Dear Teacher:

Share Our Strength’s Cooking Matters™ is pleased to provide you with the attached activity packet, full of classroom-tested activities used to teach teens about healthy eating and cooking. The activities come directly from our Cooking Matters for Teens curriculum, a 6-week cooking course that gives low-income teens hands-on practice each week preparing healthy, tasty meals. In each lesson, teens also take part in fun activities that introduce key messages about healthy eating and cooking – a sample of which has been provided here. We hope that these activities, designed for and tested with the teens in our courses, may serve as useful tools to supplement your curricula as you seek to teach teens in your own classrooms about making smart food choices.

Each activity provides a list of materials that will be needed for implementation. In addition, some activities reference handouts or recipes that are included in the books provided to teens as part of the 6-week course. We have included those handouts and recipes in this packet as well, so that you can easily make copies for your students if you desire.

Please note that, as these activities are pulled from the larger 6-week course, some instructions may make reference to activities or discussions that are not included in this packet. For example, the end of an activity may reference the cooking session that is about to begin. Feel free to disregard these references unless appropriate for your group – though you are welcome to hold additional cooking sessions or discussions as you see fit!

We hope that these activities offer an engaging way to teach teens key skills and ideas about healthy eating and cooking. We welcome any feedback you are able to provide on these activities, and we always love to hear how our materials have impacted the lives of the families who take part in them. Please feel free to email Amy Crowell (acrowell@strength.org) if you have comments you’d like to share.

With shared commitment to ensuring all teens get the healthy foods they need to thrive,

The Cooking Matters National Staff
Estimated Time:
15 minutes

Materials:
- 4–6 colorful fruits and vegetables that may look or taste unfamiliar to teens
- Dips or spreads (see instructions)
- Bowls for any dips
- Serving spoons
- Plates, one for each teen

Handouts:
- Delicious Dips & Spreads, page 10

**In Advance**

1. Purchase 4–6 fruits and vegetables that may look or taste unfamiliar to teens (e.g., eggplant, squashes, mango, apricot). Choose fruits and vegetables of many different colors.
2. Cut each food into bite-size pieces and place a small amount onto a plate for each teen. Preserve at least one whole form of each fruit or vegetable so that teens can see what it looks like.
3. Choose and prepare any dips or spreads from the Delicious Dips & Spreads handout to offer with the food samples. Set out dips in bowls. Place a serving spoon in each bowl.

**In Class**

1. **ASK:** What are some of your favorite fruits and vegetables? How do you like to eat them (e.g., raw, with dip, on a salad)?
2. Pass out one plate to each teen. Ask them not to try the samples yet.
3. Point out one of the samples. Ask teens to match it to the whole form at the front of the room and guess its name. When they have correctly identified the food, pass the whole form around and ask teens to talk about what they notice (e.g., color, shape, feel). Invite them to try the sample and talk about its texture or taste.
4. Repeat this process for each of the foods.
5. Ask teens to share which fruits and vegetables they enjoyed the most and why, and to point out which ones were new for them. Explain that sometimes you need to try new foods more than once to get used to the taste and decide if you like it. Also, people’s tastes change over time, so next year you might like a food that you didn’t like today.
6. Explain that today teens will get hands-on experience preparing fruits and vegetables in different ways.

**TIP:** Consider teaching teens how to roast or lightly steam vegetables like eggplant that may taste bitter when eaten raw. Have vegetables cut up in advance to save time. Show teens how to lightly season and prepare them. Conduct the tasting with the fruits first while the veggies cook.

**TIP:** Encourage teens to try the foods without the dips first to determine their true taste.

**TIP:** Remind teens that it’s ok to not like a food, but to keep any negative comments to themselves so that others can feel free to enjoy it.
ACTIVITY

Sugar Overload

Estimated Time:
10 minutes

Materials:
○ Empty cans or bottles of a variety of popular sugary beverages
○ Clear plastic cups, one for each empty can or bottle
○ Bag of sugar
○ Teaspoon
○ Calculator

Handouts:
○ Label Lingo, page 11

TIP: Use empty containers to avoid having teens ask if they can drink them when the activity is done.

