Essential
LIVING SKILLS

ESSENTIAL FOOD, NUTRITION, AND PHYSICAL ACTIVITY SKILLS

K-STATE
Research and Extension

KANSAS STATE UNIVERSITY AGRICULTURAL EXPERIMENT STATION AND COOPERATIVE EXTENSION SERVICE

Acknowledgments

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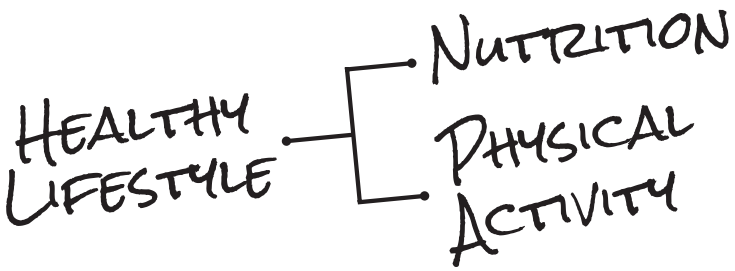
ESSENTIAL LIVING SKILLS: FOOD, NUTRITION, AND PHYSICAL ACTIVITY SKILLS

Section 1

LEADER'S GUIDE



PRESENTATION GUIDE

The purpose of this portion of the Essential Living Skills curriculum is to help participants develop skills in the areas of foods, nutrition, and physical activity. People participating in these lessons will have the opportunity to learn information and hands-on skills in the areas of:

- Handwashing
- Breakfast is for Every Body
- Eating Healthy and Well
- Make the Most of Your Food Dollars
- Kitchen Basics: Measuring
- Kitchen Basics: Cooking
- Food Safety

The lessons can be presented on a one-to-one basis, or to a group. Each lesson can be taught independently, and is designed to take about 30 to 40 minutes, except for the handwashing pre-lesson, which is short and can easily be taught or reviewed before another lesson as needed. The lessons can be customized to fit the audience and time allowed, as there are suggestions for multiple activities. Group experience and reinforcement is used to build the participant's confidence.

Each lesson lists objectives to guide the teaching and learning experience. The format is designed to be leader-friendly: equipment needed for each lesson is listed at the beginning of that lesson, a script guiding each program is provided, handout masters accompany each lesson, and suggested activities are inserted in the lesson at the point where they will maximize the participant's experience. Evaluation tools accompany this curriculum.

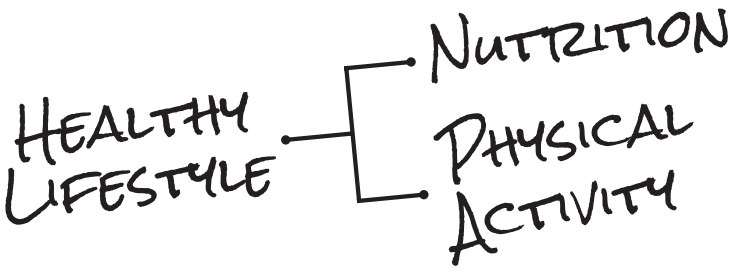
LEADER RESPONSIBILITY

- Determine audience needs and demographics.
- Read lesson ahead of time. Make notes to individualize script as needed.
- Collect equipment needed to successfully deliver lesson.
- Copy handouts as needed; order supporting materials as necessary.
- Prepare perishable ingredients as needed.
- Assure readiness of room and equipment.
- Facilitate group or individual lessons — help participants feel at ease and succeed.
- Stay neutral — remember to allow an exchange of ideas from all who want to speak.
- Control and direct technical content of lessons, but encourage exchange of ideas.
- Evaluate participants' progress.

Comments/Notes

Section 2

HANDWASHING



PROGRAM DESCRIPTION

To the Leader: This Handwashing Pre-Lesson is designed to accompany each lesson that includes food handling. You may want to use it as a stand-alone lesson, or just demonstrate proper handwashing prior to each food prep/cooking lesson.

OBJECTIVES

By the end of this pre-lesson, participants will be able to:

- Demonstrate proper hand-washing technique.
- List occasions when hand-washing should occur.

Handwashing is the important first step in any food handling activity. Before cooking, and before touching clean dishes or raw food, hands must be clean.

MATERIALS NEEDED:

- Soap
- Warm water (at sink if possible)
- Clean towel or paper towels
- Glo-Germ™ kit (if activity used)

Comments/Notes

PRESENTATION GUIDE

DISCUSSION

"Hi! We're glad you're here today. Today we're going to learn about the single best practice we know of to keep our families and ourselves healthy.

Handwashing is the important first step in any food handling activity. Before cooking, and before touching clean dishes or raw food, hands must be clean."

Let's practice the RIGHT way to wash our hands.

- Turn on water — warm to hot. Wet hands.
- Wet bar of soap, or squirt liquid soap into palm of wet hand. Rub hands together. Rub around wrists. Rub fronts and backs of hands. Wash for 20 seconds.
- Use nail brush if hands and nails are very dirty — it will loosen dirt.
- Once finished washing, rinse dirt and germs away with water.
- With fingers pointed toward drain, hold hands under running water. Rub and rinse hands and wrists.
- Dry hands on clean towel — germs live on dirty towels.
- Turn off faucet using a towel — avoid re-touching the faucet after washing.

Remember, it is **very** important to re-wash your hands after handling raw meat or unwashed vegetables, after sneezing or smoking, after using the bathroom, and after handling pets or pet food dishes. Keep hands clean to keep food safe!

Comments/Notes

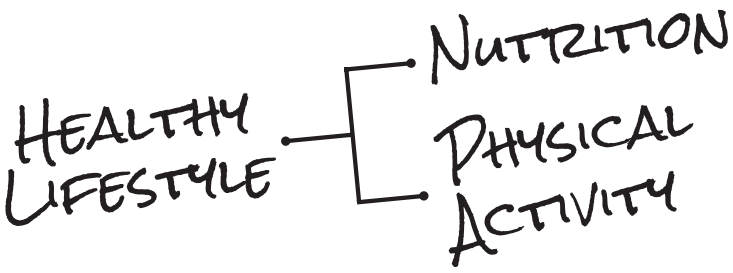
Activity:
Have participants gather around a sink. As you review handwashing steps, ask a volunteer to demonstrate.

Additional Activity:
Use Glo-GermTM or GlitterbugTM training series to complete this pre-lesson if used as a stand-alone program. These activities emphasize handwashing training and education. Each features a non-toxic ultraviolet fluorescent material applied to participants' hands and brings handwashing to "LIGHT"!

Brevis Corporation
3310 South 2700 East
Salt Lake City, UT 84109
800-383-3377
801-485-2844 (Fax)
info@brevis.com
County, district and area extension offices may loan these kits to groups.

Section 3

BREAKFAST IS FOR EVERY BODY



PROGRAM DESCRIPTION

People who eat breakfast usually do better in school and on the job. Eating breakfast is an important way for all family members to have a healthy start each day.

OBJECTIVES

By the end of this lesson, participants will be able to:

- Discuss why eating breakfast is important for children, teens, and adults.
- Identify ways to "make time" for breakfast.
- Plan quick, healthful breakfasts using MyPlate.

MATERIALS NEEDED:

- Dry erase board or flip chart
- Markers
- Index cards
- Pens or pencils

Comments/Notes

PRESENTATION GUIDE

DISCUSSION

"We have a real variety of breakfast ideas from the group today. Let me share a few now and more later."

"You may have heard that breakfast is the most important meal of the day. Why is breakfast important?"

"Because our bodies need fuel — we can't work or play efficiently if we don't have food to 'break the fast.'"

"What happens to our bodies if we don't eat breakfast?"

Answers might include...

1. Too hungry to concentrate.
2. Stay sleepy or tired.
3. Get a headache or stomachache.

Let's Look at Some Breakfast Facts

- Breakfast is the most frequently skipped meal, especially by teenagers and young adults.
- Breakfast provides nutrients our bodies need to function and feel alert.
- After not eating for 10 to 12 hours, our bodies are "running on empty."
- People who eat breakfast accomplish more at work and school and are physically and mentally more alert.

Breakfast is a good idea, but it is not necessary to sit down to a large breakfast. Nutrition-smart breakfasts can be ready-to-eat foods, or foods easily carried for a breakfast on the go.

Let's make a list of possible breakfast combinations (activity 1).

Comments/Notes

Accompanying Handout:

- "Breakfast is for Every Body"
- "Benefits of Breakfast" — http://www.fns.usda.gov/sites/default/files/benefitsbreakfast.pdf

Beginning Activity:

Pass out index cards as the audience enters. Have each participant write on their card a favorite breakfast item. Pass cards to leader to share and begin the session.

Complete Activity 1:

On a flip chart or dry erase board, lead the class in creating a list of three-component breakfasts that may be small. Then, list a few that might be bigger breakfasts and discuss the beauty of variety.

Examples of small breakfasts might be: tortilla roll-ups with peanut butter and apple slices, cheese toast with juice, or a hard-boiled egg with an orange and graham crackers.

Emphasize flexibility and individuality. Incorporate ideas from the cards the group filled out.

Breakfast doesn't have to be big.

Many people say they just aren't able to eat a big breakfast. That's okay — breakfast doesn't have to be big. A healthy, nutritious breakfast ideally has foods from three food groups for good variety. The amounts can be small.

Breakfast doesn't have to be sit-down.

Maybe you think there just isn't enough time for breakfast? It doesn't have to take long, but you may have to plan ahead just a bit. Prepare juice the night before, slice cheese or bake muffins ahead. Be sure you have the necessary parts to pack your breakfast to go — small plastic bags, paper cups, paper towels, or napkins. Whenever possible, reusable containers work great for breakfast on the go. Leftover fruits, biscuits, or muffins work well as super-quick breakfast options.

Breakfast doesn't have to be traditional.

So you don't eat breakfast because you don't like eggs and bacon? Plan foods you will eat for breakfast —they don't have to be "breakfast foods." Nutritious foods are healthy any time of day. A carton of yogurt makes a good breakfast food for some people, a snack for others, and a dessert for still others. If cereal doesn't sound appetizing, how about leftovers? A quick reheating of a casserole, a slice of leftover pizza, or last night's cornbread may be just what your body needs to refuel.

Breakfast doesn't have to be eaten right away.

Do any of you have a suggestion about how to solve the problem? The main thing to remember is that breakfast doesn't have to be first thing in the morning. Many people — adults, children, and teens — need a little waking up time before they are hungry and ready to eat. Eating an hour or two after waking is fine. Also, you don't have to eat a full breakfast at one sitting. You might have something light to start, such as a glass of juice, and then a nutritious snack a little later, such as graham crackers and a glass of milk, or yogurt and a piece of fruit.

"Let's divide into two teams and build our breakfast lists!"

