

# EATING WELL BUT COOKING LESS—A QUICK-SCRATCH CURRICULUM

## Leader's Guide

### GOAL:

To teach consumers how to choose and/or prepare quick, healthy, safe and economical meals that meet their individual needs.

### TARGET AUDIENCE:

Single people  
Working Parents  
Older Adults

### TRENDS/FACTORS TO CONSIDER:

**Time:** or “the lack of” is the single biggest determinant of deciding what to eat.

**Taste:** is nearly as important as time. Consumers want food that tastes good.

**Cost:** is also an important factor especially for the limited resource audience. However, effective use of food dollars needs to be based on the consumer's personal situation—what works for one family may not for another.

**Nutrition** is “eating for health” meaning a diet that ensures optimal growth of children as well as disease prevention for all consumers.

**Skill:** is also a factor when nearly one-third of the population does not know how to cook and as the population ages, consumers may lose their ability to prepare foods.

**Equipment:** is a final consideration as often limited-resource clients do not have necessary equipment for scratch cooking and retired adults living in small quarters don't have the room to store extra equipment. Recipes that require numerous utensils also increase clean-up time.

## CONVENIENCE VERSUS SCRATCH COOKING

Consumers today are juggling home, family and work responsibilities. They need to know the trade-offs between scratch cooking and using convenience foods, and how to balance their food choices and resources so that they eat well, have time for other activities and stay within their budget.

### Scratch Cooking

Advantages:

- usually tastes “homemade”
- can season to taste
- easier to reduce fat, sugar and sodium
- can be less expensive

Disadvantages:

- may require more time
- may require more skill
- may require more equipment
- may be more expensive especially if food is wasted from ingredients that spoil before they can be used or if the recipe does not turn out

### **Convenience foods:**

Advantages:

- may require less time with preparation and clean-up
- may require less skill
- taste is consistent

Disadvantages:

- usually more expensive
- may contain more fat, sugar and sodium
- taste may become boring, may have to add other ingredients to vary flavors

## **REFERENCES AND RESOURCES—EATING WELL BUT COOKING LESS**

### **Publications:**

Carlson, Andrea and Frazão, Elizabeth, Are Healthy Foods Really More Expensive? It Depends on How You Measure the Price: <http://www.ers.usda.gov/publications/eib-economic-information-bulletin/eib96.aspx>

The Cost of Convenience, Utah State University Extension:

[http://extension.usu.edu/files/publications/publication/pub\\_8822711.pdf](http://extension.usu.edu/files/publications/publication/pub_8822711.pdf)

Duyff, Roberta L. American Dietetic Association Complete Food and Nutrition Guide, 4th edition. John Wiley & Sons, Hoboken, New Jersey, 2012.

### **Websites:**

Academy of Nutrition and Dietetics: <http://www.eatright.org>

Center for Nutrition and Policy Promotion: <http://www.cnpp.usda.gov>

Choose MyPlate: <http://www.choosemyplate.gov>

Eat Smart Move More NC: <http://www.eatsmartmovemorenc.com/>

Food Stamp Nutrition Connection: [www.nal.usda.gov/foodstamp/](http://www.nal.usda.gov/foodstamp/)

Fruits and Veggies More Matters: <http://www.fruitsandveggiesmorematters.org/>

Kids a Cookin'—K-State Research and Extension Family Nutrition Program: <http://www.kidsacooking.ksu.edu>

K-State Research and Extension: Human Nutrition: <http://www.ksre.ksu.edu/humannutrition/>

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

University of Nebraska Food, Nutrition and Health: <http://liferaydemo.unl.edu/web/fnh/home>

### Tips and Suggestions

1. Recipes are suggestions. Feel free to choose a different one if desired.
2. Lessons don't have to be taught in order but you will need to edit the scripts.
3. You don't have to teach all of the lessons. Choose the ones that fit your needs.
4. Each recipe has tips and suggestions. You can note the ones specific to the recipe when you teach the class.
5. The entire *Eating Well But Cooking Less* is a large document. Print it in black and white to save money, burn it to a CD to give to clients or refer them to the website: <http://www.shawnee.ksu.edu> under Health, Nutrition and Safety.
6. Take time to read through lesson script, suggested handouts and websites to get acquainted with the materials.
7. Videos are suggested but are not needed, if you don't have the equipment and internet connection.
8. The *Kids a Cookin'* videos are also available on YouTube. Feel Free to add any of these videos as well.
9. Handouts are provided and some are noted in the lessons but you don't have to use all of them.
10. Do give each participant a copy of the recipe to be made at the lesson.

For more information or questions contact:

Lisa J. Martin, MPH, RD, LD  
County Extension Agent-EFNEP  
K-State Research and Extension-Shawnee County  
1740 SW Western Avenue  
Topeka, KS 66604  
785-232-0062, ext. 119  
[ljmartin@ksu.edu](mailto:ljmartin@ksu.edu)

Reviewers: Dr. Sandra Procter, Ph.D. RD/LD, Extension Specialist and Coordinator, Kansas EFNEP and SNAP-Ed; and Andrea L Feldkamp, Assistant Coordinator - Extension Nutrition Program

A special thank you to Judy Speer, Graphic Designer Specialist-EFNEP and FNP for redesigning the *Eating Well But Cooking Less* menus.



KSU, County Extension Councils, Extension Districts and U.S. Department of Agriculture Cooperating.

All educational programs and materials available without discrimination on the basis of race, color, religion, national origin, sex, age or disability.

## Eating Well But Cooking Less: LESSON 1-Build a Healthy Plate

### Objectives:

- Participants will learn the concept of “quick-scratch cooking.”
- Participants will determine their personal priorities and how these priorities affect their food dollars.
- Participants will prepare and sample a “quick-scratch main dish.”