In Advance

1. Collect a variety of empty containers for popular sugary beverages (e.g., sodas, fruit-flavored drinks, sweet tea, vitamin water, chocolate milk, and sports drinks).
2. Set out the empty bottles for the beverages.
3. Write the following on flip-chart paper:

   Grams of sugar in one serving × Number of servings = Grams of sugar in total package

   Grams of sugar in total package ÷ 4 = Teaspoons of sugar

In Class

1. **ASK:** What do you normally drink when you’re thirsty? What do you drink with meals and snacks? Point out the display of commonly consumed drinks. **ASK:** How would you decide which of these drinks is healthier? Explain that many popular drink choices are loaded with sugar, and we can use labels to find out which choices have less sugar.

2. Show teens the Nutrition Facts panel on one of the drink containers. Have teens point out the difference between one serving and the number of servings in a container. Demonstrate how to calculate the amount of sugar in the entire container and the equivalent amount of teaspoons of sugar.

   Label Lingo, page 11

3. Have teens work in pairs. Assign each pair one of the empty beverage containers. If possible, make it the beverage they said they drink most often. Ask teens to read the Nutrition Facts panel for their beverage, determine the grams of sugar in the entire container, then calculate the equivalent amount of teaspoons of sugar. If necessary, have them use the calculator. Have teens scoop the teaspoons of sugar calculated for their drinks into an empty plastic cup and place it in front of the corresponding empty beverage container.

4. Compare the results and discuss impressions. Point out that many popular beverages are very high in sugar and take the place of other drinks that are good for our bodies, like milk and water.

TIP: If working with younger teens, be prepared to help them with the math to move the activity along.
Estimated Time: 15 minutes

Materials:
- Small disposable cups
- Materials and ingredients for preparing beverages chosen from table to the right

1. Set up stations around the room for teens to make and taste a variety of healthy drinks, using ideas in the table below.
2. Make sure each station has the appropriate equipment to create and serve the drink for that station.

<table>
<thead>
<tr>
<th>Beverage</th>
<th>Ingredients</th>
<th>How to Prepare</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit smoothies</td>
<td>See the Fruit Smoothies recipe (page 38).</td>
<td>See the Fruit Smoothies recipe (page 38).</td>
</tr>
<tr>
<td>Milk</td>
<td>A variety of low-fat and nonfat cow’s milk, soy milk, rice milk, or other calcium-fortified options.</td>
<td>Pour small samples into disposable cups.</td>
</tr>
<tr>
<td>Flavored water</td>
<td>Lemons, limes, oranges, and cucumbers • Fresh mint leaves, rosemary, or other fresh herbs</td>
<td>Rinse and slice fresh lemons, limes, oranges, and cucumbers. • Snip mint leaves, rosemary, or other fresh herbs. • Fill several pitchers with ice water and add any combination of the ingredients to each pitcher.</td>
</tr>
<tr>
<td>Fruit-juice sodas</td>
<td>Seltzer • Variety of 100% juices • Lime • Optional: Lemon, lime, or orange slices</td>
<td>Fill a large pitcher, ½ juice and ½ seltzer water. • Rinse the lime, cut in half, and squeeze the juice from each half into the pitcher. • Mix well and add ice before serving. Add fruit slices, if using.</td>
</tr>
</tbody>
</table>

TIP: At the milk station, discuss choosing milk or calcium-fortified alternatives whenever possible. Have teens analyze the pros and cons of choosing flavored milk (e.g., more sugar but same level of calcium). Discuss the importance of calcium in the teen years for building strong bones. If teens express concerns about taste, suggest options such as combining milk with cereal or adding it to smoothies.

In Advance

1. Explain how each beverage is prepared. Divide teens into groups. Assign groups to a starting station.
2. Have each group of teens work on preparing the beverage at their station, making enough for the entire class to sample. When they are finished, invite them to move to the next station and taste the healthy beverage another group has made. Repeat until all teens have visited each station.
3. When everyone is finished sampling, engage teens in discussion. ASK: Which healthy drinks did you enjoy the most? Why? Which would you like to make at home? Remind teens that healthy habits start with small changes. Encourage them to start by choosing milk, water, or a homemade healthy drink instead of a sugary beverage once a day or even once a week. Point out that teens could consider making a homemade healthy beverage as one component of their Extreme Food Makeover meal.
**Estimated Time:**
15 minutes

**Materials:**
- 4–6 whole grain foods
- Dips or spreads (see instructions)
- Bowls for any dips
- Serving spoons
- Plates, one for each teen

**Handouts:**
- Delicious Dips & Spreads, page 10

**In Advance**

1. Purchase 4–6 whole grain foods. Look for whole grain alternatives to popular refined grain foods eaten by teens (e.g., cereals, crackers, snack bars), as well as a few items that may be unfamiliar to teens (e.g., whole wheat pita pockets).

