St.
• Thursday (12 - 5 p.m.)
- 66 **Red Hook Farm Stand** 🍅
560 Columbia St.
• Saturday (10 a.m. - 3 p.m.)
- 67 **Red Hook Farm Stand II** 🍅
W. 9th St. & Hamilton Ave.
• Wednesday (12 - 7 p.m.)
- 68 **Saratoga Farm Stand** 🍅
2046-2050 Fulton St.
• Saturday (9 a.m. - 2 p.m.)
- 69 **South Williamsburg Greenmarket** 🍅
Taylor St. & Lee Ave.
• Thursday (8 a.m. - 4 p.m.)
- 70 **Urban Oasis Farmers Market (NO EBT)** 🍅
681 Clarkson Ave.
• Wednesday (2 - 5:30 p.m.)
- 71 **Woodhull Hospital Youthmarket** 🍅
Broadway & Flushing Ave.
• Wednesday (9 a.m. - 2 p.m.)
- 72 **Wyckoff House Museum Farm Stand (NO EBT)** 🍅
5816 Clarendon Rd.
• Saturday (11 a.m. - 3 p.m.)

Manhattan

- 73 **57th Street Greenmarket** 🍅
W. 57th St. & 10th Ave.
• Wednesday & Saturday (8 a.m. - 5 p.m.)
- 74 **79th Street Greenmarket** 🍅
Columbus Ave. bet. W. 78th & 81st Sts.
• Sunday (9 a.m. - 5 p.m.)
- 75 **82nd Street Greenmarket** 🍅
E. 82nd St. bet. 1st & York Aves.
• Saturday (9 a.m. - 2:30 p.m.)
- 76 **92nd Street Greenmarket** 🍅
E. 92nd St. & 1st Ave.
• Sunday (9 a.m. - 4 p.m.)
- 77 **97th Street Greenmarket** 🍅
W. 97th St. bet. Columbus & Amsterdam Aves.
• Friday (8 a.m. - 2 p.m.)
- 78 **175th Street Greenmarket** 🍅
W. 175th St. bet. Wadsworth Ave. & Broadway
• Thursday (8 a.m. - 4 p.m.)
- 79 **Abington Square Greenmarket** 🍅
Hudson St. & W. 12th St.
• Saturday (8 a.m. - 2 p.m.)
- 80 **Bowling Green Greenmarket** 🍅
Broadway & Battery Pl.
• Tuesday & Thursday (8 a.m. - 5 p.m.)
- 81 **Chelsea's Down to Earth Farmers Market** 🍅
W. 23rd St. bet. 8th & 9th Aves.
• Saturday (9 a.m. - 4 p.m.)
- 82 **City Hall Greenmarket** 🍅
Broadway & Chambers St.
• Tuesday & Friday (8 a.m. - 4 p.m.)
- 83 **Columbia University Greenmarket** 🍅
Broadway & W. 114th St.
• Thursday & Sunday (8 a.m. - 5 p.m.)
- 84 **The Community Farmers Market at Adam Clayton Powell** 🍅
Adam Clayton Powell Jr. Blvd. bet. W. 110th & 111th Sts.
• Saturday (10 a.m. - 4 p.m.)
- 85 **Dag Hammarskjöld Plaza Greenmarket** 🍅
W. 23rd St. & 2nd Ave.
• Wednesday (8 a.m. - 4 p.m.)
- 86 **Essex Crossing Farm Stand** 🍅
115 Essex St.
• Wednesday & Saturday (9 a.m. - 5 p.m.)
- 87 **Fulton Stall Market (NO EBT)** 🍅
Pier 17 Square
• Sunday (11 a.m. - 5 p.m.)
- 88 **Fort Washington Greenmarket** 🍅