### Supplies:

- Lesson handouts–
  - *Choose MyPlate*
  - *Enjoy Your Food but Eat Less*
  - *Iowa State Extension Quick Meals Slides (optional)*
  - *SuperTracker*
  - *Week 1 of Eating Well But Cooking Less*
- Pencils
- Chalkboard, dry erase board or poster paper
- Chalk or markers
- Poster of MyPlate
- Food labels-examples of convenience items
- Recipe ingredients: Chicken Quesadillas, Week 1, Day 1, Lunch
- Cooking Equipment
- Laptop/internet/Projector(optional)

### Lesson Script:

SAY:	DO:
<p>Hello, my name is _____ and I’m from K-State Research and Extension-_____County. Today is your first lesson on eating well but cooking less.</p> <p>True or false, “You have to cook from scratch to eat healthy?” Or “It’s too expensive and time-consuming to eat healthy.”</p>	<p><b><i>Note: Depending on time, you may want to start preparing the recipe at the beginning of the lesson.</i></b></p> <p>Write the following statement on the chalkboard: “You have to cook from scratch to eat healthy.” Or “It’s too expensive and time-consuming to eat healthy.”</p> <p>Give audience time to think about this statement and then open up the discussion. List comments on the chalkboard/poster paper.</p>

SAY:	DO:
<p>What are some of the reasons that you don't cook at home, and instead go out to eat or go to the drive-thru?</p> <p>Many of you listed time. Let's talk about time. Often, we forget that time is a resource just like money. Let's consider the following meal options of fast food and take-out compared to making a meal at home.</p> <p>You spend nearly as much time picking up the fast food and the fast food is higher in fat and sodium as well as cost.</p> <p>Comparing the fast food meal to the homemade one, the savings of \$7.15 per meal add up to a savings of over \$2600.00 in one year. And using convenience foods, the meal is on the table pretty quickly.</p> <p>We do need to mention shopping time and clean-up time but you will learn how to streamline these activities as well. Today, we are going to prepare Chicken Quesadillas. I need a couple of volunteers.</p> <p>Here is Week One of Eating Well But Cooking Less recipes. We will use these recipes today and during future weeks as we do the lessons.</p> <p>Between now and the next lesson, make a list of some of the goals that you have for your diet and your family's diet. We will talk about them at the next lesson.</p> <p>What are your questions?</p>	<p>List reasons on the chalkboard.</p> <p>Use <a href="http://www.extension.iastate.edu/Documents/FoodSavings/FastFood/isu_fast_food.swf">http://www.extension.iastate.edu/Documents/FoodSavings/FastFood/isu_fast_food.swf</a> as a guide for this activity. If you have a laptop, internet access and a projector, go through activities on the Iowa state link. If not, print the handouts. Give clients the slides without the answers and have them complete the activities with you.</p> <p>Do the math on the chalk board--  <math>\\$7.15 \times 365 \text{ days} = \\$2609.75</math>. Or a savings of just \$5.00 per meal adds up \$1825.00 per year.</p> <p>Select two volunteers to hand out week one of Eating Well But Cooking Less recipes.</p> <p>Review recipe, ingredients and equipment needed, and have volunteers begin cooking. While food is cooking, review tips that accompany that recipe.</p> <p>Serve food.</p>



SAY:	DO:
<p>Today, we are going to begin “The Supermarket Tour” to learn about healthy foods that make meals quick and easy to put together.</p> <p>Often, we are tempted to pick up fast food or go out to eat when there is nothing to eat in the house. If we would spend a little bit of time planning and keeping food on hand, it will be very easy to prepare more meals and snacks at home.</p> <p>Here is a guide for a well-stocked pantry from the five food groups—grains, fruits, vegetables, dairy, protein, and other foods. Today, we will talk about grains, fruits and vegetables. As we talk about each group of foods, mark what you would want to have on hand.</p> <p>Let’s start the Grain Group. We should eat more “whole” grains. What is a whole grain? Whole grains contain the entire kernel—the bran, germ and endosperm.</p> <p>Whole grains are less processed so they contain more natural nutrients. What are some examples of whole grain foods? Here is a handout. It has some menu ideas for including more whole grains in your diet.</p> <p>On our list, there are many types of grain foods—bagels, crackers, pita bread, etc. Here, we can add a lot of variety to our diet. Grains provide carbohydrates for energy as well as many B vitamins, iron and fiber.</p> <p>Some grains like brown and long-grain rice seem to take a long time to cook. We will show you how to plan them into your meals and cook them quickly in future lessons.</p>	<p>Hand out the <i>Quick Scratch Staples for Today’s Busy Cook</i>.</p> <p>As you go through each food group, pass around food labels.</p> <p>List examples on the chalk board.</p> <p>Hand out the Make Half Your Grains Whole handout. Also, show sample board of whole grains if you have one.</p> <p>If you have the equipment, show the short Aisle by Aisle video on buying whole grains: <a href="http://www.youtube.com/watch?v=qyQrIn0Gtko">http://www.youtube.com/watch?v=qyQrIn0Gtko</a></p>

<b>SAY:</b>	<b>DO:</b>
<p>Many mixes are also listed. Some box mixes are very economical as well as great time-savers. You will also learn how to make some mixes at our fourth lesson.</p> <p>When shopping for grains, check dates so that you are buying the freshest products. Also, check packages for tears or holes. Once home, date grains and store in air-tight containers to keep out pests and moisture.</p> <p>Next on our list are Fruits. Fruits provide vitamins A and C as well as fiber. Fruits come in many forms such as canned, frozen and fresh so we can enjoy them all year round.</p> <p>Fruits are also sweet so use them for your dessert at a meal or for a snack.</p> <p>Here is a buying guide for selecting fresh fruits. When buying canned fruits, avoid dented, rusty or bulging cans. Many cans now have “use-by” dates. If not, date cans at home and use within one year. When buying frozen fruits, the fruit should be frozen individually. Avoid packages frozen in one block because the product has been thawed and refrozen.</p> <p>Vegetables also come in many forms. They provide vitamins A, C and fiber. As a bonus, many of them are low in calories.</p> <p>Follow the same food safety guidelines when buying vegetables whether fresh, canned or frozen. Here is a buying guide for fresh vegetables.</p>	<p>Hand out food storage charts.</p> <p>Show examples of fruit labels such as frozen fruit medleys for fruit cups or smoothies.</p> <p>If time, show Aisle by Aisle video on buying fresh and frozen produce:  <a href="http://www.youtube.com/watch?v=kid9e21xW2A">http://www.youtube.com/watch?v=kid9e21xW2A</a></p> <p>If time show video on buying canned fruits and vegetables:  <a href="http://www.youtube.com/watch?v=LOy89axsCPs">http://www.youtube.com/watch?v=LOy89axsCPs</a></p> <p>Hand out shopping and storage guides for fruits and vegetables.</p> <p>Continue to show examples of vegetable labels.</p> <p>If time show video on fruit and vegetable food safety:  <a href="http://www.youtube.com/watch?v=WbhudxB3W-M&amp;feature=player_embedded">http://www.youtube.com/watch?v=WbhudxB3W-M&amp;feature=player_embedded</a></p>

