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Simple Cooking with Heart™ for KIDS

In this guide you'll find:

- The American Heart Association's Healthy Eating Recommendations for Kids
- Demonstration planning and classroom set-up instructions
- Two no-cook recipes
- Scripts and discussion questions for each recipe
- Grocery and supply lists
- Take-home resources for parents

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Overview

Welcome to Simple Cooking with Heart for Kids!

When we cook at home, we tend to eat healthier. We consume more vegetables, fruits and fiber-rich whole grains and less saturated fat, trans fat, cholesterol, added sugars, salt and calories.

Simple Cooking with Heart began with a commitment by the American Heart Association and Walmart to encourage people to cook more at home by giving them all the tools, skills and techniques to get started, stay inspired and have fun!

Our goal is to improve health by encouraging families to cook heart-healthy meals at home. Gradual dietary changes can make the most significant difference in the health of today's families. And the best place to start is in the kitchen.

We've created this demonstration guide with kid-friendly recipes to spark young people's interest in food, cooking and health. Empowering children to make healthy choices is a step toward a healthier America. This guide provides all the instructions and talking points you need to hold an educational and entertaining hands-on cooking demonstration for kids. These recipes are simple, nutritious and fun for kids to create and enjoy!

Simple Cooking with Heart Release

The enclosed information, recipes and instructions are provided to you to help you learn to cook healthy at home and to conduct a healthy cooking demonstration. Please follow safe, responsible practices and use caution when cooking. By using the information provided in this cooking demonstration, you acknowledge that there are inherent risks in cooking, which could result in serious injury or death, including but not limited to the risk of allergic reaction to foods, slips, falls, cuts, burns, choking, and other accidents and injuries that may arise from the activity of cooking and consuming the foods prepared in the cooking demonstration or at home. You also understand that there are potential risks which may presently be unknown. YOU UNDERSTAND AND AGREE THAT YOUR USE OF THE ENCLOSED INFORMATION, RECIPES AND INSTRUCTIONS IS AT YOUR SOLE RISK. You also agree that you will be responsible for the safety of any participants in a healthy cooking demonstration that you might conduct, organize or host. You agree on behalf of yourself and your heirs, beneficiaries and estate, not to hold the American Heart Association, Inc. and its sponsors, officers, agents, employees ("Released Parties") responsible for any accidents and loss or damage to your property and person, and you release and discharge the Released Parties from all damages, actions, claims and liabilities of any nature, specifically including, but not limited to, damages, actions, claims and liabilities arising from or related to cooking at home or conducting or participating in a cooking demonstration and related activities. You agree to indemnify, defend and hold harmless the Released Parties for any and all claims, liability, loss, cost, expense, injury, or proceeding arising out of any of your acts or omissions.

American Heart Association Healthy Eating Recommendations for Kids

Building a healthy, balanced diet can be challenging. It's important for kids to know how to make healthy choices and get the right amount of foods from each food group. Here are the American Heart Association's daily food recommendations by age group and some tips for each food group.

	Ages 4 to 8		Ages 9 to 13		Ages 14 to 18	
	Boys	Girls	Boys	Girls	Boys	Girls
Milk/Dairy	2 cups		3 cups		3 cups	
Lean Meat/Beans	4 oz.	3 oz.	5 oz.		5 oz.	
Fruits	1.5 cups		1.5 cups		2 cups	1.5 cups
Vegetables	1.5 cups	1 cup	2.5 cups	2 cups	3 cups	2.5 cups
Grains	5 oz.	4 oz.	6 oz.	5 oz.	7 oz.	6 oz.

Milk/Dairy

Dairy products like milk, yogurt and cheese are a good source of calcium, which builds strong bones. Choose fat-free (skim) or low-fat (1%) dairy products to avoid extra calories and saturated fat. Leafy greens (like spinach and kale) and milk alternatives (soy, almond, etc.) can be good sources of calcium for those who don't drink milk. Limit flavored milks (like chocolate and strawberry) — they can have added sugars and calories.

Lean Meats/Beans

Meat, poultry, fish and beans are great sources of protein, which provides energy. Choose lean meats such as white meat chicken with no skin, beef round, chuck, sirloin, pork chops or tenderloin, and trim all the fat to avoid getting too much saturated fat. Vegetarians and vegans can get protein from many plant sources including beans, legumes, nuts and soy.

Fruits

Fruits provide many essential nutrients such as vitamins, minerals and fiber. They're also sweet, thanks to their natural sugars. Fresh, frozen, dried and canned fruits can all be healthy choices — just be sure to compare food labels and choose products lowest in added sugars. Choose frozen fruits that are 100% fruit with no added sugars. Canned fruit should be packed in water, its own juice or light syrup only (no heavy syrup).