W. 168th St. & Ft. Washington Ave.
• Tuesday (8 a.m. - 4 p.m.)
- 89 **Gouverneur Health Youthmarket** 🍅
Madison St. bet. Clinton & Jefferson Sts.
• Thursday (8:30 a.m. - 2 p.m.)
- 90 **Grass Roots Farmers Market** 🍅
W. 145th St. bet. Edgecombe & Bradhurst Aves., at Jackie Robinson Park
• Tuesday & Saturday (9 a.m. - 4 p.m.)
- 91 **Greenmarket at Oculus Plaza** 🍅
Church & Fulton Sts., on Oculus Plaza
• Tuesday (7 a.m. - 7 p.m.)
- 92 **Hamilton Heights Greenmarket** 🍅
Amsterdam bet. W. 143rd & 144th Sts., at Johnny Hartman Plaza
• Wednesday (10:30 a.m. - 5:30 p.m.)
- 93 **Harvest Home 125th Street Market** 🍅
W. 125th St. & Adam Clayton Powell Jr. Blvd.
• Tuesday (8 a.m. - 6 p.m.)
- 94 **Harvest Home East Harlem Farmers Market** 🍅
E. 104th St. & 3rd Ave.
• Thursday (8 a.m. - 4 p.m.)
- 95 **Harvest Home Harlem Hospital Farmers Market** 🍅
Lenox Ave. bet. W. 135th & 137th Sts.
• Friday (8 a.m. - 7 p.m.)
- 96 **Harvest Home Lenox Ave. Farm Stand** 🍅
Lenox Ave. bet. W. 117th & 118th Sts.
• Saturday (8 a.m. - 4 p.m.)
- 97 **Harvest Home Metropolitan Farmers Market** 🍅
E. 99th St. & 3rd Ave.
• Friday (8 a.m. - 4 p.m.)
- 98 **Hudson Yards Down to Earth Farmers Market** 🍅
W. 34th St. & Hudson Blvd. E.
• Thursday (8:30 a.m. - 4 p.m.)
- 99 **Inwood Park Greenmarket** 🍅
Isham St. bet. Seaman Ave. & Cooper St.
• Saturday (8 a.m. - 3 p.m.)
- 100 **Lower East Side Youthmarket** 🍅
Grand Ave. bet. Pitt & Willet Sts.
• Thursday (8 a.m. - 3 p.m.)
- 101 **Milbank Center Go!Healthy Farm Stand** 🍅
18-32 W. 118th St.
• Wednesday (3:30 - 6 p.m.)
- 102 **Morningside Park's Down to Earth Farmers Market** 🍅
W. 110th St. & Manhattan Ave.
• Saturday (9 a.m. - 4 p.m.)
- 103 **Mount Sinai Hospital Greenmarket** 🍅
E. 99th St bet. Madison & Park Aves.
• Wednesday (8 a.m. - 5 p.m.)
- 104 **Project Harmony People's Market** 🍅
219 W. 122nd St., at Joseph Daniel Wilson Memorial Garden
• Thursday (10 a.m. - 7 p.m.)
- 105 **PS 11 Farm Market (NO EBT)** 🍅
W. 21st St. bet. 8th & 9th Aves.
• Wednesday (8 - 10 a.m.)
- 106 **PS 57 Youthmarket** 🍅
E. 115th St. & 3rd Ave.
• Wednesday (9 a.m. - 4 p.m.)
- 107 **Rockefeller Center Greenmarket** 🍅
Rockefeller Plaza bet. W. 49th & 50th Sts. (Jul-Aug only)
• Wednesday, Thursday & Friday (8 a.m. - 5 p.m.)