<b>SAY:</b>	<b>DO:</b>
<p>Many of the products that we talked about today help streamline cooking such as the stir fry vegetable mixes, or fruit medleys. We will use many of these products in recipes in future classes.</p> <p>For our recipe today, we are going to prepare a pudding fruit cup from our snack recipes. I need two volunteers to cook.</p> <p>This recipe is also featured on our Kids a Cooking website. It's a recipe that the kids can help make. It uses different types of canned fruit which are "quick-scratch" foods</p> <p>What are your questions?</p> <p>Thank you for coming. At our next class, we will spend more time "at the grocery store."</p>	<p>Hand out the Pudding Fruit Cup recipe. Read through the recipe, note equipment needed, etc. As the recipe is prepared, read through the tips that are provided.</p> <p>Serve</p>

## Eating Well But Cooking Less: LESSON 3-THE SUPERMARKET TOUR PART 2–Protein and Dairy Foods, and Fats, Oils and Sweets

### Objectives:

- Participants will name at least 3 “Quick Scratch” foods from protein and dairy foods.
- Participants will learn how to make healthier choices when selecting fats, oils and sweets.
- Participants will learn food safety skills needed when shopping for food.
- Participants will learn how to make a quick chili.

### Supplies:

- Lesson Handouts
  - *Eat Seafood Twice a Week*
  - *Food Safety Shopping Tips*
  - *Food Safety Starts at the Store*
  - *Got Your Dairy Today?*
  - *Healthy Eating for Vegetarians*
  - *Quick Scratch Staples for Today’s Busy Cook.*
  - *Salt and Sodium*
  - *With Protein Foods, Variety is the Key*
- Pencils
- Chalkboard, dry erase board or poster paper
- Chalk or markers
- Food labels of convenience foods from each food group
- Recipe handouts
- Recipe ingredients: Easy Chili, Week 1, Day 2, Dinner
- Cooking equipment

### Lesson Script:

SAY:	DO:
<p>Welcome back to Eating Well But Cooking Less. At our last lesson, we talked about grains, fruits and vegetables. What are your questions?</p> <p>Today, we will talk about dairy and protein foods, and fats, oils and sweets. We will also talk about the food safety rules for these foods.</p> <p>Does anyone need another copy of Quick Scratch Staples?</p> <p>Dairy foods are the best sources of calcium and vitamin D. We need these nutrients to keep bones and teeth strong.</p>	<p><b><i>Note: This lesson is a little bit longer. If short for time, start the cooking at the beginning of the class.</i></b></p> <p>Hand out copies if needed.</p>

<b>SAY:</b>	<b>DO:</b>
<p>When shopping for fluid milk, buy containers with older “sell by” dates for fresher products. Once opened, use within one week.</p> <p>Non-fat dry milk can be used to make great drink and sauce mixes. We will talk more about mixes in our next lesson.</p> <p>Yogurt is another great convenience food. It keeps for several days and comes in varieties that can be frozen for a quick snack or dessert. It can also be used to make breakfast drinks or smoothies.</p> <p>Cheese comes in many forms such as blocks, grated, cubes or string cheese. It also available in many flavors for various recipes such as pizza or Mexican blends. Often, grated cheese is the same price as block cheese.</p> <p>Check dates on both yogurt and cheese.</p> <p>Protein foods such as meat, poultry, fish, eggs, dry beans and nuts provide iron, magnesium and other nutrients. They can also be the most expensive part of your meals. With meat, poultry and fish, keep portion sizes to 2-3 ounces per person. Pre-cut products will save food prep time, and for really busy nights, pre-cooked meats are available that just need to be heated.</p> <p>With perishable foods, buy only the ones you can use before spoiling.</p> <p>Select all of your cold foods at the end of your shopping trip and have them bagged together to keep them colder until you can put them away at home.</p>	<p>If you have time and the equipment, show the Aisle by Aisle video on choosing dairy foods:  <a href="http://www.youtube.com/watch?v=kEDNfCZpLo8&amp;feature=relmfu">http://www.youtube.com/watch?v=kEDNfCZpLo8&amp;feature=relmfu</a></p> <p>If time show the following videos on shopping for meats and seafood:  Meats:  <a href="http://www.youtube.com/watch?v=QKJIQy4SlP8&amp;feature=relmfu">http://www.youtube.com/watch?v=QKJIQy4SlP8&amp;feature=relmfu</a>  Seafood:  <a href="http://www.youtube.com/watch?v=AE2wlylqWFs">http://www.youtube.com/watch?v=AE2wlylqWFs</a></p> <p>Pass out food safety when shopping handouts. If time show FDA video--Start at the Store: Prevent Foodborne Illness:  <a href="http://www.youtube.com/watch?feature=player_embedded&amp;v=rNwl3ww6wv0#!">http://www.youtube.com/watch?feature=player_embedded&amp;v=rNwl3ww6wv0#!</a></p>



## Eating Well But Cooking Less: Lesson 4-Mix It Up!

### Objectives:

- Participants will learn how to make inexpensive staples into convenient mixes.
- Participants will learn how to prepare and store these mixes properly.
- Participants will learn how to make a quick soup using and a rice dish using some of the mixes.