Comments/Notes

Complete Activity 2:
"What to Eat for Breakfast?"
Divide the class into two teams. Provide each team with a dry erase board or flip chart. Each team is challenged to generate the longest list of foods people could eat for breakfast. One person from each team (the recorder) writes the suggestions on the board.
Allow one or two minutes to complete the list.
When the lists are completed, discuss them with the group. What foods could be packed easily for a "go-breakfast"? Mark these with an ARROW(→). What foods are not typical breakfast foods, but are nutritious choices? Mark these with a STAR (★).
If you want to highlight inexpensive breakfast choices, mark those foods with a DOLLAR SIGN ($).

Summary

Let's review what we covered in this lesson. Ask: "Why do we eat breakfast?"

- Breakfast helps adults, children, and teens "break the fast" so they can perform better at work, school or play.
- Breakfast is important for good health. A healthful breakfast includes foods from at least three food groups from MyPlate.
- Breakfast can be small. It is important to eat something, but the amount doesn't have to be large.
- Breakfast can be on-the-go and simple.
- Breakfast can wait for you to "wake up." Start off with juice or a light food and eat a nutritious snack later when your appetite wakes up.

Comments/Notes

List the ideas from participants on the board or flip chart. You might want to just print key thoughts:

- Breakfast
- Good Health
- Three Food Groups

Also list the five highlighted thoughts in the summary, but other suggestions from your audience are valuable too!

BREAKFAST IS FOR EVERY BODY

Fact:

Breakfast is the meal most often skipped!

Fact:

Our bodies need to refuel after not eating for 10 to 12 hours!

Fact:

Children and adults who **eat breakfast** get more done at school and work!

Remember:

Breakfast doesn't have to be BIG —

- Try to include choices from three food groups of MyPlate. The amounts can be small!

Breakfast doesn't have to be SIT-DOWN —

- Plan for breakfast on-the-go!

Breakfast doesn't have to be TRADITIONAL —

- Be creative! Nutritious foods are healthy any time of the day.

Breakfast doesn't have to be RIGHT AWAY —

- How about something small now (maybe a piece of fruit) and then something else in an hour?

Nutritious and Easy Breakfast Choices

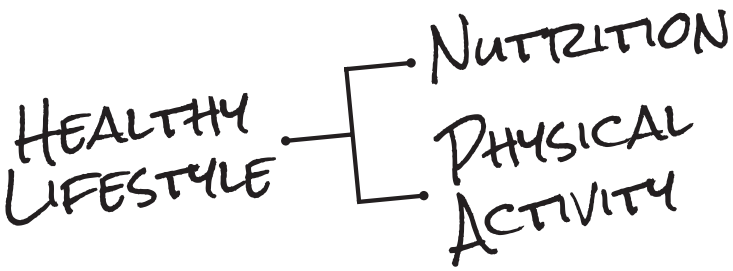
- Bagel topped with cheese, peanut butter or lean deli meet
- Low-fat yogurt
- Graham Crackers
- 100% fruit juice (not from concentrate)
- Leftover pizza, biscuit or cornbread, casserole
- Tortilla with cheese, beans or scrambled eggs

Be creative, but be sure to be a breakfast eater!

Fact Sheet

Section 4

EATING HEALTHY AND WELL



PROGRAM DESCRIPTION

It is important to eat a variety of foods, both for health and satisfaction. This lesson teaches the basics of good nutrition, and allows participants to make educated decisions about food selection and meal planning.

OBJECTIVES

By the end of this lesson, participants will be able to:

- Understand MyPlate and its importance.
- Learn about the five food groups.
- Acquire techniques in selecting healthy foods.
- Increase variety in menus.
- Understand why meal planning is important.

ACCOMPANYING HANDOUT

- "MyPlate — Eating Healthy and Well" handout
- Physical Activity
- MyPlate
- "Benefits of Breakfast" — http://www.fns.usda.gov/sites/default/files/benefitsbreakfast.pdf

MATERIALS NEEDED:

- Tablet or flip chart
- Pen or pencil
- Food models or food pictures (i.e. Dairy Council)

Comments/Notes

PRESENTATION GUIDE

DISCUSSION

Today we're going to talk about the basics of good nutrition — how to feed yourself and your family in a way that is healthy, as well as satisfying. We will use MyPlate as our tool to build healthy meals.

MyPlate is important because it serves as a general guide to help you choose a healthy diet. In addition, it emphasizes eating a variety of foods to get all the nutrients you need, while focusing on reducing fat — especially saturated fat — in the diet.

Foods are divided into five food groups, as shown in the MyPlate illustration. USDA's MyPlate is designed to guide you in creating a healthful plate. Eating a variety of foods will help you acquire all the nutrients that you need each day. We will talk about each food group individually.

Let's look at each food group.

Grains Group

Americans generally eat enough total grains, but most of the grains eaten are refined grains rather than whole grains. Whole grains are a great source of nutrients including iron, magnesium, selenium, B vitamins, and dietary fiber. Whole grains vary in their dietary fiber content. Whole grain intake may reduce the risk of cardiovascular (heart) disease. Adults who eat more whole grains, particularly those higher in dietary fiber, have a lower body weight than adults who eat fewer whole grains. Eating whole grains is associated with reduced incidence of type 2 diabetes.

Enriched breads and cereals, especially whole-grain products, provide:

- B vitamins
- Iron
- Fiber

Foods included in this group are:

- Whole-grain and enriched breads
- Cooked and ready-to-eat cereals

Comments/Notes

Distribute one of the accompanying handouts

Go to the flip chart. Can have a pre-drawn outline of MyPlate.

As participants name foods in this group, provide food pictures to attach to the Grains section of MyPlate.

- Biscuits
- Pancakes/Waffles
- Muffins
- Cornmeal
- Flour
- Grits
- Macaroni
- Spaghetti
- Noodles
- Rice
- Rolled oats
- Barley
- Corn

Here are some grain-based options:

- One slice of bread
- ½ hamburger bun, bagel or English muffin
- ½ cup cooked cereal, rice or pasta
- 1 ounce dry, ready-to-eat cereal (usually ⅔ to ¾ cup of cereal)
- Four small crackers
- One large tortilla or two small ones
- 1 cup popped popcorn

How many choices from the breads, cereals and grains group do you usually have each day?

How could you eat more whole grain choices from this group? What foods from this group would you enjoy including in your meals and snacks?

That's great! It's important to look at the variety of foods you eat in each group, too. For example, do you include foods made from different grains (wheat, corn, rice, oats, quinoa) in your meals?

Do you serve whole grain foods such as whole-wheat cereals or bread, or oatmeal as part of your total bread, cereal, and grains servings? At least half of recommended total grain intake should be whole grains.

There are hundreds of bread, cereal, and grain foods available. You might choose to buy ready-to-eat foods — such as boxed breakfast cereal, or store-bought breads. It might be more economical or appetizing to choose semi-prepared foods — for example, packaged noodles, quick cooking brown rice or pasta mixes, frozen or brown-and-serve dough, or quick-cooking oats. If time allows, you might choose to prepare foods from scratch — buying basic ingredients such as flour, cornmeal, and rice — and building various foods and meals from a few grain products. Many people find a combination of all methods works well for them.

Comments/Notes

Point out corresponding illustrations on My Plate.

(Depending on the answer, respond with one of the following):
If the person eats too few servings, ask:
— OR —
If the person eats an adequate amount of servings, say:

To illustrate the differences, show examples of one food in different forms. An example might be biscuits — canned, frozen, packaged mix, and "scratch" ingredients.

Vegetables and Fruits

A diet that includes fruits and vegetables can reduce a person's risk of developing a chronic disease, such as heart disease, and may even protect you against some forms of cancer. When it comes to eating fruits and vegetables, more matters!

Fruits and vegetables are good sources of:

- **Vitamin A:** Helps keep skin healthy, protects against night blindness, and helps the body grow. Found in dark green and deep yellow vegetables such as squash, carrots, broccoli, and greens.
- **Vitamin C:** Builds material that connects body cells, keeps gums healthy, and helps the body resist infection. Best sources: citrus fruits (like oranges and grapefruit), tomatoes, strawberries, and green, red, or orange bell peppers.
- **Fiber:** May prevent constipation and some diseases of the large intestine. It may also help control body weight.

Variety is important when choosing fruit and vegetables, because different choices will contain different amounts of these and other nutrients.

Fruits and vegetables are low in fat and contain no cholesterol, unless animal fat is added during cooking.

Examples of choices include:

- 1 cup of raw, leafy vegetables, such as lettuce or spinach
- ½ cup fresh, cooked, or canned vegetables
- ¾ cup fruit or vegetable juice
- 1 medium-sized apple, orange or banana
- ½ cup fresh, cooked or canned fruit cut into pieces

How many cups of fruits and vegetables do you usually have daily?

How could you eat more servings from this group? What foods from this group would you enjoy including in your meals and snacks?

That's great! Remember, too, that variety is important. Eating different kinds of fruits and vegetables each day assures that your body will receive a range of vitamins and minerals that will work to keep you healthy.

It's important to include a variety of fruits and vegetables for health's sake. Remember: more matters! Choose a fruit or veggie as a snack, and add one or more to most meals.

Comments/Notes

On page of flip chart, you might want to have large letters "A" and "C" in color and have audience members paste magazine cutouts.

This is a good time to add fruit and vegetable selections to the My Plate illustration started with Grains foods. As each food is mentioned, have a class participant add that food to the appropriate section of MyPlate.

(Depending on the answer, respond with one of the following):
If the person eats too few servings, ask:
— OR —
If the person eats an adequate amount of servings, say:

More Matters — Try these tips:

- Choose fruits and vegetables in the form you and your family like best: fresh, frozen, dried, or canned. Check for seasonal specials.
- Try new combinations of foods. Add a few lightly steamed veggies to a favorite casserole, or serve fruit or vegetable salsa with meat or baked potatoes.
- Get the most from juice! When you drink juice, make sure it is 100 percent fruit or vegetable juice and not a sweetened juice drink. The majority of fruit recommended should come from whole fruits, including fresh, canned, frozen, and dried forms, rather than from juice. Limit portions of juice to one serving a day (⅓ to ½ cup).
- Think snack. Fruits and vegetables make easy, delicious and healthy snacks. Plan ahead for that mid-morning hunger pang, and pack an apple, some raisins, or baby carrots for a simple, nutritious snack.

What are some other ideas you have?

Protein Foods

Important sources of protein, iron, and other minerals and vitamins:

- Protein is vital to all living cells. Protein helps build and repair all body tissues like skin, bone, hair, blood, and muscle.
- Iron helps build healthy blood.

Because each food offers different combinations of nutrients along with protein, eat a variety of foods from this group.