- 108 **Staten Island Ferry Whitehall Terminal Greenmarket** 🍅
4 South St., inside terminal
• Tuesday & Friday (8 a.m. - 7 p.m.)
- 109 **Stuyvesant Town Greenmarket** 🍅
E. 14th St. Loop & Ave. A, in the Oval
• Sunday (9:30 a.m. - 4 p.m.)
- 110 **Tompkins Square Greenmarket** 🍅
E. 7th St. & Ave. A
• Sunday (9 a.m. - 6 p.m.)
- 111 **Tribeca Greenmarket** 🍅
Greenwich & Chambers Sts.
• Wednesday & Saturday (8 a.m. - 3 p.m.)
- 112 **Tucker Square Greenmarket** 🍅
W. 66th St. & Broadway
• Thursday & Saturday (8 a.m. - 5 p.m.)
- 113 **Union Square Greenmarket** 🍅
E. 17th St. & Union Square W.
• Monday, Wednesday, Friday & Saturday (8 a.m. - 6 p.m.)

Queens

- 114 **Brooklyn Grange Farm Stand at Long Island City** 🍅
37-18 Northern Blvd., rooftop
• Saturday (11 a.m. - 4 p.m.)
- 115 **Corona Greenmarket** 🍅
Roosevelt Ave. & 104th St.
• Friday (8 a.m. - 3 p.m.)
- 116 **Cunningham Park's Down to Earth Farmers Market** 🍅
Union Turnpike & 196 Pl.
• Saturday (9 a.m. - 2 p.m.)
- 117 **Ditmars Park Youthmarket** 🍅
Steinway St. bet. Ditmars Blvd. & 23rd Ave., at Ditmars Park
• Saturday (8 a.m. - 3 p.m.)
- 118 **Elmhurst Hospital Greenmarket** 🍅
41st Ave. bet. 80th & 81st Sts.
• Tuesday (8 a.m. - 4 p.m.)
- 119 **Far Rockaway Farmstand** 🍅
385 Beach 45th St.
• Saturday (10 a.m. - 2 p.m.)
- 120 **Flushing Greenmarket** 🍅
Kissena Blvd. & Maple Ave., at Maple Playground
• Wednesday (8 a.m. - 3 p.m.)
- 121 **Forest Hills Greenmarket** 🍅
70th Ave. & Queens Blvd.
• Sunday (8 a.m. - 2 p.m.)
- 122 **Forest Park Youthmarket** 🍅
Myrtle Ave. & Park Lane S.
• Saturday (10 a.m. - 2 p.m.)
- 123 **Jackson Heights Greenmarket** 🍅
34th Ave. bet. 79th & 80th Sts.
• Sunday (8 a.m. - 2 p.m.)
- 124 **Jamaica's Down to Earth Farmers Market - Friday Market** 🍅
Parsons Blvd. bet. Jamaica & Archer Aves.
• Friday (8:30 a.m. - 4 p.m.)
- 125 **Jamaica's Down to Earth Farmers Market - Saturday Market** 🍅
Jamaica Ave. & 137th St.
• Saturday (8:30 a.m. - 4 p.m.)
- 126 **Joseph Addabbo FHC Farm Stand (NO EBT)** 🍅
6200 Beach Channel Dr.
• Saturday (8 a.m. - 2 p.m.)
- 127 **Long Island City Youthmarket** 🍅
Center Blvd. & 46th Rd.
• Saturday (9 a.m. - 2 p.m.)
- 128 **Pomonok Community-Run Farmers Market** 🍅
67-09 Kissena Blvd.
• Wednesday (9 a.m. - 4 p.m.)
- 129 **Queens Botanical Garden's Down to Earth Farmers Market** 🍅
82 Dahlia Ave.
• Friday (8:30 a.m. - 4 p.m.)
- 130 **Queens County Farm Museum Farm Stand** 🍅
73-50 Little Neck Pkwy.
• Wednesday, Thursday, Friday, Saturday & Sunday (11 a.m. - 3 p.m.)
- 131 **Queens County Farm Museum Farm Stand at Jamaica Hospital** 🍅
Jamaica Ave. & Van Wyck Expwy., South Service Rd.
• Thursday (10 a.m. - 4 p.m.)
- 132 **Ridgewood Youthmarket** 🍅
Cypress Ave. bet. Myrtle & Putnam Aves.
• Saturday (8 a.m. - 3 p.m.)
- 133 **Rockaway Youth Task Force Youth Market** 🍅
510 Beach 58th St.
• Saturday (9 a.m. - 3 p.m.)
- 134 **Socrates Sculpture Garden** 🍅
31-30 Vernon Blvd.
• Saturday (11 a.m. - 3 p.m.)
- 135 **Sunnyside Greenmarket** 🍅
Skillman Ave. bet. 42nd & 43rd Sts.
• Saturday (8 a.m. - 2 p.m.)