### Supplies:

- Lesson Handouts—
  - *Convenient Rice Mixes*—Recipe Basics section of menus
  - *Food Mixes in a Jar*
  - *Gifts in a Jar Food Safety Tips*
  - *Homemade Gifts from Your Kitchen*
  - *Keep Your Kitchen Clean*
- Pencils
- Chalkboard, dry erase board or poster paper
- Chalk or markers
- Examples of food grade containers
- Recipe handouts
- Recipe Ingredients—Rice Mix of your choice, Recipes Basics and Potato soup, Week 1, Day 3, Lunch
- Cooking Equipment

### Lesson Script:

SAY:	DO:
<p>Today, we are going to learn how to make mixes that will help you streamline your food prep. Before we begin, what questions do you have from our last class?</p> <p>These mixes use inexpensive staples and many are lower in fat, and sodium, and higher in nutrients than commercial mixes.</p> <p>We will also discuss food safety rules for making mixes, especially if you want to give them as gifts.</p>	<p>Start cooking one of the rice mixes at the beginning of the lesson so that it will be ready to sample. Also heat water so that you can make up some of the soup for sampling.</p> <p>For more resources, visit Maine’s website on convenience mixes:  <a href="http://umaine.edu/publications/4029e/">http://umaine.edu/publications/4029e/</a></p> <p>Hand out <i>Gifts in a Jar Food Safety Tips</i>.</p>

<b>SAY:</b>	<b>DO:</b>
<p>Whether we give them as gifts, or make them for our own use, we need to store our mixes in food- grade containers. This means the containers will not give off any chemicals that could make us sick.</p> <p>We also want to use airtight containers to keep out moisture and pests. Use jars with screw- top lids, food-grade plastic containers with lids, and sealable plastic bags.</p> <p>We also want to use fresh ingredients for the best flavor. Older ingredients may also contain pests.</p> <p>When we are ready to mix them up, make sure that equipment, food prep surfaces and our hands are clean.</p> <p>If we are giving them as a gift, we also need to include a detailed recipe so that the recipient knows how to use the mix.</p> <p>I also recommend that you try every recipe before you give it as a gift so that you know you have a recipe that turns out well.</p> <p>Today, we are going to prepare a quick soup mix and a rice mix. I need two volunteers to prepare the mixes.</p> <p>Let’s review the recipes.</p> <p>What are your questions?</p> <p>Next time we will learn about putting healthy meals together.</p> <p>What are your questions?</p>	<p>Show examples of food-grade containers.</p> <p>Hand out <i>Keep Your Kitchen Clean</i>.</p> <p>Have the volunteers prepare the mixes.</p> <p>Review ingredients. Also review other mix recipes that are included in the week of menus.</p> <p>Let everyone sample and answer any questions.</p>

## Eating Well But Cooking Less: LESSON 5-Now Let's Make a Meal– Basics of Menu Planning

### Objectives:

- Participants will learn how to plan menus.
- Participants will learn how to prepare a grocery list from their menus.
- Participants will learn how to make a one-pot meal.

### Supplies:

- Lesson Handouts
  - *Build a Healthy Meal*
  - *Daily Menu Planner*
  - *Eating Better on a Budget*
  - *MyPlate Plot Your Plate Placemat*
- Pencils
- Chalkboard, dry erase board or poster paper
- Chalk or markers
- Food labels of convenience foods from each food group
- Recipe handouts
- Recipe Ingredients—Skillet Lasagna, Week 1, Day 4, Dinner
- Cooking Equipment
- Laptop/Internet/Projector(optional)

### Lesson Script:

SAY:	DO:
<p>So far we have toured the grocery store to learn more about healthy convenience foods. We've also learned how to make some convenience mixes that can speed up cooking time in the kitchen.</p> <p>Today, we are going to do some menu planning of our own. You have received some menus already planned for you but what if there are some recipes that you don't like? Or you are tired of making the same things and want to try something new?</p> <p>Learning how to plan your own menus will help you make meals that your family will want to eat.</p> <p>Here are some blank menu planners that you can use to plan your own menus.</p>	<p><b>Note: Depending on your time, you may want to start cooking at the beginning of the lesson.</b></p> <p>Hand out <i>Daily Menu Planner</i></p>



<b>SAY:</b>	<b>DO:</b>
<p>Today, we will make a one-pot meal called Skillet Lasagne. It has a few more ingredients but is made all in one skillet. It contains four food groups-grains, vegetables, dairy and protein. What could we add to this meal to have all five food groups?</p> <p>I need a volunteer to make the recipe.</p> <p>Once you have your menus completed, use your Quick Staples list to prepare a shopping list. Be sure to check and see what you have on hand already.</p> <p>Shopping from your list will prevent impulse purchases.</p> <p>Next time we will talk more about fruits and vegetables.</p> <p>What are your questions?</p>	<p>Discuss other foods that could be served along with the lasagne.</p> <p>Select a volunteer and have them read their menu. If they were short in any area, have the class help them edit their menu so that it is well-balanced.</p> <p>Make the recipe and serve.</p> <p>If time, discuss shopping guidelines such as:</p> <ul style="list-style-type: none"> <li>● Not shopping when hungry</li> <li>● Using a shopping list</li> <li>● Comparing prices</li> <li>● Reading the Nutrition Facts labels</li> <li>● Checking dates on packages</li> <li>● Buying generic or store brand</li> <li>● Buying in bulk when food will be used up before it spoils</li> <li>● Making sure items in special displays are on sale</li> <li>● Buying fruits and vegetables in season</li> <li>● Stocking up on shelf-stable and staple items when on sale</li> <li>● Limiting protein to recommended serving amounts</li> <li>● Checking out as soon as shopping is complete to avoid impulse buying</li> </ul>

## Eating Well But Cooking Less: LESSON 6—Eating Right By the Rainbow

### Objectives:

- Participants will learn about the health benefits of eating fruits and vegetables.
- Participants will learn how to eat five or more servings of fruits and vegetables each day.
- Participants will learn how to prepare quick recipes using fruits and vegetables.