- Lean, red meats supply protein, iron, and several B vitamins.
- Egg yolks are valuable sources of vitamin A and other nutrients, including lutein and choline.
- Dried beans, lentils, and nuts supply magnesium, which helps your body change food into energy.
- Fish and poultry are low in calories and fat and high in vitamins and minerals.
- Seafood is a large category of marine animals that includes fish. Seafood adds omega-3 fatty acids, eicosapentaenoic acid (EPA) and docosahexaenoic acid (DHA). Consumption of 8 ounces of seafood per week is associated with reduced cardiac death.
- Seafood varieties such as salmon, herring, sardines, and trout are higher in EPA and DHA.

People are encouraged to become more aware of what they eat and how much they eat. Several principles have been shown to

Comments/Notes

This would be a great place for more flip charts. You can prepare them ahead with key words listed:

- Choose
- Combinations
- Whole fruits
- Snacks

Key words can illustrate your discussion, or you can highlight each point with ideas contributed from your audience.

This is a good time to add protein choices to the MyPlate illustration you've been building. Using the food pictures, have volunteers help add foods as you talk about them. Also during this time, pictorial reinforcements of portion sizes would be good. These can be added to the MyPlate illustration.

help people manage calorie intake and expenditure. Those ideas include:

- Focus on total number of calories eaten.
- Be aware of food amount eaten.
- When eating out, choose smaller portions or lower-calorie choices.
- Prepare, eat, and serve smaller portions of food and drinks.
- Eat a nutrient-dense breakfast.
- Limit screen time.

Dairy Group

The number of dairy servings recommended vary by age group. Here are current recommendations:

*Children 1 to 3 years	2 cups
Children 4 to 8 years	2 1/2 cups
Teens 9 to 18 years	3 cups
Adults 19 to 50	3 cups
Adults 51 and older	3 cups

* **Foods in this group:**
*supply most of the calcium in the average American diet — needed for building strong bones and teeth,
*also provide vitamin A and protein, and
*usually have vitamin D (a nutrient of concern) added to them.

For many people over age 2, nonfat (skim) or low-fat products may be healthier choices than whole milk products — they have the same nutrients as whole milk products, but fewer calories and less fat. Children younger than age 2 need to drink whole milk and eat whole milk products to assure healthy growth and development.

Choices in the dairy group include:

- 1 cup (8 ounces) milk or yogurt
- 1 + ounces natural cheese such as Swiss, cheddar, or mozzarella
- 2 ounces processed cheese, such as American cheese (1½ to 2 slices)
- 1 cup tofu
- 2 cups cottage cheese

Comments/Notes

Add food pictures or models to the MyPlate illustration as serving sizes are discussed.
Show amounts of yogurt, natural cheese and processed slices that equal serving sizes.

If time allows, a food preparation demonstration that features the dairy group would provide reinforcement. Suggestions include:
*milk and fruit smoothie
*hot chocolate, or hot chocolate mix using nonfat dry milk
*fruit yogurt dip for fruit slices
*cheese kabob appetizers — try with fruit pieces or raw vegetable cubes

It is easy to work milk and dairy products into your meal and snack plans. Try these tips:

- Think milk or soy milk to drink with meals and snacks.
- Add cheese to sandwiches, soups, casseroles.
- Use milk instead of water in soups, hot cereals, scrambled eggs, packaged mixes where either milk or water is recommended.
- Use yogurt as a snack, or as a dressing for fruit or vegetables.
- Make a smoothie or lowfat pudding for an occasional treat.
- Choose fat-free or lowfat milk.

Solid Fats and Added Sugars

Eat very little of these foods.

Most of these foods (called SoFAS for short) are high in calories and low in nutrients. If you are trying to lose weight, they should be eaten very moderately and only once in a while. Fats and oils have more than twice the calories, ounce for ounce, as protein, starches, or sugars.

Calories are food energy, and our bodies need them. How many calories depends on many factors:

- How much energy we use
- Our growth
- Our body size and age
  - — Older people need fewer calories than younger people.
  - — Active people need more calories than less active people.
  - — Men usually need more calories than girls and women.
  - — Teens need more calories than young children.

The Importance of a Healthy Diet and Food

Why is it important to eat a healthy diet?

Eating a healthy diet can prevent illness, give us more energy for work or play, and allows children to grow properly. A variety of foods, in the right amounts, helps each of us to be our best. A healthy diet will help keep us at a body weight that is good for us — not too thin, and not overweight.

How do we select healthy foods?

Choosing healthy foods is easy if you eat a variety from each food group (from each section of the MyPlate) daily. It is also important to make enough selections — eat at least the minimum number of servings from each food group every day.

Comments/Notes

Add pictures to the MyPlate illustration.

Calorie needs are easily illustrated by simple line drawings.

- Older people (stick figures with gray hair) need fewer calories than younger people (stick figures with pigtails).

End session with complete MyPlate illustration, and ask for questions.

For best nutrition, choose foods that are high in nutrients — vitamins, minerals, and fiber. We also need to eat foods that are less healthy (such as foods high in sugars and fats) less often. These foods are often said to have empty calories (calories that add to our total "calorie count" for the day, but offer us little or no nutrition in return). These foods may fit in sometimes, but they should be chosen only occasionally — exceptions to healthy choices, and not the rule.

Along with all these healthy food choices, remember that water is the most essential nutrient. We need approximately 8 cups of water each day to keep us well-hydrated and help our food digest properly. It is simple, but so important!

There are no "bad foods," but we need to make good choices and select nutritious foods that will help keep our bodies healthy. If healthy foods are our first choice, the meals and snacks we eat will help keep us fit, healthy and active.

Discuss the Physical Activity handout if time allows. Direct participants to other resources such as Walk Kansas.

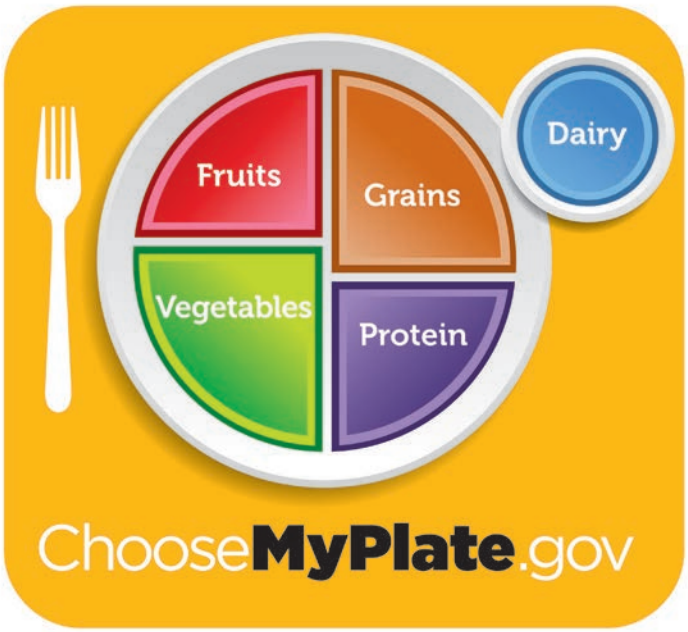
Comments/Notes

Closing Activity:
The participants can play the "MyPlate Board Game." The game contains sets of questions representing various age groups, including adults. Select the question set that best represents your audience.

MYPLATE — EATING HEALTHY AND WELL

Choosing a healthy plate is easy with MyPlate! Consider trying some of the following tips to build your healthy plate.

- Balance your calories by eating the amount of calories you need to maintain a healthy weight.
- Enjoy your food but eat less by paying attention to how full and hungry you feel before, during and after your meals.
- Avoid oversized portions by using smaller plates and bowls.
- Make half your plate fruits and vegetables. Try choosing a variety of colors each day.
- Switch to fat-free or low-fat (1%) milk.
- Make half your grains whole grains.
- Choose to eat foods high in solid fats, added sugar and salt, such as cookies, sweetened drinks, pizza, and hot dogs less often.
- Compare sodium levels in foods and choose lower sodium options for bread, soup and frozen dinners whenever possible.
- Drink water instead of sugary drinks.
- Choose lean proteins such as chicken and fish and consider adding nuts and legumes to your meals and snacks.



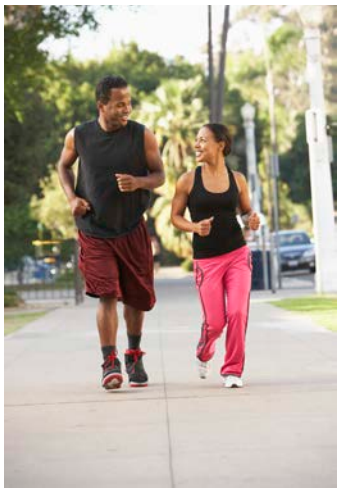
MyPlate graphic provided by choosemyplate.gov

WHAT IS PHYSICAL ACTIVITY?

Physical activity is movement of the body that uses energy. Choose moderate (walking briskly, dancing, general gardening etc.) and vigorous (jogging, bicycling, swimming, aerobics etc.) activities each week.

WHY IS PHYSICAL ACTIVITY IMPORTANT?

- Increase your lifespan
- Sleep well at night
- Have stronger muscles and bones
- Stay at or get to a healthy weight
- Less likely to get heart disease
- Less likely to get type 2 diabetes.
- Less likely to have high blood pressure
- Less likely to have high blood cholesterol
- Less likely to have a stroke



ADD PHYSICAL ACTIVITY TO EACH DAY

Adding physical activity to your day is easy. Here are some ideas to consider:

- 10 minutes is all you need to get health benefits from physical activity.
- Keep a comfortable pair of shoes handy for a quick walk.
- Get the whole family involved in a game of tag or bike ride.
- Clean the house – turn the radio up to help you move!
- Do stretches or exercises while watching television.
- Plant a garden. Keep it going by actively watering and weeding!
- Replace a coffee or soda "pick me up" with a 10 minute walk.
- Choose things that are fun for you. Find others who share your goals and encourage you.
- Take a nature walk.
- Mix it up, by trying new activities each day.

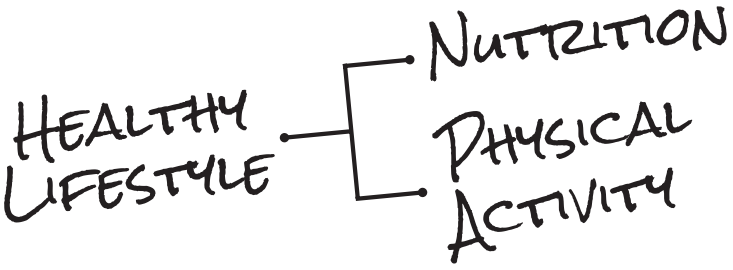
Physical activity is generally safe for everyone. The health benefits you gain from being active are far greater than the chances of getting hurt. Here are some things you can do to stay safe while you are active:

- If you haven't been active in a while, start slowly and build up.
- Learn about the types and amounts of activity that are right for you.
- Choose activities that are appropriate for your fitness level.
- Build up the time you spend before switching to activities that take more effort.
- Use the right safety gear and sports equipment.
- Choose a safe place to do your activity.
- See a health care provider if you have a health problem.