Staten Island

- 136 **Goodhue Center Go!Healthy Food Stand** 🍅
301 Prospect Ave.
• Tuesday (4 - 6 p.m.)
- 137 **HEALTH for Youths Farm Stand (NO EBT)** 🍅
Clyde Pl. bet. Prospect & Harvard Aves.
• Sunday (11:30 a.m. - 2 p.m.)
- 138 **St. George Greenmarket** 🍅
Hyatt St. & St. Marks Pl.
• Saturday (9 a.m. - 1 p.m.)
- 139 **Staten Island Mall Greenmarket** 🍅
Marsh Ave. & Ring Rd.
• Saturday (8 a.m. - 3 p.m.)



To learn how to apply for food assistance, call 311 or visit Foodhelp.nyc.



LESSON 10

Express Yourself— Through Your Food!





LESSON 10

Express Yourself—Through Your Food!



VOCABULARY FOR BLACKBOARD:

diversity: a wide selection of things

uniform: the same (one shape)

insight: a greater understanding resulting from knowing more about something

to **preserve:** protect something so that it remains or lasts

to be **proactive:** to do things to make a certain result occur

to **ensure:** to make sure something happens



Review YOU DO
LESSON 9 HANDOUT



DO NOW

HANDOUT:
ENDING QUESTIONNAIRE

Complete Ending Questionnaire and compare with Beginning Questionnaire



Inquiry:

Class discussion on the following:

- What types of food do you like to eat in your family?
- Do you prepare different foods for celebrations? Festivals? Holidays?
- How do people use food to express their culture? Their history? Their memories?
- What are some of the characteristics you identify with foods from various cultures and ethnicities?
- Think of a particular meal or food that brings you a special memory of a person, place, or thing.
- What are ways that you can add your own “flavor” or “style” to the snacks and foods you prepare for yourself, your family, and/or your friends?



ENDING CELEBRATION



Hands On Activity: CELEBRATION TRAIL MIX

Nuts and dried fruits are easy to eat on the go and provide the nutrition you need to get through the day. Dark chocolate adds a sweet kick without too much added sugar.

SKILLS: To assemble

INGREDIENT POSSIBILITIES

(serves 4)

½ cup roasted, salted and unsalted nuts and seeds (almonds, cashews, pecans, walnuts, sunflower, pumpkin, etc.)

2 tablespoons unsweetened coconut flakes

¼ cup dried unsweetened fruit (raisins, apples, mangoes, prunes, cherries, cranberries, bananas)

4–6 small pretzel sticks

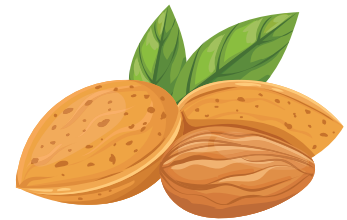
2 tablespoons dark or semi-sweet chocolate chips

TOOLS

Zip lock baggies

Stickers for decorating

Measuring cups or scoops



DIRECTIONS

1. Assemble your favorite combination.
2. Try something new!
3. Celebrate with your homemade treat.

TIP: Keep water handy as these goodies will make you thirsty. Or eat this with cucumber spears, celery stalks or juicy fruit.



Certificate Presentation!

- For a fun celebration of the program completion, create a diploma for each student.