### Supplies:

- Lesson Handouts—
  - *Add More Vegetables to Your Day*
  - *Focus on Fruits*
  - *Kid Friendly Veggies and Fruits*
  - *Liven Up Your Meals with Fruits and Vegetables*
- Labels from convenience fruits and vegetables
- Food models
- Pencils
- Chalkboard, dry erase board or poster paper
- Chalk or markers
- Recipe handouts
- Recipe Ingredients—Veggie Burritos, Week 2, Day 6, Lunch
- Cooking Utensils

### Lesson Script:

<b>SAY:</b>	<b>DO:</b>
<p>Today, we are going to talk about eating more fruits and vegetables.</p> <p>Think about what you ate yesterday and count up how many cups of fruits and vegetables that you ate. How many cups did you have?</p> <p>What are the health benefits of eating more fruits and vegetables every day?</p> <p>Did you know that fruits and vegetables also provide other nutrients called <i>phyto</i> (meaning Plant) nutrients? These phytonutrients may help protect you against the effects of aging, and also reduce your risk of cancer and heart disease.</p>	<p>Give audience time to complete task.</p> <p>Nutrients such as Vitamins A and C, fiber, low in calories, low in fat.</p>

<b>SAY:</b>	<b>DO:</b>
<p>When you choose fruits and vegetables, let color be your guide.</p> <p>Blue or purple fruits and vegetables may help with urinary tract health, aging and memory. What are some blue or purple fruits and vegetables?</p> <p>Green fruits and vegetables may help with your eyesight as well as bones and teeth. What are some green fruits and vegetables?</p> <p>White fruits and vegetables may help with heart health and also lower your risk for some cancers. What are some white fruits and vegetables?</p> <p>Yellow or orange fruits and vegetables help with your eyesight and immune system. What are some yellow and orange fruits and vegetables?</p> <p>Finally, red fruits and vegetables also help with memory and urinary tract health. What are some red fruits and vegetables?</p> <p>How can we eat more fruits and vegetables throughout the day?</p> <p>What some ways that we can get kids to eat more fruits and vegetables?</p> <p>Today we are going to prepare an easy recipe that kids will like — Veggie Burritos.</p> <p>Next time we will take about brown bagging it. What are your questions?</p>	<p>Blueberries, blackberries, grapes, plums, purple cabbage, and eggplant.</p> <p>Avocados, green grapes and apple, honeydew melon, kiwi, limes, green pears, and many green vegetables such as broccoli, spinach and zucchini.</p> <p>Bananas, cauliflower, onions, white potatoes.</p> <p>Cantaloupe, nectarines, oranges, peaches, carrots, pumpkin, sweet corn, and sweet potatoes.</p> <p>Red apples, cherries, cranberries, raspberries, strawberries, beets, red peppers, red onions, red potatoes and tomatoes.</p> <p>Include some at all three meals, and also eat them for snacks. Add fruits to other foods such as quick breads, hot or cold cereal and yogurt. Add vegetables to casseroles, soups, plain salads or omelets.</p> <p>Offer them for snacks, with a favorite dip, or in another favorite food, such as mac and cheese or spaghetti. Be a role model for children and eat them too.</p> <p>Have participants prepare and sample the recipe.</p>

## Eating Well but Cooking Less: LESSON 7-Brown Baggin It!

### Objectives:

- Participants will learn how to prepare appealing, safe and economical lunches.
- Participants will learn how to make a lunch recipe.

### Supplies:

- Lesson Handouts–
  - *Brown Baggin It!*
  - *Pack a Safe Lunch*
- Pencils
- Chalkboard, dry erase board or poster paper
- Chalk or markers
- Food labels of lunch-type foods such as microwave meals
- Recipe handouts
- Recipe Ingredients—Tortilla Pinwheels, Week 1, Day 2, Lunch
- Equipment-cooking and lunch utensils
- Laptop/Internet/Projector(optional)

### Lesson Script:

<b>SAY:</b>	<b>DO:</b>
<p>Welcome back. Today, we are going to talk about healthy brown bag lunches. How much is a value meal at the local fast food restaurant? If you eat out every day at lunch and spend about \$6, how much does that add up to in a year?</p> <p>Is eating out important to you or can you think of other ways to spend that amount of money?</p> <p>Often you can pack a lunch that costs a fraction of a fast food meal by spending a little bit of time planning and also using up leftovers. Your menus have a variety of ideas to make lunches interesting and we will try one of the recipes.</p> <p>What should go into your lunch? Your lunch should contain about one-third of the day's vitamins, minerals and calories. Skipping your lunch is not a good way to control your weight. You will be more likely to overeat when you get home.</p>	<p>Do the math on the chalk board:  <math>\\$6 \text{ per day} \times \text{approximately } 50 \text{ weeks} \times 5 \text{ days per week} = \\$1500.</math></p> <p>Solicit comments from participants.</p>

<b>SAY:</b>	<b>DO:</b>
<p>Your lunch should contain at least 2 or more servings of grains, 2 servings of fruits or vegetables, some protein, and some dairy.</p> <p>Let's take a few moments to review the lunches in your menus. You will see that the recipes used during the work week can be easily made ahead of time or just before eating lunch. Packing your lunch is also another way to use up leftovers.</p> <p>Let's talk some about selecting microwave dinners. Often, these are on sale, and are fast and easy. But how do you know if they are healthy? Try to select varieties that:</p> <ul style="list-style-type: none"> <li>*have less than 500 calories</li> <li>*have less than 5 grams of saturated fat</li> <li>*have less than 600 mg of sodium</li> <li>*have at least 14 grams of protein</li> <li>*have 3 to 5 grams of fiber</li> <li>*have at least 10% or more of one or more of the nutrients listed.</li> </ul> <p>Your lunches do need to be packed safely so let's spend some time talking about food safety. What are some things that we need to be concerned about?</p> <p>Most importantly, we need to start out with everything clean, and then keep hot foods hot and cold foods cold.</p> <p>Make sure that counters, utensils, lunch containers and hands are clean. Wash counters and utensils with hot soapy water, rinse well and then sanitize with bleach water-1 teaspoon of non- scented bleach to one quart of water. Let air dry.</p> <p>Think about the foods that you are going to pack: do you have refrigeration at work and a microwave? If not, what are some shelf-stable foods that you could take?</p>	<p>Also if time show the Aisle by Aisle video on choosing frozen meals:  <a href="http://www.youtube.com/watch?v=zROmEaTZpTQ">http://www.youtube.com/watch?v=zROmEaTZpTQ</a></p> <p>Let participants discuss.</p> <p>Answer: Peanut butter, vacuum- sealed foods such as cheese and shelf-stable dinners, dry meats, raw vegetables and fruits, and breads.</p>