2. Cut each food into bite-size pieces. Place a small amount of each food on a plate for each teen.

3. Display the whole form and packaging of each food at the front of the room.

4. Choose and prepare any dips or spreads from the Delicious Dips & Spreads handout that you will offer with the food samples. Set out dips in bowls. Place serving spoons in each bowl.

**TIP:** If you are able to prepare them in advance, offer less familiar whole grains such as quinoa or whole grain couscous.

**TIP:** Encourage teens to try the foods without the dips first to determine their true taste.

**In Class**

1. **ASK:** What have you heard about whole grains? Have you tried any whole grain foods, or do you eat any whole grains regularly? Which ones?

2. Pass out one plate to each teen. Ask them not to try the samples yet.

3. Point out one of the samples. Ask teens to match it to the whole form or packaging at the front of the room. When they have correctly identified the food, invite them to try the sample and talk about what they notice (e.g., the texture, color, or taste).

4. Repeat this process for each of the foods.

5. Ask teens to share why they liked certain foods more than others and to point out which ones were new for them. Remind teens that sometimes you need to try new foods more than once to get used to the taste and decide if you like it.

6. Ask teens if they know what the difference is between a whole grain and a refined grain. Add to the discussion as needed. Emphasize that when whole grains go through the refinement process, many of their important nutrients, such as fiber, are removed. For this reason, it’s important to choose whole grains as often as you can.

7. Explain that we will talk more about how to identify and prepare whole grains as we begin cooking.

**TIP:** Remind teens that it’s ok to not like a food, but to keep any negative comments to themselves so that others can feel free to enjoy it.
ACTIVITY

Blubber Burger

Estimated Time:
15 minutes

Materials
❍ Flip-chart paper
❍ Marker
❍ Printed fast-food menus
❍ Hamburger buns
❍ Small bowl of shortening
❍ Teaspoon-size measure
❍ Plastic knife for spreading
❍ Disposable plastic gloves
❍ Calculator

Handouts:
❍ Menu Mania, page 21

1. On flip-chart paper, write a sample meal and the grams of fat:
   - Whopper with cheese: 44 grams of fat
   - Medium French fries: 20 grams of fat
   - Medium chocolate shake: 18 grams of fat
   Total fat: 82 grams

2. Below that, write:
   Grams of fat ÷ 4 = teaspoons of shortening
   Example: 82 grams of fat ÷ 4 = 20.5 teaspoons of shortening

In Class

1. Ask teens to look at the fast-food menus and choose a meal they would eat in one sitting. Have them add up the total grams of fat in the chosen meal. Walk around the room and assist with the calculator as necessary.

2. Ask for a few teens to volunteer to give the total grams of fat in their meal. Use the equation to calculate the teaspoons of shortening that represent the amount of fat in their meals. Have teens volunteer to come up and spread the calculated amount of shortening onto a bun for their meal.

3. By the end teens will have created several “blubber burgers,” each representing the fat content of various sample meals. Have teens compare the results. Point out how quickly fat can add up in their favorite fast-food meals.

4. Have teens review the menus and locate alternatives to the selected meals with less fat and healthier ingredients. ASK: How can you make smarter choices when you’re out to eat using everything you have learned in class (e.g., choosing fruits, vegetables, whole grains, low-sugar beverages, and lean proteins)? Provide suggestions as needed.

   Menu Mania, page 21

5. Ask teens to share reasons why they purchase fast foods. Acknowledge their reasons but encourage them to consider the tradeoffs.
   - Taste: Healthier, tasty versions of fast-food favorites can be made at home. Point teens to relevant recipes in their books that they may consider using for their makeover meal. Have teens recall other tasty meals they have made in class.
   - Cost: Point out that many fast foods or other convenience foods can actually be made at home for less money, which we’ll talk more about next week.
   - Time: Point out that in the time it takes teens to walk or drive to a fast-food restaurant, wait in line, and order, they could prepare many great meals and snacks. Have teens recall the grab-and-go breakfasts they prepared. Explain that we will soon talk about easy, healthy snacks that can be made in minutes.

TIP: Download and print the nutrition facts for one or more fast-food restaurant menus from the company websites.
ACTIVITY

Extreme Food Makeover

Estimated Time:
60 minutes

Materials:
- Ingredients and cooking equipment for preparing each team’s chosen recipes

In Advance

1. Purchase the items needed to prepare each team’s chosen recipes. If applicable, use the shopping lists teens created in Week Four.