Materials (per student):

- 1 kitchen towel, e.g. light-weight cotton towel with a stripe down the center or other woven kitchen towel
- Letter of congratulations
- Map of the Green Markets in New York City
- 12-inch ribbon

Place the letter of congratulations and the map on top of the kitchen towel. Roll up and tie with the ribbon to look like a diploma.

- Congratulate everyone for completing the Root Camp curriculum!
- Distribute the certificates with the role call while everyone is enjoying the final recipe.
- Complete the Teacher Evaluation Form and email to info@ampletableforeveryone.org.



Name: _____ Class: _____ Date: _____

LESSON 10

DO NOW

Express Yourself, Through Your Food

FINAL QUESTIONNAIRE

I am interested in cooking and preparing or helping prepare my own snacks and meals. Yes No

I feel comfortable cooking or preparing meals for myself or my family. Yes No

I know how to prepare these breakfast foods.

_____ cold cereal _____ hot cereal _____ eggs _____ pancakes

I help prepare meals

_____ > 2x/wk _____ 1x/wk _____ 2x/mo _____ 1x/mo _____ about 4x/yr _____ never

I know how to read a food label. Yes No

I know how to and often set the table. Yes No

I understand how food affects my health. Yes No

I help wash, dry or put away the dishes. Yes No

I know what and where a farmers market is. Yes No



Name five fruits. _____

Name five vegetables. _____

I feel confident I can make healthy choices about the food I eat. Yes No

I learned something new in the class. Yes No

I plan to make a change in my eating habits because of this class. Yes No



LESSON 10: RECIPES

IN CLASS:

CELEBRATION TRAIL MIX

Nuts and dried fruits are easy to eat on the go and provide the nutrition you need to get through the day. Dark chocolate adds a sweet kick without too much added sugar.

SKILLS: To assemble

INGREDIENT POSSIBILITIES

(serves 4)

½ cup roasted, salted and unsalted nuts and seeds (almonds, cashews, pecans, walnuts, sunflower, pumpkin, etc.)

2 tablespoons unsweetened coconut flakes

¼ cup dried unsweetened fruit (raisins, apples, mangoes, prunes, cherries, cranberries, bananas)

4–6 small pretzel sticks

2 tablespoons dark or semi-sweet chocolate chips

TOOLS

Zip lock baggies

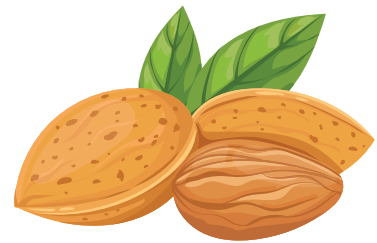
Stickers for decorating

Measuring cups or scoops

DIRECTIONS

1. Assemble your favorite combination.
2. Try something new!
3. Celebrate with your homemade treat.

TIP: Keep water handy as these goodies will make you thirsty. Or eat this with cucumber spears, celery stalks or juicy fruit.





LESSON 10: RECIPES

TAKE HOME:

CHOCOLATE BANANA PUDDING

SOURCE: cookingmatters.org/recipes

Serves 6, ½ cup per serving

INGREDIENTS

- 1 ripe banana
- ½ cup unsweetened cocoa powder
- 2 tablespoons cornstarch
- Pinch ground cinnamon
- Pinch salt
- 2 large eggs
- 2 cups milk
- ⅓ cup honey (local, when possible)

TOOLS

- 2 medium bowls
- Fork
- Measuring cups
- Measuring spoons
- Medium pot or double boiler
- Rubber spatula
- Small bowl
- Whisk