<b>SAY:</b>	<b>DO:</b>
<p>If you want to take perishable foods, you will need a well-insulated lunch box. Include an ice pack, a gel freezer pack or small margarine tub of frozen ice.</p> <p>Other frozen items can also be included such as frozen juice boxes or frozen fruit cups.</p> <p>If you want to take hot foods, invest in a well-insulated thermos. Preheat it with hot water first.</p> <p>If you have access to a microwave, invest in some single-serving, air-tight containers that are microwave-safe.</p> <p>If possible, put your lunch in a refrigerator as soon as you get to work.</p> <p>To keep sandwiches appealing, wrap lettuce, tomatoes, pickles, and mayonnaise separately so that bread doesn't get soggy.</p> <p>Today, we are going to make Tortilla Pinwheels. Who would like to volunteer?</p> <p>Next time we will talk about breakfast on the go.</p> <p>What are your questions?</p>	<p>Show lunch box utensils:</p> <ul style="list-style-type: none"> <li>● Insulated lunch boxes or bags</li> <li>● Re-freezable ice packs</li> <li>● Small plastic containers with lids that can be frozen</li> <li>● Small plastic containers with lids that can be microwaved</li> <li>● Juice Boxes</li> </ul> <p>As the recipe is being made, discuss ways to vary the Pinwheels. You could also discuss the importance of taking a lunch break.</p> <p>Serve food, wrap up and answer any remaining questions.</p>

## Eating Well But Cooking Less: LESSON 8-Breakfast on the Go

### Objective:

- Participants will learn the importance of eating breakfast.
- Participants will learn how to prepare appealing, safe and economical breakfasts.
- Participants will learn how to make a breakfast recipe.

### Supplies:

- Lesson Handouts–
  - *Breakfast is Smart*
  - *Making Smart Breakfast Choices*
- Pencils
- Chalkboard, dry erase board or poster paper
- Chalk or markers
- Food labels of breakfast-type foods
- Recipe handouts
- Recipe Ingredients—Skillet Granola, Week 2, Day 2, Breakfast and Breakfast Banana Splits, Week 3, Day 6, Breakfast
- Cooking Equipment
- Laptop/Internet/Projector(optional)

### Lesson Script:

SAY:	DO:
<p>Last time, we discussed healthy, safe and economical lunches.</p> <p>Today, we are going to talk about another VERY important meal of the day-Breakfast. Why is breakfast so important? How important is eating breakfast for children and teens?</p> <p>What time was the last time you ate last night before you went to bed? If you ate a snack at 8 pm and then ate breakfast at 7 am, how many hours did your body go without food?</p> <p>Breakfast means to “break the fast.” You and your family should eat breakfast within two hours of getting up because your body has used up its stored energy while you were sleeping. It needs to be refueled just like gassing up your car.</p>	<p><b>Note: You may want to begin preparing the Skillet Granola at the beginning of the lesson. It smells wonderful as it is cooking.</b></p> <p>Let the audience discuss. Explain the importance of eating breakfast –so that we can do our best at work and school.</p> <p>11 hours.</p>

<b>SAY:</b>	<b>DO:</b>
<p>Think about how you feel when you are really hungry. Are you able to concentrate? Are you in a good mood? How well do you handle stressful situations? What about your kids? How pleasant are they to be around when they are hungry? Do you think that they can do well in school if they are hungry?</p> <p>Eating breakfast also helps you control your weight because you are less likely to overeat the rest of the day.</p> <p>Often, it is easy to make a trip through the drive-thru. A typical bacon, egg and cheese biscuit, and hash brown meal contains over 600 calories, 39 grams of fat, and almost 1700 mg of sodium.</p> <p>An occasional fast food breakfast is okay but if you are eating it several times a week, you might want to think about some healthier choices.</p> <p>Let's talk about a healthy breakfast. Try to include at least three food groups including some protein, either from the dairy or protein group.</p> <p>I would like each one of you to plan your favorite breakfast. Then, we will share our menus.</p> <p>Let's look at our menus. The breakfast recipes are like the lunch recipes-they can be made ahead of time or quickly prepared just before eating.</p> <p>The key to eating breakfast, especially on busy mornings, is to have easy-to-prepare breakfast foods on hand. What are some things that are easy to make and eat?</p>	<p>Let the audience discuss.</p> <p>Hand out nutrition information for breakfast from some of the fast food restaurants.</p> <p>Hand out copies of menus if needed. Give participants some time to write down their menus. Then discuss their choices.</p> <p>Let participants discuss.</p>

<b>SAY:</b>	<b>DO:</b>
<p>Cereals contain carbohydrates for energy, lots of vitamins and minerals, and can be high in fiber. But they can also be high in sugar. Let's look at some labels. A cereal is high in fiber if it contains 5 grams of fiber or more.</p> <p>If you want to control sugar, look for cereals that contain 6 grams of sugar or less. 4 grams of sugar is equal to one teaspoon. Some sugar comes from added dried fruit but it can also come from added sugar so read the ingredient list and look for sugar there as well.</p> <p>Today, we are going to make two breakfast recipes: Skillet Granola and Breakfast Banana Splits. I will need several volunteers.</p> <p>What are your questions?</p> <p>Next time, we will talk about snacking for the "health of it".</p>	<p>If time, show Aisle by Aisle video on choosing cereals and cereal bars: <a href="http://www.youtube.com/watch?v=eNgTXaa9mjM">http://www.youtube.com/watch?v=eNgTXaa9mjM</a></p> <p>Review ingredients in recipes and talk about breakfast menus using these recipes. Answer questions.</p>

## Eating Well But Cooking Less: LESSON 9- Snacking for the “Health” of It

### Objectives:

- Participants will learn the importance of eating healthy snacks.
- Participants will learn how to prepare appealing, safe and economical snacks.