   **TIP:** Review the shopping lists for common ingredients. Feel free to substitute sale items or seasonal produce as needed. Just be sure to explain any substitutions before the activity begins, tying them back to the lessons teens learned in the store tour.

In Class

1. Divide the class into their teams. Review the rules.
   - Each team will prepare healthier versions of their one to three chosen dishes or drinks.
   - When time is up, teams will be responsible for presenting their dishes to a panel of judges.
   - Judges will ask each team a variety of questions to test their knowledge about cooking techniques and principles of healthy eating.

2. Tell teams they have 45 minutes to prepare their dishes. Start the competition. Walk around the room and support teams as needed.

   **TIP:** Remember to reward teams at the start of the activity according to the scoring system created in Week One.

   **TIP:** Allow teams to use recipes from their books or other sources.

   **TIP:** If groups need more assistance, institute a “question-for-a-question” rule. Groups can ask you a question only if they answer a question first. Ask questions that draw upon their knowledge of concepts learned in class like: “What are the five food groups?” or “What is a healthy alternative to frying?” Question ideas may be found in the **Cooking Matters Trivia activity** in the activity bank.

continued >
3. When time is up, have each team present their dishes by indicating the original meal chosen and each healthful alternative they chose to prepare. Ask team members questions such as:

- What elements make this meal a healthy alternative to your original meal?
- What fruits or vegetables did you use? How many different colors did you use? What are they? How did you prepare the fruits and vegetables?
- Did you use any whole grain ingredients? Which ones? How did you know the ingredient was a whole grain?
- What lean proteins or lean cooking techniques did you use?
- How many food groups are represented in this meal?

4. After the question period, have judges taste the food and confer. Congratulate teams for their incredible efforts. Award prizes to each team for categories such as:

- Most Creative
- Best Presentation
- Top Taste
- Best Technique
- Most Nutritious

**TIP:** Consider creating a panel of judges using volunteers, host site staff, or even community members who would be recognized by teens, such as school principals, local chefs, or newscasters. You may also wish to invite parents to the last class and have teens show off their cooking skills and final products.
1. Explain that today teens are going to plan a meal they could make at home for their families. Point out that chefs don’t just cook meals — they have to plan them too! Ask teens what they think is involved in planning an entire meal (e.g., choosing the meal, making sure it will fit everyone's preferences or allergies, shopping for the ingredients, making sure the ingredients are within budget, etc.).

2. Divide teens into their Extreme Food Makeover teams. Provide each group with paper, pen, and copies of the grocery store flyers and coupons.

3. Ask teens to take 15 minutes to review the flyers and coupons as a group and choose items to make a meal that would cost less than $10 (in total). The foods they choose should:
   - Make at least one complete meal that will serve a family of four.
   - Reflect at least some of the lessons they have learned in this course about choosing healthy foods.
   - Take advantage of sale or coupon items as appropriate.

4. When 15 minutes are up, call time. Have each group share the items they chose for their meal. Ask them questions like:
   - What meal did you choose to make? What foods did you choose to buy to make it? How did you make your choices?
   - How many food groups does your meal include? How many different colors of fruits or vegetables?
   - Does your meal include whole grains? Which ones?
   - Does your meal include lean proteins? Which ones?
   - Does your meal include dairy foods? Are they nonfat or lowfat?
   - Did you choose any sale or coupon items? Which ones?

5. Award points to the team that planned the healthiest meal for the lowest total cost.

**Estimated Time:**
30 minutes

**Materials:**
- Copies of weekly grocery store flyers, one for each group
- Copies of coupons, one set of coupons for each group
- Pencils or pens
- Blank paper
- Calculator

**TIP:** Be prepared to provide approximate costs of common items that may not be included in the store flyers.

**TIP:** Tell teens they can use recipes in their books to get ideas.

**TIP:** While reviewing teens' choices, point out that sale items are not always the best buy. It is important to always check unit prices in the store to find the best deal. Show teens how to calculate unit prices (see page I-26).
**ACTIVITY**

Corner Store Makeover

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**Estimated Time:**
30–40 minutes

**Materials:**
- Pens
- Blank paper
- Markers or colored pencils
- Colored construction paper
- Magazines
- Tape or glue
- Scissors

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**In Class**

1. Engage teens in conversation about corner stores in their area.
   - Do you ever go to a corner store or mini-mart to buy drinks, snacks, or other foods?
   - What types of foods are usually most prominently displayed in the store (e.g., at the front or on endcaps — the ends of the aisles)?
   - How easy is it to find healthy drinks or foods at the store? Where are they usually located?
   - Does the store stock fresh fruits and vegetables? If so, are they of good quality (i.e., do they look good enough to eat)?