See more at: http://www.choosemyplate.gov/physical-activity-amount#sthash.95rVBBUm.dpuf

Section 5

KITCHEN BASICS



MEASURING BASICS

PROGRAM DESCRIPTION

Careful measuring is important for successful cooking. Successful cooking, whether from "scratch" or using ready-to-prepare items, is fundamental to home meal preparation. Therefore, understanding basic ingredient measuring is essential to successful meals prepared at home, and provides part of the foundation for good nutrition.

OBJECTIVES

By the end of this lesson, participants will be able to:

- Identify why accurate measurements are important.
- Understand the difference between liquid and dry measure.
- Recognize different techniques in measuring flour, sugars and shortening.
- Identify items that can be substituted for measuring cups and spoons.

MATERIALS NEEDED:

- Standard dry measuring cup set
- Liquid measuring cup
- Measuring spoons and serving tablespoon
- Straight-edge spatula
- Rubber scraper
- Jar with measurements marked
- Baby bottle
- Meal-type teaspoon
- Waffle iron and ingredients for Wonder Whole Wheat Waffles recipe
- Optional measuring utensils for awards

Comments/Notes

PRESENTATION GUIDE

DISCUSSION

Hi! We're glad you're here today as we learn how careful measuring can help us be successful when we cook or bake. Correct measuring is important, whether we use mixes or recipes.

Let's consider some important points about measuring. In a recipe, amounts of ingredients can be given in several ways. Most ingredients are measured by volume, or the amount of space they take up. For example, a recipe might list "1 cup uncooked macaroni."

Common measures of volume include:

Name	Abbreviation
teaspoon	tsp. or t.
Tablespoon	Tbsp. T.
cup	c.
ounce	oz.
pound	lb.

Units of measure are often abbreviated in recipes. It is important to notice the difference between a "t." and a "T." in recipes. Notice all the different measures in the recipe passed out to you.

Some ingredients are measured by weight, or heaviness, such as "1 pound ground beef." A few ingredients may be measured by the number of items, such as "two large bananas" or "one egg."

Accurate measures will help you get good results when you cook and bake. There are different ways to measure dry ingredients, liquids, and fats. We will talk about each of the different ways to measure ingredients.

Dry measure cups usually come in a set of several sizes. A typical set of dry measuring cups includes a ¼ cup, a ⅓ cup, a ½ cup, and a 1 cup measure. Some sets may have more, but these are the basic cups found in most sets. Measuring spoons usually come in a set of four or five. Most ordinary sets include a ¼ teaspoon, a ½ teaspoon, a 1 teaspoon and 1 Tablespoon. Some

Comments/Notes

Accompanying Handouts:

- "Measuring Equivalents and Equipment"
- "Measuring Ingredients"
- Wonder Whole Wheat Waffles

(Distribute in plastic page covers if possible.)

Handout copies of "Wonder Whole Wheat Waffles"

WONDER Whole Wheat WAFFLES

Stir together:
1 1/4 cup all-purpose flour, 1 cup whole wheat flour, 4 teaspoons baking powder, 3/4 teaspoon salt and 1 1/2 Tablespoons sugar.
Mix 2 beaten eggs, 2 1/4 cup milk and 1/2 cup vegetable oil; add all at once to dry ingredients, beating only until moistened.
Bake in preheated waffle iron. Makes 10 to 12 waffles.
This recipe offers many opportunities to measure dry and liquid ingredients.

Show a basic set of dry measure cups. You may want to show plastic, metal and other varieties to your group.
Show measuring spoons as you discuss them.
Discuss the different kinds of measures. Some sets look like scoops instead of cups. Ask participants what they have at home.

sets will have more, but we can measure ingredients in most recipes with this basic set.

Dry measures are used to measure dry ingredients such as flour, sugar, dry milk, cornmeal, and dry beans. They can also be used for foods such as diced meat, chopped vegetables, and applesauce.

Steps to take when measuring dry ingredients:

1. Put a plate or piece of waxed paper under the measuring cup to catch any extra ingredients. Don't measure an ingredient while holding the cup over the mixing bowl — it is easy to spill extra into your mix.
2. Fill the cup with the ingredient. Some ingredients, such as flour and sugar, must be spooned into the cup lightly. If you shake or tap the cup, you will pack in too much of the ingredient. Other ingredients, such as brown sugar, should be packed down or you will not measure enough of the ingredient into your mix.
3. Level off the top of the cup using the straight edge of a knife or spatula. Let the extra fall on the plate or waxed paper. Put the extra back into the original container.
4. Pour the ingredient into the mixture. With semi-solid foods, such as applesauce or honey, use a rubber scraper to make sure all the ingredient has been emptied out of the cup.
5. For amounts smaller than 1/4 cup, use measuring spoons. Dry ingredients are usually measured by leveling them off evenly at the rim of the spoon. Some recipes call for a "heaping" measure. In that case, you would NOT level off the spoon. A "heaping" measure will give almost twice the amount you would get in a leveled-off measure.
6. Sometimes the recipe will call for ⅛ teaspoon, and the ¼ teaspoon is the smallest measure we have. Fill the ¼ teaspoon measure and level it off. Then, using the tip of a knife, remove half of the ingredient from the spoon. Be sure to put the excess back into the original container.
7. You may see recipes that call for even smaller amounts of dry ingredients — a dash or a pinch. This is the amount of ingredient that can be held between the thumb and finger. These amounts are usually for herbs and spices, when a little goes a long way.

Liquid measuring cups are usually clear, or almost clear, and they have measurement markings on the side. They are usually marked in fractions of a cup, such as ¼, ⅓, ½, ⅔, and ¾ cup. There is a space above the top mark, to make it easier to measure and move

Comments/Notes

This activity may work best if the leader demonstrates, or it may be more successful if volunteers are selected from the group to illustrate. It is important that the person(s) demonstrating wash his or her hands before beginning. See Handwashing Pre-Lesson.
In order to illustrate a variety of measurement techniques, have participants measure and set aside ingredients for the "Wonder Whole Wheat Waffles" recipe. This recipe uses numerous dry and wet measures and is fairly inexpensive.

To organize, you will want to write the recipe on poster board or a flip chart ahead of time. As participants measure the ingredients, with dry and wet in separate bowls, ... Show this process if time permits. Emphasize how much ingredient may be wasted without a scraper.
... your discussion about cups, spoons, liquid measure and pinch can continue.

This could be fun to try with volunteers. Ask, "Who would like to pinch for the group today?"

Show various types of measuring cups and spoons — plastic, glass, even metal — tricky to use accurately at first.

a filled cup. A spout makes pouring easier. Common sizes are 1-cup, 2-cup, and 4-cup measures.

If you do not have a liquid measuring cup, you can make do with other items you have, such as a baby bottle and marked jars. Liquid measuring cups are used to measure liquids such as water, salad oil, milk, and juice

Steps to take when measuring liquid ingredients:

1. Set the cup on a level surface. If you try to hold it in your hand, you may tip it and get too much or too little of your ingredient.
2. Carefully pour the liquid into the measuring cup.
3. Bend down to check the measurement at eye level. Be sure you are accurate.
4. Add more liquid, or pour off extra if needed, until the top of the liquid is at the desired mark.
5. Pour the ingredient into the mixing bowl. If needed, use a rubber scraper to empty the cup completely.
6. For small amounts of liquids, use measuring spoons. To measure ⅛ teaspoon of a liquid ingredient, dribble it into the ¼ teaspoon measure until it looks half full.

Steps for measuring fats such as butter, margarine, or shortening:

Stick Method: A handy method to use for fat that comes in sticks — butter, margarine or stick shortening. The wrapper is marked in Tablespoons and in parts (fractions) of a cup. Simply cut off the amount you need. Be sure to wrap or seal what is left.

Measuring Cup Method: Pack the fat down into the cup, pressing firmly to fill all the air spaces. Level off the top. Using a rubber scraper, scrape as much of the fat as possible out of the cup and into your mixing container.

Preheat waffle iron. Lightly mix dry and wet waffle ingredients; mix only until moistened.

Who would like to help mix the waffle batter?

Now you can fix waffles for breakfast or even supper!

We have some awards to hand out now . . . but new skills are a reward themselves!

Comments/Notes

Show how the baby bottle has measurement marks on it, and talk about other jars that might come with measurement marks on them. (Example: some peanut butter jars)
These liquid measurement techniques will be demonstrated as participants measure waffle ingredients.
Set aside liquid ingredients for later mixing.

"When might a recipe call for 1/8 teaspoon of a liquid?"
Answers might include: hot sauce or flavorings such as almond or butter. There may be others.

A class participant may ask about the "liquid dispersal" method of measuring shortening. If asked, mention that it is accurate, quick, and simple. It may involve math skills that challenge — so it is mentioned as an alternate method.

Complete Activity:
Bake waffles in pre-heated waffle iron. The waffles can be cut into small squares and served with various toppings, like strawberry ice cream topping or applesauce.
To close, distribute the giveaway measuring spoons after your demonstration. Present the measuring giveaways as awards for "best liquid measurer," "best spooner," etc., until everyone has won a set or cup.

KITCHEN BASICS: MEASURING

For a Small Group:

Collect clear jars that hold at least one cup. Using permanent markers, help your participants mark jars to use as measuring cups. You will want to mark the jar for ¼, ⅓, ½, ⅔, ¾ and 1 cup levels. Participants will take the jars home with them.

For a Large Group:

Pass out assorted measuring utensils and common ingredients to audience participants. After each participant has a measuring cup, spoon, liquid measure, or some ingredient, instruct the "ingredients" to match up with the measuring utensil that would measure them. So, a participant holding the milk carton, for example, would move to find a liquid measuring cup. This game is fun when participants really think — milk could match up with a Tablespoon, as might be seen in a cookie recipe. Also stress to the group to match up in a way that makes sense — spices usually are measured by a teaspoon or part of a teaspoon, not by the cup. This activity helps participants see how they would use measuring utensils with recipes.

A variation on this activity might be to have two teams "race" to line up human "measuring utensils" for an enlarged recipe on a poster or blackboard. The captain of each team would line up persons who are wearing tags that read, "dry measuring cup," "½ cup liquid measure," "¼ teaspoon," etc. The fastest team, with correct line up, wins an inexpensive set of measuring spoons or cups for each participant on the team.

Small local grants from area women's clubs, auxiliaries, church groups, etc. might fund the purchase of inexpensive measuring cups or spoons for each participant in this program.