### Supplies:

- Lesson Handouts–
  - *Cut back on Your Kid’s Sweet Treats*
  - *Make Better Beverage Choices*
  - *Make Celebrations Fun, Healthy & Active*
  - *Snacks*
- Pencils
- Chalkboard, dry erase board or poster paper
- Chalk or markers
- Food labels of snack-type foods
- Recipe handouts
- Recipe Ingredients—Fruit and Granola Parfaits, Snacks
- Cooking Equipment
- Laptop/Internet/Projector(optional)

### Lesson Script:

SAY:	DO:
<p>Today, we will discuss snacking for the health of it. We talked a little bit about snacks in lesson 3. What do people usually eat for snacks in America?”</p> <p>What are some things that we need know about when we choose snacks?</p> <p>Snacks should complete the recommended number of servings that a person needs each day from MyPlate. For example, if you have only had 3 cups of fruits and vegetables at mealtime, you can get the rest of what you need through snacks.</p> <p>Snacks should be high in nutrition and low in fat, sodium and sugar. I’ve brought some food labels so that we can look at the Nutrition Facts on popular snacks.</p>	<p>Let the audience answer: can be fattening, can be high in sugar, can ruin mealtime, etc Distribute <i>Snacks</i> handout.</p> <p>If time show the Aisle by Aisle Videos on choosing snacks, beverages, cookies, and frozen desserts:  <a href="http://www.youtube.com/watch?v=6csLy-SNv-s">http://www.youtube.com/watch?v=6csLy-SNv-s</a>  <a href="http://www.youtube.com/watch?v=d65QlwPVjns&amp;feature=relmfu">http://www.youtube.com/watch?v=d65QlwPVjns&amp;feature=relmfu</a>  <a href="http://www.youtube.com/watch?v=rFAfoV5iVPU&amp;feature=relmfu">http://www.youtube.com/watch?v=rFAfoV5iVPU&amp;feature=relmfu</a>  <a href="http://www.youtube.com/watch?v=0Ka5Rsk3I8Q">http://www.youtube.com/watch?v=0Ka5Rsk3I8Q</a></p> <p>Distribute labels and have participants read the nutrition information.</p>

<b>SAY:</b>	<b>DO:</b>
<p>Try to select snack foods that contain 5 grams of fat or less.</p> <p>Also, watch for sugar in snacks. Sugary foods between meals can cause tooth decay. How many grams of sugar are in a teaspoon of sugar?</p> <p>If watching sodium, try to stay under 230 mg per serving. A snack is low sodium if it has 140 mg of sodium or less.</p> <p>Snacks help certain people meet their calorie needs. Who should eat snacks every day?</p> <p>Young children have small tummies and need to eat something every few hours. If snacks are scheduled and children get used to that schedule they will eat better at meal time and throughout the day.</p> <p>People who need to gain weight can increase their calories by including snacks.</p> <p>Older adults can have less of an appetite as they age so they can fill in with small snacks.</p> <p>People who are recovering from surgery or are getting medical treatment may need extra calories to recuperate.</p> <p>What are some examples of healthy snacks?</p> <p>Try to choose two or three foods, each from a different food group. Use the Snacks handout to give you some ideas.</p> <p>Today, we will make the Fruit/Granola Parfait that is one of the snack recipes included in your menus. I need a volunteer to make the pudding, and then everyone will make their own parfait. You can vary the ingredients, and this is a great recipe that kids can make. You could substitute yogurt for pudding and make it for breakfast.</p> <p>Next week, we will talk about eating out. What are your questions?</p>	<p>4 grams in 1 teaspoon. A food that has 40 grams of sugar will have 10 teaspoons of sugar.</p> <p>Let audience answer: Actually anyone but especially, young children, underweight people, older adults and people who are ill or are undergoing medical treatment such as chemotherapy.</p> <p>Let audience answer. Write them on the chalkboard. Choose some examples that could be improved and discuss what you can do to make them healthier such as adding milk along with graham crackers or cheese along with fruit.</p> <p>Choose a volunteer.</p> <p>Continue discussion, answer questions and clean up.</p>

## Eating Well But Cooking Less: LESSON 10-Adventures in Eating Out

### Objectives:

- Participants will learn how to make healthy selections when eating out.
- Participants will learn how to prepare a healthy menu using take-out foods.

### Supplies:

- Lesson Handouts—
  - *Fast Food Survival Guide*
  - *Healthy Choices When Eating Out*
  - *Making Smart Choices When Eating Out*
  - *The Thousand Calorie Salad*
  - *What is Your Fast Food IQ?*
- Nutrition information from various restaurants
- Pencils
- Chalkboard, dry erase board or poster paper
- Chalk or markers
- Recipe Handouts
- Recipe Ingredients—see note
- Laptop/internet/projector

Note: Cooking is optional for this lesson. You may want to pick the pizza recipe in Week 1, Day 6 or the Potato Chip Chicken in Week 2, day 6 to prepare.