2. Have teens brainstorm ways the store could make it easier for teens and others to make healthy choices (e.g., stock more fresh fruits and vegetables, whole grain snacks, or 100% fruit juices; place healthier choices on display at the front of the store; create advertisements for healthy foods; offer samples of healthy foods for customers to try, etc.).

3. Divide teens into their Extreme Food Makeover teams. Tell teens that their goal is to plan a corner-store makeover. As part of the makeover, they will:
   - Choose one food or type of food they want the store to start stocking or to give more attention to (e.g., fresh fruit, whole grain crackers, 100% fruit juice).
   - Create a plan for how the store will encourage teens to choose that food when they come in the store (e.g., place the food on a stand beside the register, have the cashier ask teens if they would like to add the food to their purchase, etc.).
   - Produce some type of advertisement for the food (e.g., a poster to display in the front window of the store, a shelf tag to draw attention to the food).

4. Give teens 15–20 minutes to choose their food, create their plan, and produce their advertisement, using the supplies available. When time is up, have groups present their corner-store makeover to the class.

5. Have teens vote on their favorite makeover idea. Award points to the winning team.

6. Encourage teens to tell their local corner store or mini-mart that they want access to healthier foods. Point out that stores will only stock what customers will buy, so it’s important for teens to make their preferences known.

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**TIP:** If teens are interested, have them complete an inventory of the healthy foods available at their local corner store or mini-market on their own, either before or after the activity. Try adapting a template inventory such as this one:


If internet access is available at your site, have teens watch the videos available at marketmakeovers.org to learn more about how youth can get involved in makeovers.
Secret Ingredient Cooking Challenge

In Advance

1. Set up cooking stations. Separate cooking utensils and equipment into equal groups. Place at each station.
2. Chef volunteers should decide on the secret ingredient, as well as make the final decision on additional, shared ingredients that teens will use to make their dishes.
3. Display shared ingredients and equipment on a table easily accessible to all groups as they cook.

Materials:

- Ingredients chosen from the sample shopping list on page I-42
- Equipment needed to cook
- (Optional) prize for winning team

Estimated Time: 70 minutes

In Class

1. Divide teens into their Extreme Food Makeover teams.
2. Introduce the teams to the shared ingredients. The secret ingredient should be introduced last (see step 5).
3. Ask teens to draw on everything they’ve learned in class. Encourage them to look for ways to include whole grains, lean proteins, a variety of food groups, and fruits and vegetables of many colors. Explain that teens are allowed to use their books for ideas, but they must come up with a new creation.
4. Review the rules of the competition:
   - Respect your team members and work together.
   - Prepare your dish using a variety of ingredients — but it must include the secret ingredient.
   - Be sure to make enough food so that each person can have a small serving.
   - Name your dish.
   - Be prepared to discuss why your dish is healthy.
   - Be creative and have fun!
5. Announce the secret ingredient. Allow 5–7 minutes for teens to find a recipe in their books they’d like to work from. Tell teens they will have 45 minutes until time is called. Start the competition.
6. Walk around the room and support teens as needed.

TIP: Ideas for the secret ingredient include roasted red peppers, beans, sweet potato, squash, dried fruit, or sun-dried tomatoes.

continued >
Secret Ingredient Cooking Challenge Continued

7. When time is up, teams will present their finished dish to the audience. All teams should:
   - Have a name for the dish.
   - Talk about how they made it.
   - Talk about how they used the secret ingredient.
   - Be able to answer basic questions about the ingredients used to make the recipe (e.g., how many food groups are used, how many different colors of fruits and vegetables).
8. Call on teens from each group to answer questions about their role in the preparation process.
9. After the question period, judges should taste the food and judge each group based on:
   - Creativity
   - Presentation
   - Nutrition
   - Taste
   - Technique and cooking method
   - Use of secret ingredient
10. Congratulate all teams. Announce a winner before enjoying the foods.

TIP: Consider creating a panel of judges using volunteers and site staff.