WONDER WHOLE WHEAT WAFFLES

1¼ cups all-purpose flour
1 cup whole wheat flour
4 teaspoons baking powder
¾ teaspoon salt
1½ Tablespoons sugar
2 eggs, beaten
2¼ cups skim milk
½ cup vegetable oil

In a large bowl, stir together flours, baking powder, salt, and sugar. Set aside. In medium bowl, mix beaten eggs, milk, and oil. Add all at once to dry ingredients, beating only until moistened. Bake in preheated waffle iron. Makes 10 to 12 waffles.

MEASURING EQUIVALENTS AND EQUIPMENT

Abbreviations used in recipes: Some recipes will use abbreviations to identify the amount of an ingredient. Common abbreviations are:

Common Abbreviation	Dry Measure	Liquid Measure
Tablespoon = Tbsp. = T.	3 teaspoons = 1 Tablespoon	1 cup = 8 fluid ounces
Teaspoon = tsp. = t.	4 Tablespoons = 1/4 cup	1 cup = 1/2 pint
Pound = lb.	5 1/2 Tablespoons = 1/3 cup	4 cups = 2 pints = 1 quart
Ounce = oz.	8 Tablespoons = 1/2 cup	4 quarts = 1 gallon
Cup = C = c.	10 Tablespoons + 2 teaspoons = 2/3 cup	16 ounces = 1 pound
	12 Tablespoons = 3/4 cup	
	16 Tablespoons = 1 cup	
	2 Tablespoons = 1 fluid ounce	

Using the correct measuring equipment:

Accurate measuring devices help you achieve the same good results every time you use a recipe.

- Liquid ingredients (water, milk, vegetable oil, syrup)
- Use a 1-cup liquid measuring cup that is see-through and marked for smaller measurements.
- Pour the liquid into the cup and check at eye level to make sure the correct amount is measured.
- Use 2-cup and 4-cup liquid measuring cups for larger amounts.

Small amounts of ingredients (salt, baking soda, spices, flavorings)

- Amounts less than ¼ cup are usually measured using spoons.
- A standard spoon set of ¼, ½, 1 teaspoon and 1 Tablespoon is used for both dry and liquid ingredients.

Dry ingredients (flour, sugar, corn meal, solid shortening)

- Use a set of four graduated measuring cups.
- Stir or fluff flour or powdered sugar before measuring.
- Spoon the dry ingredient into a measuring cup that holds the amount that you need when filled to the rim.
- Level off the dry ingredient with the flat side of a knife or spatula.

MEASURING INGREDIENTS

MEASURING SHORTENING:

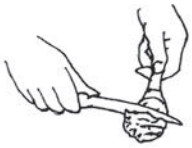
Liquid shortenings, such as salad oil and melted butter or margarine, can be measured in the same way as liquids. Measure shortenings such as lard, vegetable shortening, or even peanut butter as shown below.

Pack in the shortening firmly, to the top of the measuring spoon or graduated cup.

Level off the shortening with the flat side of a table knife.

MEASURING BUTTER OR MARGARINE:

Each ¼-pound stick of butter or margarine measures ½ cup. The wrapping is usually marked off in Tablespoons for measuring smaller amounts.



With a sharp knife, cut off the number of Tablespoons needed, following the guidelines on the wrapper.

For butter or margarine not wrapped this way, measure and level off as solid shortening.

MEASURING LIQUIDS:

Always read the line on a measuring cup at eye level when checking the volume of liquid in a cup.

If using measuring spoons, pour the liquid just to the top of the spoon without letting it spill over.

With the liquid measure on a level surface, slowly pour the liquid into the cup until it reaches the desired line.

MEASURING INGREDIENTS

MEASURING SUGAR:

Lightly spoon sugar into a graduated measuring cup and level off with a straight edge or spatula.

Brown sugar: Pack the sugar lightly into the cup with the back of the spoon, then level off. It will hold its shape when inverted from the cup.

MEASURING FLOUR:

Directions apply to flours measured and used straight from the package or canister, without sifting.

Lightly spoon flour into a graduated measuring cup or spoon; never pack flour down or shake or tap the side of the measuring cup. Then, quickly level off the surplus in the measuring cup with flat side of a table knife.

Source: University of Nebraska Cooperative Extension: Food Preparation NEP Handout 1 BLT

Fact Sheet

COOKING BASICS

PROGRAM DESCRIPTION

Cooking at home saves money and can improve nutrition. With a few basic skills and the understanding of some basic cooking terms, participants will be able to successfully prepare meals and snacks.

OBJECTIVES

By the end of this lesson, participants will be able to:

- Recognize the importance of measuring for successful cooking.
- Follow a recipe.
- Identify common items to substitute for kitchen tools.
- Understand basic cooking terms.
- Understand basic cutting terms.
- Understand basic mixing terms.

MATERIALS NEEDED:

- Flip chart and markers
- Kitchen tools and substitutes (see Page 38)
- Ingredients and equipment for stir-fry recipe to demonstrate cooking terms
- Recipe/index cards and pencils/pens

Comments/Notes

Accompanying Handout:

- "Why Not Stir-Fry?" (2-sided handout)
- "Basic Stir-Fry Vegetables

PRESENTATION GUIDE

DISCUSSION

"Let's begin today by finding out what foods you like to fix!"

Food preparation, or cooking, is an art that requires some knowledge and skill, but can be fun and easy. Many changes occur while food is being prepared. These changes can happen before foods are cooked, during cooking, or after foods are cooked.

Recipes are formulas or maps used to guide us when we prepare food. When we follow a recipe correctly, the proper changes will occur to the food. This lesson will help you develop the skills and knowledge you need to make good, nutritious food.

Measuring carefully is important for successful cooking. Tips for success are:

- Use liquid measuring cups to measure liquids such as water, vegetable oil, milk and juice.
- Use dry measuring cups to measure flour, sugar, dry milk, cornmeal, and solid shortening.
- Use measuring spoons for measuring either liquid or dry ingredients.

Cooking begins with following a recipe. The four steps to following a recipe are:

1. Make sure you have the ingredients.
2. Clear and clean a work area.
3. Collect all the ingredients and equipment you will need.

Follow the steps in the recipe.

Today we are going to prepare this stir-fry vegetable dish. Let's look at each of these steps closely, and see what it takes to be ready to cook.

1. **Make sure you have the ingredients.** Read the recipe to make sure you have all the ingredients and equipment needed and enough time to prepare the recipe. Wash your hands.
2. **Clear and clean a work area.** It is easier to pay attention to the recipe when your work area is clean, neat and clutter-free. In order to make clean, safe food, we have to prepare it

Comments/Notes

Opening Activity:
Hand out index/recipe card to participants as they arrive. Say: "What is a favorite food you like to fix or wish you knew how to prepare? Write it on the card and, if you'd like, share it with all of us."
Leader can talk about how each recipe develops through basic cooking techniques that will be used today.

Draw a large "recipe card" on poster board or a flip chart. List the four steps to following a recipe.

1. Make sure you have the ingredients.
2. Clear and clean a work area.
3. Collect all the ingredients and equipment you will need.
4. Follow the steps in the recipe.

Set out ingredients for stir-fry recipe (included).

Clean and spray/sanitize work area in front of class. You can show and distribute sanitizing solution recipe here if desired . . .
1 teaspoon chlorine bleach
1 quart (4 cups) water
Mix in spray bottle. Spray on clean surfaces, allow to air dry.

in a clean area, with clean equipment, clean hands, and safe ingredients — ingredients that have been stored properly in the refrigerator or cupboard.

3. **Collect all the ingredients and equipment you will need.** Set out all of the ingredients listed in the recipe. Place all the needed utensils and equipment in the work area.

4. **Follow the steps in the recipe.** Prepare the recipe as described, and follow the steps in order.

Remember — **clean up** is part of every recipe, even though it may not be written. Replace ingredients, soak bowls and utensils, and wipe down the counter or table. If you clean as you go, you will find the job goes quickly.

Kitchen Tools and Substitutes

Certain kitchen tools make your work easier. If you do not have all the tools a recipe calls for, there are items you can substitute.

If you do not have a:	You can use a:
Measuring cup	Baby bottle or marked jar
Cookie sheet	Cake pan bottom
Rolling pin	Smooth bottle or glass
Measuring spoon	Regular spoon or soup spoon
Mixing bowl	Deep pan
Cutting board	Sturdy plate
Biscuit/cookie cutter	Lid, rim of jar or glass
Soup ladle	Cup with handle
Spatula	Knife (or 2 knives)
Pot holder	Folded, dry towel

If you understand cutting terms, mixing terms and cooking terms, you will be able to follow and prepare the recipes you want to make. Let's take a look at what some of these important terms mean.

Comments/Notes

Cutting Terms:

Chop — to cut into small pieces.

Dice — to cut into tiny cubes.

Grate — to rub foods against a grater to divide into smaller pieces.

Slice — to cut into thin, flat pieces.

Pare — to peel.

Mixing Terms:

Cream — to mix together sugar with fat until soft and creamy.

Cut in — to work fat into dry ingredients with a pastry blender or two knives, with the least amount of possible blending.

Fold — to use a spatula or knife to wrap one ingredient into others in a circular, top-to-bottom motion.

Knead — to stretch, fold and press dough gently.

Stir — to mix with a circular motion.

Whip — to beat rapidly to add air.

Cooking Terms:

Braise — to brown meat in a small amount of fat, then cook slowly in a covered container with a small amount of liquid.

Broil — to cook directly over or under heat.

Roast — to bake meat in the oven.

Saute — to cook in a small amount of fat.

Simmer — to cook in liquid below the boiling point so bubbles form slowly and break just below the surface.

Steam — to cook in steam in a covered container.

Stir-fry — to cook quickly in a small amount of hot fat, stirring constantly.

Comments/Notes

Show the different cutting techniques as you prepare items to stir-fry. Ask for volunteers to finish each method; be sure everyone washes her/his hands first!

This is often the first step in mixing cookies.

Might use this method when making pie crust or corn-bread.

This technique is used to add fruit to a batter or whipped mixture, like a topping.

We knead dough to develop the protein in the flour—usually for bread or rolls.

Can use a hand whip, beater or electric mixer for this.

BASIC STIR-FRY VEGETABLES

Makes 4 servings

3 cups sliced or chopped fresh vegetables

1 clove garlic, optional, OR ⅛ teaspoon garlic powder

1 to 2 Tablespoons soy sauce

2 Tablespoons vegetable oil

1. Slice or chop cleaned vegetables into small, evenly shaped pieces. Set aside.
2. Heat a large frying pan.
3. Add 2 Tablespoons oil to pan, and heat to medium-hot (375 degrees).
4. Add root vegetables, garlic, and onion, if desired. Stir to coat well with oil.
5. Stir-fry for 2 to 3 minutes until they are partially cooked. May need to add a few drops of water and cover with lid while cooking root vegetables.
6. Add remaining vegetables and soy sauce.
7. Stir-fry until tender-crisp, 2 to 3 minutes.
8. Serve immediately.