### Lesson Script:

SAY:	DO:
<p>Today, we are going to talk about eating out. There will be some occasions when you and your family will want to eat out.</p> <p>How often do you think people eat out every week?</p> <p>How much of each food dollar is spent on food away from home?</p> <p>What are some things that we need know when we eat out to get the most for our dollar?</p> <p>I'm going to hand out some nutrition information from some of the fast food restaurants. Breakfast is often a meal on the go. What are some of the selections that are high in fat and calories? What are some that are healthier choices?</p>	<p><b><i>If cooking, you may want to start the recipe now.</i></b></p> <p>Answer: About 4 times per week. Answer:</p> <p>About 46% or 46 cents at the highest but with tighter budgets, people are cutting back.</p> <p>Let the audience answer: price, calories, fat, portion size, and time-not always fast.</p> <p>Hand out some of the comparisons and have the audience answer. Or use the interactive website at eXtension:  <a href="http://www.extension.org/pages/24390/interactive-fast-food-menu-with-fitness">http://www.extension.org/pages/24390/interactive-fast-food-menu-with-fitness</a></p>

<b>SAY:</b>	<b>DO:</b>
<p>What about lunch menus? What are some of the sandwiches that are high in fat and calories? How about the salads? Are they a healthy choice?</p> <p>What about eating at a buffet?</p> <p>When eating at a sit-down restaurant, choose menu items that are baked, braised, broiled, grilled, poached, roasted, steamed or stir-fried. Portions may also be large so take some home for another meal. Refrigerate your take-home food within two hours and eat within 1 to 2 days.</p> <p>What would be a fast, healthy take-out meal from the grocery store?</p> <p>Let's complete the Fast Food IQ quiz. Any surprises in what you have learned today?</p> <p>What questions do you have?</p>	<p>Review the nutrition information on sandwiches and salads.</p> <p>Discuss the pluses and minuses for eating at a buffet; many healthy sections but easy to overeat. Review <i>The Thousand Calorie Salad Handout</i>.</p> <p>Distribute other eating out handouts. If time show the Meet Me for a Fast Food Meal from Kids a Cookin':  <a href="http://www.youtube.com/watch?v=xkcOqbcHDI4&amp;feature=player_embedded">http://www.youtube.com/watch?v=xkcOqbcHDI4&amp;feature=player_embedded</a></p> <p>Discuss options. You may want to do some pricing on how much a meal would cost.  Example:  Roasted Chicken—\$5.00  Purchased Mashed Potatoes and gravy—\$4.00  Purchased Dinner Rolls—\$1.00  Bag Salad/Dressing—\$2.75  Fruit—\$1.25  Milk—\$1.00  Total—\$15.00</p>

## Eating Well But Cooking Less: LESSON 11–Kids’ Kreation

### Objectives:

- Participants will learn the importance of cooking with children.
- Participants will learn age-appropriate cooking tasks for children.
- Participants will learn about kitchen safety when cooking with children.
- Participants will prepare kid friendly recipes.

### Supplies:

- Lesson Handouts–
  - *Be a Healthy Role Model*
  - *Cooking with Kids*
  - *Eat Together Eat Better Cook Together*
  - *Eating Well But Cooking Less menus*
  - *The Kids Cook Monday*
- Information about the Kids a Cookin’ website: <http://www.kidsacookin.ksu.edu/>
- Pencils
- Chalkboard, dry erase board or poster paper
- Chalk or markers
- Recipes-your choice but select enough so that each cooking group has no more than 3-4 people (Feel free to use Kids a Cookin’ recipes from the website.)
- Recipe Ingredients
- Cooking Utensils
- Laptop/Internet/Projector

### Lesson Script

SAY:	DO:
<p>Today, we are going to talk about cooking with children. Why is it important to get children involved in meal and snack preparation?</p> <p>We have a website called Kids a Cookin’ that has videos, recipes and tips on cooking with kids.</p> <p>What are some things to think about when cooking with children?</p> <p>Today we are going to spend most of our time cooking. Let’s divide up into groups and get started. Remember to wash your hands and practice food safety.</p> <p>Let’s have each group report on what they did and learned.</p> <p>What are your questions?</p>	<ul style="list-style-type: none"> <li>• They usually eat what they help prepare.</li> <li>• They learn healthy eating, math, science and prediction skills.</li> <li>• They also work on motor skills with measuring, pouring, slicing, etc.</li> <li>• It is bonding activity for the family.</li> <li>• It teaches children responsibility and helps out busy parents.</li> </ul> <p>Distribute handouts. Discuss kitchen safety and age-appropriate tasks.</p> <p>Divide up the group–no more than three to four people per recipe.</p> <p>After recipes are complete, have each group report. Let everyone sample.</p> <p>Answer questions.</p>

## Eating Well But Cooking Less: Lesson 12–Creative Casseroles

### Objectives:

- Participants will learn how to plan and prepare one-pot meals.
- Participants will learn food safety tips for one-pot meals.
- Participants will learn how to evaluate convenience dinners for cost and nutrition.

### Supplies:

- Lesson Handouts–
  - *How to Make a Casserole from What’s on Hand*
  - *Make Your Own Casserole*
  - *Soup and Casserole Sauce Mix*
- Labels from convenience dinners
- Pencils
- Chalkboard, dry erase board or poster paper
- Chalk or markers
- Recipes
- Recipe Ingredients
- Cooking Utensils

<b>SAY:</b>	<b>DO:</b>
<p>Today, we are going to talk about preparing one-pot meals. They are easy, economical, and save time in the kitchen.</p> <p>What can make a one-pot meal nutritious?</p> <p>Let’s look at some labels from purchased one-pot meals. What about fat? Sodium? Nutrients?</p> <p>Today, I’m going to share with you a Creative Casserole that you can use to make healthier one-pot meals.</p> <p>The sauce mix takes the place of canned cream soups that can be high in fat and sodium. Let’s prepare two different recipes so you can see how “creative” this recipe can be.</p> <p>While they are cooking, we will also mix up some of the mix so that you can take a sample home to try. So let’s get started.</p> <p>What are your questions?</p>	<p>Low in fat and sodium and contains foods from most of the food groups.</p> <p>Pass out labels and review the Nutrition Facts. Measure out the amount of fat in each serving using margarine or butter. 5 grams of fat = 1 teaspoon. Do the same with sodium by measuring out salt. 600 mg =1/4 teaspoon. Have participants look at calcium, iron, vitamin A and Vitamin C.</p> <p>Select two groups of people to cook.</p> <p>Select 2-3 people to help with mixing up the casserole sauce mix.</p> <p>While sampling food, have participants discuss how they would use the sauce mix.</p>