Sample Shopping List
This list can easily be modified, based on geography, season, cultural background of the group, or ingredients that are on sale. Be sure to provide various forms of fruits and vegetables, whole grains, low-fat dairy foods, and lean protein foods. All of these ingredients should be divided among the teams.

- Fresh broccoli
- Red peppers
- Small onions
- Fresh garlic cloves
- Tomatoes
- Carrots
- Lemons
- Oranges
- Romaine lettuce
- Spinach
- Mozzarella cheese
- Cheddar cheese
- Plain or vanilla yogurt
- Apples
- Bananas
- Grapes
- Whole grain pasta
- Brown rice
- Whole wheat flour
- 100% whole wheat bread
- Whole wheat tortillas
- Honey
- Dried herbs and spices
- Staple items such as salt, pepper, cooking spray
- An assortment of canned products such as beans, meats, vegetables, and fruit
- Mustard
- Vinegar
- Olive oil
- Tomato sauce
- Nuts
- Eggs
Choose Your Meal

Write down a complete meal that your team would enjoy. This could be a favorite fast-food meal, a meal you eat on special occasions, a “comfort food,” or another favorite meal. Try to write down all the parts to your meal: main dish, side dish, drink, dessert, etc.

Now Make It Over!

Food Groups

How many food groups does your meal include? Which ones?
__________________________________
__________________________________
__________________________________
__________________________________

What will you do to make sure your meal includes at least three different food groups?
__________________________________
__________________________________
__________________________________
__________________________________

Colorful Fruits and Veggies

Does your meal include fruits and veggies?
If you said “yes,” which ones? What colors are they?
__________________________________
__________________________________
__________________________________
__________________________________

What will you do to make sure your meal includes at least three different colors of fruits and veggies?
__________________________________
__________________________________
__________________________________
__________________________________

Healthy Drinks

Does your meal include a drink? Is it a sugary drink?
__________________________________
__________________________________
__________________________________
__________________________________

Will you choose a less sugary drink instead? Or, will you make your own healthy drink? If you said “yes,” what will it be?
__________________________________
__________________________________
__________________________________
__________________________________

continued >
Whole Grains

Does your meal include grain foods?
Which ones? Are they refined grains or whole grains?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What will you do to make sure your meal includes whole grains?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Lean Cooking

Does your meal include protein foods?
Which ones? Are they lean proteins?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Will you use leaner proteins instead? If you said "yes," which ones?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What cooking techniques are used to make your meal (e.g., frying, sautéing in butter)?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Will you use healthier cooking techniques (e.g., baking, roasting)? If you said "yes," which ones?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Does your meal use any "bad fats" (e.g., high-fat dairy foods or butter)?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

What will you do to make sure your meal uses more "good fats" (e.g., use low-fat dairy foods or canola oil instead)?
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Pick Your Recipes

My team will make these dishes for the Extreme Food Makeover: ______________________________________
____________________________________________________________________________________
____________________________________________________________________________________

Attach the recipes to this paper. Or, write them on a separate sheet of paper. Be sure to mark clearly any changes you will make to the ingredient list or the directions.

Optional: Write out a list of all the ingredients you will need to make your dishes.

Now you’re ready to makeover your meal. Good luck in the kitchen!
Delicious Dips & Spreads
Pair your favorite fruits, veggies, and whole grains with easy-to-make dips.

Bean Dip
★ Using a blender, mix 1 (15½-ounce) can beans (cannellini, chickpeas, black beans, etc.), 1 minced clove garlic, ¼ cup water, 1 Tablespoon canola oil, ½ teaspoon salt, ½ teaspoon ground black pepper.
★ For extra kick, add ¼ cup salsa. For a thicker dip, add ¼ cup low-fat yogurt. For a different flavor, add ¼ cup of your favorite rinsed and minced fresh herbs.
★ Serve with cut-up fresh veggies, with whole wheat pita wedges or crackers, or as a sandwich spread.

Honey Mustard Dip • Chef Bob Casey, Boston, Mass.
★ Mix ½ cup plain nonfat yogurt, 1 Tablespoon mustard, and 1 Tablespoon honey.
★ Serve with Baked Flaked Chicken (page 57) or with cut-up fresh veggies.