Note: Cooking time will vary with cut, age, and variety of vegetables.

WHY NOT STIR-FRY?

Stir-frying means cooking food quickly in a small amount of hot oil, in a shallow, roomy skillet or pan. This method of cooking adds very few calories and retains the food's nutrients, colors and textures.

For successful stir-frying, meats and vegetables must be thinly sliced or cut into similar-sized pieces. You may slice, bias-cut, julienne strip, or roll-cut ingredients for stir-frying. By varying the shape of the cut vegetables, you not only add interest to your dish, but you also control how quickly the ingredients will cook.

How much will you cook? Limit the amount you stir-fry at one time to about 3 cups. Plan on at least ¾ cup of uncooked vegetables per serving.

To stir-fry a combination of foods, start with meat pieces in a small amount of hot oil. When meat is thoroughly cooked, add vegetables, beginning with ones that take longest to cook, such as carrot strips or fresh green beans. Stir-fry only until vegetables are crisp-tender. Season stir-fry creations according to your personal tastes. Some seasonings, such as garlic, soy sauce, ginger, and Worcestershire sauce, add unique flavors that are often found in Asian stir-fry dishes. Even simple additions such as lemon juice, seasoned salt, and pepper will accent your creation.

On the next page are some basic guidelines for stir-frying. You can combine a number of vegetables, or use only two or three. Enjoy!

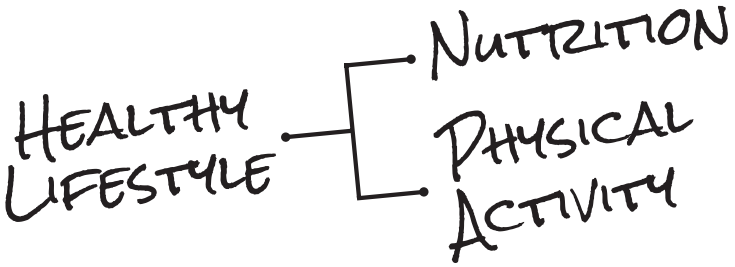
STIR-FRY OPTIONS

Ingredients	Quantity	Preparation Directions	Stir-Fry Time
Asparagus (fresh)	3/4 pound	Remove tough portion of stem, bias-slice into 1-inch lengths	4 to 5 minutes
Bok Choy	1/2 pound bunch	Thinly slice	3 minutes
Broccoli (fresh)	1/2 pound	Cut florets into bite-size pieces, thinly slice stems	3 to 4 minutes
Cabbage	1/2 of small head	Core and coarsely shred or slice	3 minutes
Carrots	10 to 12 baby carrots or 3 medium	Thinly bias-slice	4 to 5 minutes
Celery	3 stalks	Thinly bias-slice	3 to 4 minutes
Green Beans	1/2 pound	Bias-slice into 1-inch pieces. Precook, covered, in a small amount of boiling water for 4 minutes	3 minutes
Green Onions	4 each	Bias-slice into 1-inch lengths	1 1/2 minutes
Green Pepper	1 medium	Cut into 3/4- inch pieces or strips	1 1/2 minutes
Mushrooms	1/4 pound	Slice vertically (t-shape)	1 minute
Onion	1 medium	Slice into thin wedges	3 minutes
Pea Pods (fresh)	6 to 8 ounces	Remove tips and strings	2 to 3 minutes
Zucchini or Yellow Squash	1/2 to 1 med.	Slice 1/4- inch thick, leave peel on if tender	3 to 3 1/2 minutes

Sources: Flaming-Jackson, SK; A "Wok" on the Light Side; K-State Research and Extension, Northeast Area.
University of Nebraska Cooperative Extension: Food Preparation. Nutrition Education Program.

Section 6

MAKE THE MOST OF YOUR FOOD DOLLARS



PROGRAM DESCRIPTION

We have many opportunities to save money as we work to get the most from our food dollar. By following an organized plan, we can save time and money, while we improve nutrition, variety, efficiency and satisfaction with our meals.

OBJECTIVES

By the end of this lesson, participants will be able to:

- Plan meals and snacks several days in advance.
- Increase variety in menus.
- Shop wisely with lists, ads and coupons.
- Store foods properly to reduce waste.

MATERIALS NEEDED:

- Paper and pencils for each participant
- Flip chart and markers
- Envelope
- Incentives for participation
- Grocery ads from local/area newspapers
- Nutrition labels from food packages

Comments/Notes

PRESENTATION GUIDE

DISCUSSION

"Were you able to plan a meal for yourself or your family from the ads?"

STEP 1: Plan Your Meals and Snacks

When planning your meals and snacks, you will want to consider many things:

1. What foods do my family like?
2. What new or different foods could I include to add variety to meals?
3. What foods do I already have on hand?
4. How much time do I have for meal preparation?
5. What convenience foods will I use?
6. What foods are good buys? (seasonal foods, advertised sale items)
7. Are my menus nutritious? Do they follow MyPlate?

STEP 2: Write Your List

From your menus, make a grocery list that includes ingredients for recipes you've planned, basic foods you need to restock, and advertised items you have included in your menu.

1. Check for foods you have on hand. Don't forget to consider amounts you will need. Do you have enough of each ingredient, even if you need it more than once for your menus?
2. Write the sale price next to advertised items on your list.
3. Group similar foods together on your list. It will save you time when shopping if, for example, all dairy products are listed together.

STEP 3: Where Will You Shop?

Compare supermarkets to find one economically suited to your shopping needs. Food cooperatives, super "warehouse" stores, and independent stores may or may not meet your needs. If nonfood items are a large part of your shopping list, a discount store may be the most economical stop.

Comments/Notes

Let the group divide into pairs. Pass out grocery store ads to each pair and have them plan a meal for a family from the sale items listed in the ads.
Discuss:

- How using ads can save money
- How using ads to plan meals helps you use seasonal items
- How planning meals saves time and money

See "Eating Healthy and Well" section of this series to review MyPlate information.

Show envelope and say, "An envelope is a good way to keep track of coupons and to list items you need to buy at the store."

Beware of convenience stores. Although they may be nearby, you pay high prices for that convenience, and your food dollar won't stretch as far. Plan your food purchases ahead of time and shop at stores or markets that help you make the most of your food dollar. Convenience stores are for emergencies only.

STEP 4: Get Ready

Take your list along with any coupons for foods on your list. Remember, a coupon reduces costs only if the food or product is something you need. Avoid shopping when you are tired, hungry, or rushed. It is important to have time to read labels, compare prices, and double check your list to be sure you have purchased what you need.

STEP 5: At the Store

Stick to your list. Compare prices — larger sizes, store brands, and coupon items may not always be the best buy. Check higher and lower shelves for less costly items. Pick up cold or frozen items toward the end of your shopping — they will arrive home at a colder temperature.

Read nutrition labels on items you select and use the information to make wise buying choices. What do labels tell us?

- Serving sizes (in common household measurements).
- Selected nutrients important to our health.
- Percentage (%) Daily Value shows how a food fits into an overall daily diet.
- Numbers to help us avoid eating too much sodium.
- Numbers to help us get enough dietary fiber, vitamin A, vitamin C, calcium, and iron.
- Daily Values are based on recommended nutrient intakes when 2,000 calories per day are eaten. Daily Values are also listed for 2,500 calories-per-day diets.

STEP 6: At Home

Handle and store food properly to reduce waste. Buying ground beef in a 3-pound package may save you many cents per pound, but if you'll only use one pound at a time, now is the time to divide the package and freeze individual pounds in freezer-safe bags or wrap. Store fruits and vegetables unwashed to lengthen their shelf lives, but be sure to wash before use.

Let's write a list of foods you might buy on a grocery shopping trip. What does our list tell us?

- What foods are favorites?
- Are you writing your list with a specific menu in mind?
- Will you be likely to buy foods that are not on your list?

Comments/Notes

Show nutrition label to illustrate their use.
Is it enough for your family?
Are you paying for a "fruit drink" or 100% fruit juice?

Are these foods nutritious, or would they fit better into the "other" category — sweets, high fat foods, empty calorie snacks or drinks?

Remember, we save money on our groceries by planning menus and buying groceries to meet those menus.
Why or why not?

- Why do we need to plan foods for snacks?
- How could you improve your list-writing skills to increase your efficiency and reduce your grocery costs?

Comments/Notes

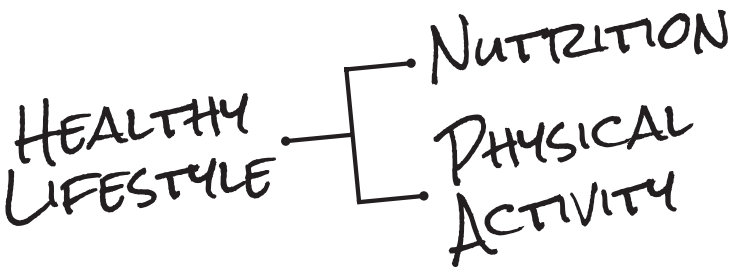
Snack foods can be expensive. Family members — especially children — get hungry and need snacks, but if snacks are not planned, foods planned for a meal may be eaten. Healthy snacks play an important part of good overall nutrition.

Some answers might include: checking on-hand supplies before writing your list, planning and writing menus, checking recipes for necessary purchases, and organizing the list to group similar products together.

Suggested Participation Incentives:
Grocery list pads, coupon organizers, pad and pen combos for list-writing, coupon clippers, or magnets might be low-cost program enhancements.

Section 7

FOOD SAFETY



PROGRAM DESCRIPTION

Food must be safe if it is to keep us healthy. We make many choices that affect the safety of our food. By learning about food safety decisions, we can choose to help keep our food SAFE!

OBJECTIVES

By the end of this lesson, participants will be able to:

- Shop, store, prepare, and serve food safely.

ACCOMPANYING HANDOUTS:

- Food Storage Charts
- Magnet — Safe Cooking Temperatures
- "Fight BAC!" Brochure USDA & FDA, www.fightbac.org/online-store

MATERIALS NEEDED:

- Markers and flip chart or poster board.
- Food containers illustrating "sell by," "best if used by," and "expiration" dates.
- Various thermometers, including food stem (bi-metal) thermometer, meat thermometer, and refrigerator thermometer.

Comments/Notes

Some KSRE publications related to safe food storage and understanding product dating would be useful as additional handouts. A few to consider:
MF3130, Safe Food Storage: The Refrigerator and Freezer, http://www.bookstore.ksre.ksu.edu/pubs/MF3130.pdf
MF3131, Safe Food Storage: The Cupboard, http://www.bookstore.ksre.ksu.edu/pubs/MF3131.pdf
MF3204, Food Product Dating: What Do Those Dates Mean? http://www.bookstore.ksre.ksu.edu/pubs/MF3204.pdf
Appendix 14 to the Dietary Guidelines for Americans 2015 is about food safety: http://health.gov/dietaryguidelines/2015/guidelines/appendix-14/

PRESENTATION GUIDE

DISCUSSION

"Come in! Find a thermometer and let's practice reading temperatures!"