DIRECTIONS

1. In a small bowl, use a fork to mash the banana to a smooth pulp.
2. In a medium bowl, whisk cocoa powder, cornstarch, cinnamon, and salt.
3. In a second medium bowl, lightly beat eggs. Whisk eggs into the cocoa mixture to make a smooth paste. Whisk out any pockets of flour and cocoa completely.
4. In a medium pot over medium heat, heat milk and honey. Bring to a simmer.
5. Pour a small amount of the hot milk mixture over the egg mixture. Whisk constantly until smooth. Continue adding milk, a little at a time, until about half the milk mixture is used.
6. Add egg mixture to pot with remaining milk. Cook over low heat, stirring constantly with a rubber spatula until it just begins to bubble and thicken. Remove from heat.
7. Whisk in mashed banana right away until fully combined.
8. Pour warm pudding into 6 small cups. Dust with cocoa powder. Eat warm, or refrigerate until set, about 2 hours.





LESSON 10

YOU DO

Express Yourself—Through Your Food!

(be prepared to share what you know with friends and acquaintances)

You are now an empowered eater and chef! Continue to think critically about what you put into your body and how it will affect your mood, energy level, and health.

You have the skills to prepare or help prepare your own meals and snacks—offer to help and introduce your own ‘flavor’ and culture into everything you do.

✓ REMEMBER TO . . .

- Use all that you know to make smart, critical, and healthy decisions about how, what, and where you eat!



FACTS:

- There are thousands of flavor combinations that make up the enormous variety of foods and cuisines enjoyed by people around the world.
- Adding a new spice, herb, or flavor to a food can change the taste completely.
- Taste buds are always growing up, just like you. They need practice tasting new textures and flavors! Trying new foods again and again is a good way to get used to new flavors and tastes.



GOOD TO KNOW:

- Food is a unique, fun, and tasty way to express your culture and history.



CONSIDER THIS:

- Every one of us is connected to food in some way. Ask your family and friends about their food memories. See if you better understand your culture and history through the foods you and your family enjoy.



IMAGE CREDITS

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COVER

Tote Bag: MicrovOne
Fruits and Vegetables: Svetlana Malysheva

ICONS

Apple: -VICTOR-
Do Now: Wendy Gonick*
Inquiry: Wendy Gonick*
Hands On Activity: Wendy Gonick*
Review Handout/Homework: -VICTOR-
Vocabulary for Blackboard: -VICTOR-
Facts: -VICTOR-
Good To Know: -VICTOR-
Consider This: Wendy Gonick*
Certificate Presentation: -VICTOR-

LESSON 1

Photo: FatCamera
Apple: Gurzzza
Banana: Gurzzza

LESSON 2

Photo: SDI Productions
Celery: lumpynoodles
Pumpkin: Gurzzza

LESSON 3

Photo: fstop123
Tomato and Avocado: Gurzzza
ChooseMyPlate.com: US Department of Agriculture*
Spinach: MaewChansilpa

LESSON 4

Photo: triloks
Blueberries: Gurzzza

LESSON 5

Photo: MoMorad
Infused Water: Tatiana_Stulbo
Rethink Your Drink Chart: California Department
of Public Health*
Raspberries: Olga_Mallari

LESSON 6

Photo: 3sbworld
Carrots: Gurzzza
Teeth: MicrovOne
Corn: Mark Kolpakov

LESSON 7

Photo: SDI Productions
Peppers: Gurzzza
Broccoli and Chili Pepper: Gurzzza

LESSON 8

Photo: Bhupi
Strawberry Jam: FARBAI
Product Photos:
Cereal Packaging: Juanmonino
Pepsi Billboard: tobiasjo
Oreo Packaging: jfmdesign
Deluxe Grahams Packaging: memoriesarecaptured
Tomato: Gurzzza

LESSON 9

Photo: JulieanneBirch
Apple (In Class Recipe): Gurzzza
Walnuts: Tetiana Lazunova
Apple (Take Home Recipe): Svetlana Malysheva
Lemon: Tatiana_Stulbo
Farmers Market Map: NYC Health*

LESSON 10

Photo: SolStock
Almonds: Tetiana Lazunova
Shopping Basket: Svetlana Malysheva
Chocolate Pudding: johavel