Vegetable Dip • Chef Alicia McCabe, Boston, Mass.
★ Mix ½ cup nonfat plain yogurt, ½ cup reduced-fat mayonnaise, and 1 Tablespoon Mrs. Dash seasoning (or use ½ teaspoon each of dried chives and parsley, ¼ teaspoon each of garlic and onion powder, and ¼ teaspoon each of salt and pepper). Substitute low-fat sour cream for the mayonnaise, if you like.
★ Serve with cut-up fresh veggies, or use as a topping for Black Bean and Vegetable Quesadillas (page 58), Turkey Chili With Vegetables (page 67), or Turkey Tacos (page 68).

Pumpkin Dip
★ Using a blender, mix 1 (15-ounce) can pumpkin puree, 1 cup low-fat cream cheese (softened), ¼ cup powdered sugar, 1 teaspoon ground cinnamon, and ½ teaspoon ground nutmeg.
★ Serve with whole wheat graham crackers, with apple wedges, or as a spread on whole wheat toast or bread.

Ricotta Fruit Dip
★ Mix 8 ounces low-fat ricotta cheese, ½ cup nonfat vanilla yogurt, 3 Tablespoons of your favorite fruit preserves or jam, and ½ teaspoon ground cinnamon.
★ Serve with cut-up fresh fruit, with graham crackers, or as a spread on whole wheat toast, bread, or pancakes.

Fruit Yogurt Dip
★ Using a blender, mix 1 cup low-fat cream cheese (softened), ¼ cup nonfat vanilla yogurt, ½ cup fruit puree — such as crushed pineapple, berries, or mashed banana — 1 teaspoon honey, and ¼ teaspoon ground cinnamon.
★ Serve with cut-up fresh fruits such as apples, bananas, grapes, or strawberries.
LESSON 2

Look for foods with more fiber and less sugar.

Watch out! Make sure you know how many servings are in each package.

Look for foods with less saturated fat and no trans fat.

**Nutrition Facts**

Serving Size 1 1/4 cups (322g)  
Servings per Package 6

<table>
<thead>
<tr>
<th>Amount Per Serving</th>
<th>% Daily Value*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Calories</strong> 220</td>
<td>Calories from Fat 30</td>
</tr>
<tr>
<td><strong>Total Fat</strong> 3.5g</td>
<td>5%</td>
</tr>
<tr>
<td>Saturated Fat 0.5g</td>
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<tr>
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<tr>
<td><strong>Protein</strong> 9g</td>
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*Percent Daily Values are based on a 2,000 calorie diet. Your daily values may be higher or lower depending on your calorie needs.
Menu Mania
Order smart when you're out to eat.

Look for fruits, vegetables, and whole grains on the menu.
★ Choose a salad for your main meal. Ask for lower-fat dressing on the side.
★ Add vegetables to your pizza.
★ Order a small side salad, baby carrots, or a fruit cup instead of fries.
★ Ask for whole wheat bread or brown rice instead of white rice.

Make low-fat choices.
★ Choose chicken or fish that is broiled or baked instead of breaded or fried.
★ Order low-fat yogurt with fruit instead of a milkshake.
★ Ask for low-fat dressings or other sauces on the side, and use only half of what they give you.

Choose healthy drinks.
★ Order low-fat milk, water, or 100% juice instead of sugary drinks.

Watch your portions.
★ Choose a single instead of double- or triple-decker burgers.
★ Order a small if you choose fries or a sugary drink.
★ Split larger meals with a family member or friend.
**Fruit Smoothies**

**Chef Susan Goss • Chicago, Ill.**
Serves 2, 1 1/3 cups per serving

### Ingredients

- 1 medium banana
- ½ cup ice cubes
- 1 cup low-fat vanilla yogurt
- 1 cup 100% orange juice
- ½ teaspoon ground cinnamon

### Special Materials

Blender or food processor

### Directions

1. Peel banana and put in a blender or food processor.
2. Add remaining ingredients to the blender or food processor.
3. Cover and blend until smooth.

### Chef’s Notes

- Use any fruit you like.
- Replace orange juice with nonfat, soy or 1% milk for a creamier smoothie.
- Freeze slices of fruit that are about to go bad and use them in smoothies. If adding frozen fruit, use less or no ice.
- If the smoothie is too thick, add more liquid. If smoothie is too thin, add more fruit.
- Make ice cubes out of juice instead of water to use in your smoothies.
- If you don’t have a blender or food processor, use a fork to mash the fruit and whisk in the other ingredients.

### Nutrition Facts

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<th>Calories: 210</th>
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*Serving Size: 1 1/3 cups (307g)  Servings per Recipe: 2

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