Hi! We're glad you're here today! We're going to learn about keeping food safe — to keep us and our families healthy.

We have many opportunities to buy safe food, to store food safely, to prepare it with safety in mind, and to safely serve and reheat it.

Let's start with food-safe shopping tips.

Safe Shopping Tips:

- Check eggs to make sure there are no cracks. Cracks can let germs into the egg.
- Do not buy cans with dents, bulges, rust, or leaks. The food inside may be unsafe.
- Put fresh meat in plastic bags to prevent it from dripping and contaminating other food in grocery cart and refrigerator at home.
- Check frozen foods to be sure they are firmly frozen.

It's a Date . . .

Many foods have dates stamped on their packages that mean different things. The most common dates are "sell by," "best if used by," and "expiration."

Sell by: Usually found on dairy products, cold cuts and fresh bakery items. These dates show the last day a store can sell a product.

You can safely use this product in your home for one week after the "sell by" date.

Best if used by: Found on cereals, frozen foods, and snack items. These dates mean that the quality of the food goes down after the date. Foods with this stamp can be safely used for several days after the stamped date, but will not be as fresh.

Expiration: May be found on eggs, yeast and baby food. These dates mean the last day a food should be used or eaten.

After food is purchased, it is important to safely store foods. In warm weather, try to get food home and put away in less than one hour after purchase. You can keep your cold foods colder during your trip from the store if you pack cold and frozen foods

Comments/Notes

Opening Activity:
Leader can show thermometers "at work" in refrigerator, if available. Have volunteers read temperatures to begin discussion.

- Find and read thermometer in refrigerator
- Boil water; check ice water
- Talk about buying and using thermometers

Resource: Food Storage for Safety and Quality
http://www.k-state.edu/humannutrition/foodstorage-documents/Georgia.foodstorage2011.pdf

Show examples of food containers with the dates on them. Pass items around (multiples if it is a large group) and talk about where the dates are found and what each means.

Review procedure from Handwashing Pre-Lesson.
Emphasize this rule by listing it on poster board or flip chart. Let it stand so it is viewed throughout the rest of the lesson.

in the same bag. If you must go a long while before foods can be refrigerated, bring a cooler along to store your frozen foods and meats for the trip.

Practice keeping food safe!

At home, a clean kitchen and safe food handling practices protect you and your family from the risk of illness caused by bacteria in foods. What can you do to keep food safe during storage?

- Keep surfaces clean:
  - Surfaces should be washed with hot, soapy water. A solution of 1 tablespoon of unscented, liquid chlorine bleach per gallon of water can be used to sanitize surfaces.
  - All kitchen surfaces should be kept clean, including tables, countertops, sinks, utensils, cutting boards, and appliances. For example, the insides of microwaves easily become soiled with food, allowing microbes to grow. They should be cleaned often.
- Keep appliances clean:
  - At least once a week, throw out refrigerated foods that should no longer be eaten.
  - Cooked leftovers should be discarded after 4 days; raw poultry and ground meats, 1 to 2 days.
  - Wipe up spills immediately—clean food-contact surfaces often.
  - Clean the inside and the outside of appliances. Pay particular attention to buttons and handles where cross-contamination to hands can occur.
- Wash your hands before and after handling raw food.
- Remember the two-hour rule: Refrigerate or freeze perishables within two hours of purchase, refrigerate or freeze prepared food within two hours of purchase or preparation if it is not to be eaten immediately, and chill leftovers within two hours after serving.
- Refrigerate foods like meat, poultry, or fish in the store wrappers, and keep their juices from dripping onto other foods. If you will not use these foods in two days, freeze them. If you buy meats in large quantities, divide them into meal portions and wrap and freeze them separately.
- Refrigerate eggs in their carton so they stay fresh longer and do not absorb odors.
- Most fresh fruits and vegetables stay fresh longer in the refrigerator. Potatoes, bananas, and onions stay fresh when stored in a cool, dry place outside the refrigerator.
- Bread and other baked goods stay fresh at room temperature for 3 to 4 days. Bread can also be frozen. Do not store bread in the refrigerator, because it will stale more quickly.

Comments/Notes

Here is the link to the new DGA food safety section: http://health.gov/dietaryguidelines/2015/guidelines/appendix-14/

Visit http://www.foodsafety.gov/ for more information on food safety and education tips.

- Store flour, sugar, and other dry staples in containers with tight-fitting lids. Keep them cool and dry.
- Store canned foods in cabinets away from the stove or oven.

Take the Temperature

Keeping food safe is a matter of degrees — degrees on the thermometer. Following are some important food safety facts to keep in mind.

The general rule in storing, cooking, and serving food is:

- Keep hot foods hot (above 140° Fahrenheit) and cold foods cold (below 40°F). This range, between 40° and 140°F, is called the food safety danger zone. To keep food safe, keep it OUT of the danger zone as much as possible.
- When cooking food, or cooling leftovers after cooking, move food rapidly through the danger zone to the hotter temperatures to assure thorough cooking, or the colder temperatures of cold storage. Remember, the temperature of your kitchen is in the danger zone, so store foods promptly!

It is important to check the refrigerator and freezer temperature to be sure your appliances can keep your food safe.

Safe temperatures are:

Refrigerator 40°F, Freezer 0°F. Even a few degrees difference in your refrigerator or freezer can mean changes in food quality, and possibly food safety.

Thawing frozen foods safely. The best way to thaw frozen food is in the refrigerator. Plan ahead for the use of frozen foods — move them from the freezer to refrigerator to thaw before you need them. Many foods will thaw adequately within 24 hours in the refrigerator. Some foods will be ready to use in just a few hours; others, such as larger meat roasts, may take longer than one day. It is never safe to thaw food on the countertop!

You may also thaw food safely by defrosting it in your microwave directly before cooking. Follow directions for your microwave when thawing foods. It is best to cook and use foods right away that have been thawed in the microwave, as the uneven heating of the frozen food as it thaws may warm part of the food to temperatures in the danger zone. It's not good to freeze, thaw, and refreeze foods. The food can become unsafe.

When Is it Done?

Use a meat thermometer to tell when poultry or meat roasts are done. Use a food stem thermometer to tell when individual pieces of meat, such as a hamburger patty or chicken breast, are

Comments/Notes

Show refrigerator thermometer and pass around. Talk about where these would be available locally.

Show the meat thermometer and pass it around the group.

Show the difference in the food stem (or bi-metal) thermometer.
The difference between them is: a meat thermometer can be used in the oven, while the roast (for example) cooks. A food stem thermometer is for a quick temperature check. Insert the tip into the thickest part of the meat or food, allow it to register the temperature, and remove.

Discuss methods for proper temperature taking.

USDA Meat and Poultry Hotline can be contacted for additional information at 1-888-MPHotline

done. The thermometer should penetrate the thickest part of the food, away from the bone. If the food is a casserole or loaf, place a thermometer in the center of the dish. Cooking food to the proper endpoint temperature will kill harmful bacteria or other organisms.

RAW PRODUCT	INTERNAL TEMP (DEGREES FAHRENHEIT)
GROUND PRODUCTS	
Hamburger	160 °
Beef, pork, lamb	160 °
Chicken, turkey	165 °
RED MEAT	
Beef, lamb, veal	160 °
PORK	
Fresh pork	160 °
Hams, fresh	160 °
Precooked Ham	140 °
POULTRY	
Chicken, whole & pieces	165 °
Duck	165 °
Turkey, not stuffed	165 °
whole	165 °
breast	165 °
dark meat	165 °
Stuffing, cooked separately	165 °
EGGS	
Fried, poached cook until firm yolk & white	
Egg dishes	160 °
SEAFOOD	
Fin fish	145 °
Shrimp, Lobster, and Crab	cook until flesh is pearly & opaque
Clams, Oysters, and Mussels	cook until shells open during cooking
Scallops	cook until flesh is milky white or opaque and firm
Leftovers	165 °
Casseroles	165 °

Comments/Notes

(Table adapted for home use — consistent with consumer guidelines from USDA and FDA.)

Use a thermometer to be sure meat is cooked safely and done. There is no other way to be certain meat is completely cooked! Food-stem thermometers cost under $10 and can be purchased at any discount or hardware store, as well as at many supermarkets.

Do not eat raw eggs. When might someone eat raw egg?

Cook eggs until the white is no longer clear and the yolk is thick and set, not runny. An undercooked egg may contain harmful organisms that can make us sick. It is especially important that elderly people and very young children not eat raw eggs. What about reheating leftovers? Heat food to a high enough temperature to be sure it is safe. Heat leftovers to 165°F. Be sure to stir foods as they reheat to ensure even heating.

Cross Contamination

It is important to keep everything that comes in contact with food clean. This means hands, dishes, utensils, work surfaces, knives, and cutting boards. If a dirty surface touches food, it is a chance for cross-contamination. Cross-contamination is the scientific term for how bacteria can be spread from one food product to another. Cross-contamination can be prevented, and your food will stay safer, if you remember to keep things clean. What are some examples of things you can do to keep food healthy and clean, and prevent cross-contamination?

What do you do?

- Don't put grilled meat onto the same plate you carried the raw meat out on.
- Wash can openers often — the cutting surface can collect and pass along harmful organisms.
- Use a fresh, clean dishcloth daily.
- Thoroughly clean cutting boards between uses. Sanitize wooden and plastic cutting boards with a sanitizing solution. In your stopped, clean sink, add 1 teaspoon chlorine bleach into 1 quart of water — or — 1 Tablespoon of chlorine bleach into 1 gallon of water. Use the solution to wipe counters, faucets, handles, etc. Do not put bleach directly onto the cutting board. Cutting boards in two or more colors may help you keep foods separate.
- Refrigerate meats and poultry carefully; don't let juices drip onto other foods. Thaw meats on a plate or pan to keep juices from dripping.

Comments/Notes

Likely answers might include:

- cookie dough,
- cake batter,
- some salad dressings, such as homemade Caesar dressing;
- homemade ice cream; also expect other answers.

Have participants help you create a list of how cross-contamination could occur. Write the list on a board or flip chart. Be sure the following items are included:

- Grilled meat
- Wash can openers
- Use clean dishcloth
- Sanitize wooden and plastic cutting boards
- Refrigerate meats and poultry carefully

Summary

In summary, you have the power to keep food safe from harmful bacteria. It's as easy as following these four simple steps:

1. Clean: Wash hands and surfaces often
2. Separate: Don't cross-contaminate
3. Cook: Cook to proper temperatures
4. Chill: Refrigerate promptly

Thank you for coming today—and thanks for making safe food a part of your life. It's simple, but it is most important for you and your family.

Comments/Notes

Use flip chart to list the summary for the group. Ask participants to help you list. Provide each participant a copy of the "Fight BAC!" brochure.
www.fightbac.org

Sources:
Fight BAC! Four Simple Steps to Food Safety.

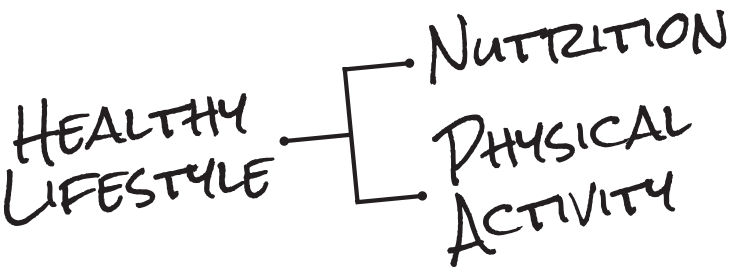
Food Preparation. University of Nebraska Cooperative Extension, NEP Handout 1 BL7.

K-State Research and Extension Food Safety Fact Sheet. Flood Fact Sheet— Food Safety After a Flood, MF3199.

Dietary Guidelines for Americans, 2015

Section 8

EVALUATION



ESSENTIAL FOOD, NUTRITION AND ACTIVITY SKILLS EVALUATION

— Instrument to be administered before classes —

Please answer the following questions. Your name will not be attached to this piece of paper or to your answers. Confidentiality will be respected at all times. The information you share with us will help us evaluate, develop and deliver Extension Family and Consumer Sciences programs more effectively. Please use a ✓ or ✗ or fill in the best answer for each line.

MEASURABLE OBJECTIVE A:	1	2	3	4	5
Evaluating My Need to Know More About Food and Nutrition Topics	Not Important At All	Not Important	Maybe	Important	Very Important
Handwashing					
Food safety					
Making the most of my food dollars					
Eating healthy and well					
Breakfast basics					
Kitchen basics: Measuring					
Kitchen basics: Cooking					

EVALUATION: HANDWASHING

— Instrument to be administered before classes —

Measurable Objective B: My Plan for Improving My Skills

HANDWASHING

1. During the next six months, I would like to improve my skills in *handwashing*.

☐ Yes ☐ No

2. My goals for improvement in the area of handwashing: *(please check all that apply)*

☐ Learning when my hands should be washed.

☐ Learning the correct method for washing my hands.

☐ Learning to encourage my children to wash their hands more often.

☐ Other *(please write in)* _____

3. Date I plan to achieve these goals: _____

4. My plan for achieving these goals includes:

☐ Making sure soap and clean towels are available at each sink.

☐ Reminding myself to wash before starting to prepare food.

☐ Other *(please write in)* _____

5. My plan for putting these handwashing goals into action includes:

☐ Washing my hands after I touch raw meat.

☐ Washing my hands after handling unwashed vegetables.

☐ Washing my hands after feeding my pet.

☐ Washing my hands after using the bathroom.

☐ Other *(please write in)* _____

EVALUATION: FOOD SAFETY

— Instrument to be administered before classes —

Measurable Objective B: "My Plan for Improving My Skills"

FOOD SAFETY

1. During the next six months, I would like to improve my *food safety* skills.

☐ Yes ☐ No

2. My goals for improvement in the area of food safety:

(please check all that apply)

☐ Knowing when items I prepare are thoroughly cooked.

☐ Thawing food properly.

☐ Buying and storing food safely.

☐ Other *(please write in)* _____

3. Date I plan to achieve these goals*:* _____

4. My plan for achieving these goals includes:

☐ Learning to use a food thermometer when I cook.

☐ Preventing cross-contamination.

☐ Other *(please write in)* _____

5. My plan for putting these food safety goals into action includes:

☐ Checking the temperature of meats I cook on the grill.

☐ Thawing all meat in the refrigerator.

☐ Other *(please write in)* _____

EVALUATION: MAKING THE MOST OF MY FOOD DOLLAR

— Instrument to be administered before classes —

Measurable Objective B: My Plan for Improving My Skills

MAKING THE MOST OF MY FOOD DOLLAR

1. During the next six months, I would like to improve my skills in *making the most of my food dollar.*

☐ Yes ☐ No

2. My goals for improvement in the area of making the most of my food dollar: *(please check all that apply)*

☐ To have enough money for food for the whole month.

☐ To learn how to shop for the best buys for my money.

☐ Other *(please write in)* _____

3. Date I plan to achieve these goals: _____

4. My plan for achieving these goals includes:

☐ Reading ads to find the best buys.

☐ Collecting recipes I can prepare.

☐ Planning my meals ahead of time.

☐ Other *(please write in)* _____

5. My plan for putting these food dollar goals into action includes:

☐ Shopping from my list I have made.

☐ Using leftovers wisely.

☐ Other *(please write in)* _____

EVALUATION: EATING HEALTHY AND WELL

— Instrument to be administered before classes —

Measurable Objective B: "My Plan for Improving My Skills"

EATING HEALTHY AND WELL

1. During the next six months, I would like to improve my skills in *eating healthy and well.*

☐ Yes ☐ No

2. My goals for improvement in the area of eating healthy and well are:

(please check all that apply)

☐ To choose foods from all groups of MyPlate.

☐ To eat a variety of foods from each food group.

☐ Other *(please write in)* _____

3. Date I plan to achieve these goals*:* _____

4. My plan for achieving these goals includes:

☐ Planning my meals to include foods from the five food groups.

☐ Increasing the servings of fruits and vegetables I eat each day.

☐ Switching to low-fat or fat-free milk.

☐ Making half of the grains I eat whole grains.

☐ Choosing lean meat, fish and seafood more often.

☐ Other *(please write in)* _____

5. My plan for putting these eating healthy and well goals into action includes:

☐ Trying one new food or recipe each week.

☐ Eating healthy snacks.

☐ Other *(please write in)* _____

EVALUATION: BREAKFAST BASICS

— Instrument to be administered before classes —

Measurable Objective B: My Plan for Improving My Skills

BREAKFAST BASICS

1. During the next six months, I would like to improve my skills in *breakfast basics:*

☐ Yes ☐ No

2. My goals for improvement in the area of breakfast basics:
(please check all that apply)

☐ To eat breakfast each day.

☐ To have foods "on hand" for a quick, healthy breakfast.

☐ Other *(please write in)* _____

3. Date I plan to achieve these goals: _____

4. My plan for achieving these goals includes:

☐ Thinking how breakfast could fit in my day.

☐ Identifying foods I could have "on hand" for quick breakfasts.

☐ Other *(please write in)* _____

5. My plan for putting these breakfast goals into action includes:

☐ Planning my breakfast before I go to bed.

☐ Preparing juice the night before, to save time.

☐ Other *(please write in)* _____

EVALUATION: KITCHEN BASICS: MEASURING

— Instrument to be administered before classes —

Measurable Objective B: "My Plan for Improving My Skills"

KITCHEN BASICS: MEASURING

1. During the next six months, I would like to improve my skills in *measuring ingredients*.

☐ Yes ☐ No

2. My goals for improvement in the area of measuring ingredients are:

(please check all that apply)

☐ To understand measuring terms and equipment.

☐ To be able to measure needed ingredients for mixes and recipes I prepare.

☐ Other *(please write in)* _____

3. Date I plan to achieve these goals: _____

4. My plan for achieving these goals includes:

☐ Checking to see what measuring cups and spoons I have.

☐ Practicing accurate measuring of liquids.

☐ Other *(please write in)* _____

5. My plan for putting these ingredient-measuring goals into action includes:

☐ Carefully measuring ingredients for each recipe I prepare.

☐ Other *(please write in)* _____

EVALUATION: KITCHEN BASICS: COOKING

— Instrument to be administered before classes —

Measurable Objective B: My Plan for Improving My Skills

BREAKFAST BASICS

1. During the next six months, I would like to improve my skills in *cooking skills.*

☐ Yes ☐ No

2. My goals for improvement in the area of breakfast basics:
(please check all that apply)

☐ To understand cooking terms and methods.

☐ To learn skills needed to successfully prepare recipes I choose.

☐ Other *(please write in)* _____

3. Date I plan to achieve these goals: _____

4. My plan for achieving these goals includes:

☐ Reading recipes ahead to be sure I have ingredients on hand.

☐ Using equipment I have to substitute for what a recipe calls for.

☐ Other *(please write in)* _____

5. My plan for putting these cooking goals into action includes:

☐ Trying a new recipe that uses a term I have learned.

☐ Cooking more meals at home.

☐ Other *(please write in)* _____

ESSENTIAL FOOD, NUTRITION AND ACTIVITY SKILLS EVALUATION

— Instrument to be administered before classes —

Measurable Objectives C: "Evaluating My Progress Toward Meeting My Goals"

Please use a ✓ or ✖ or fill in the best answer for each line.

MEASURABLE OBJECTIVE C:	1	2	3	4	5
Progress I have made toward accomplishing my goals set in these areas...	I Don't Plan to Improve	I Plan to Improve	I am Improving Somewhat	I am Improving Well	I Have Improved
Handwashing					
Food safety					
Making the most of my food dollars					
Eating healthy and well					
Breakfast basics					
Kitchen basics: Measuring					
Kitchen basics: Cooking					

ESSENTIAL FOOD, NUTRITION AND ACTIVITY SKILLS EVALUATION

— Instrument to be administered before classes —

Please answer the following questions. Your name will not be attached to this piece of paper or to your answers. Confidentiality will be respected at all times.

Measurable Objective D: "An Assessment of How My Food and Nutrition Activities Affect My Family's Life Together"

Please use a ✓ or ✗ or fill in the best answer for each line.

	1	2	3	4	5
How often do you ...	Never	Sometimes	About Half of the Time	Often	Always
Handwashing					
Wash your hands before you eat					
Wash your hands before you work with food					
Food Safety					
Keep raw meat separate from other foods					
Let meat and dairy foods sit out for more than two hours					
Check doneness through use of a food thermometer					
Cook eggs until they are no longer runny					
Make the Most of My Food Dollars					
Use a plan for how to spend your money					
Plan your meals ahead of time					
Shop with a list					
Compare prices before you buy food					
Eat Healthy and Well					
Eat meals that include a variety of foods from MyPlate					
Eat more than one kind of vegetable or fruit per day					
Eat at least half of grains as whole					
Breakfast Basics					
Eat breakfast					
Eat breakfast that includes foods from at least three groups of MyPlate					
Plan your breakfast ahead of time					
Kitchen Basics: Measuring					
Use measuring cups or spoons or substitutes when you cook					
Measure carefully when you cook					
Kitchen Basics: Cooking					
Cook part or all of a meal or snack					
Follow the way the recipe suggests when you are cooking					

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www.ksre.ksu.edu

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

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S134B January 2016