Vegetables

Vegetables provide vitamins, minerals and fiber. Vegetables of different colors may have different vitamins and minerals, so try to eat all the colors of the rainbow! If you buy frozen or canned vegetables, compare food labels and choose products with the lowest amounts of sodium.

Fiber-rich Whole Grains

Grains such as bread, pasta and rice provide fiber. Half of all grains you eat should be whole grains. Look for whole-grain products like whole-wheat pasta, whole-wheat crackers, whole-grain bread, rolled oats (oatmeal), and brown or long-grain rice. You'll get more fiber by eating whole-grain products than by eating products made with refined grains such as white flour or white rice.

Fats and Oils

Eating foods with a moderate amount of fat can be part of a healthy diet. But foods like French fries, chips, cookies and pastry can have lots of fat, which means extra calories. Some types of fats are better for you: monounsaturated and polyunsaturated fats. These better fats are found in foods like oily fish (including salmon, trout and herring), olive oil, canola oil, other liquid vegetable oils, liquid or soft margarine, avocado, seeds and nuts. For a healthy heart, choose foods low in saturated fat and trans fat — the bad fats. These fats are usually found in meat, whole and 2% milk, other dairy foods including ice cream, and commercially baked or fried products.

Added Sugars/Sweets

Cut back on foods and beverages sweetened with added sugars, such as regular sodas, sports drinks, candy and cookies. Foods and drinks with added sugars tend to be low in vitamins, minerals and nutrients, and the calories add up quickly. They also won't help you keep up your energy throughout the day.

Salt and Sodium

Salt is about 40 percent sodium. Foods like pizza, bread and canned soups can have lots of hidden sodium. Try to limit how much sodium you eat. When you make food at home, add flavor by using herbs and spices instead of salt.



Recipe Demonstration Preparation

Conducting a recipe demonstration for children can be a fun and exciting learning experience for everyone. Here are a sample agenda and a few tips to help you prepare for your demonstration!

Sample Agenda for Recipe Demonstrations

- **Introduction.....10 minutes**

- Share a few personal details about your cooking history and experiences. Be energetic and engaging.
- Discuss how preparing meals at home is not just fun but a good way to make sure to eat the right amounts of healthy foods for growth and development.
- Mention the American Heart Association's Dietary Recommendations for the age group with whom you are working.
- Review the importance of safety in the kitchen, including proper hand washing.

- **Recipe Review.....5 minutes**

- Assign students to read the recipe ingredients and directions.
- Mention any special instructions based on your particular classroom set-up.

- **Recipe Demonstration.....30 minutes**

- See recipe scripts.

- **Tasting and Discussion Questions.....10 minutes**

- Pass out samples of the dish that was prepared.
- Discuss the questions at the end of each recipe script.
- Encourage students to visit the Simple Cooking with Heart website at home and prepare a recipe with their families.

- **Clean Up.....10 minutes**

- Have students clean their work stations and equipment. Remind students to be careful when cleaning sharp objects such as a knife.
- Mention that cleaning is also an important part of food safety; it helps minimize the chance of cross-contamination and food-borne illnesses.





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Planning Tips

- **Determine your classroom set-up.** Plan a space that's appropriate for your group of students. It may be helpful to have a 'demonstration table' where you lead them in each step of the recipe (prepping the cutting board, demonstrating how to cut an apple, etc.) before they try the steps themselves. Then decide how you want to divide the students. Will you divide them into groups, and will each group complete the entire recipe? Or will you make the recipe together as a class? This requires only one set of cooking supplies and ingredients and may work best with limited resources. If you have multiple sets of supplies, consider arranging stations based on each step in the recipe. The students could rotate through each station to experience each cooking step. Remember, the goal is to teach culinary skills, so make sure your set-up fosters a fun, safe learning environment!

**Please note: The recipe scripts are written as if the students will be working in groups that will complete the entire recipe, and not in rotating stations. So adjust the scripts as needed.*
- **Gather your cooking supplies.** All the supplies needed for each recipe are listed in this guide. If you don't have the cooking equipment (bowls, mixing spoons, etc.) on hand, consider visiting a local discount store to save money. Be sure to have enough supplies based on your classroom set-up. For example, if you divide the children into separate groups to complete the entire recipe, you'll need one set of supplies for each group.
- **Determine your quantity.** Plan your shopping list based on the expected number of students and your classroom set-up. The smoothie recipe makes 6 servings, and the wrap recipe makes 4 wraps. Also consider whether you want the students to have a single serving of each recipe or just enough for a taste.
- **Go grocery shopping!** You can find what you need at a regular grocery store. If you talk to a grocer in advance, you may be able to get items donated or at a discount. Pick up your groceries about a day or two before your demonstration — enough time that you aren't rushed, but not so far in advance that perishable items might spoil.
- **Review the Recipe Scripts and Table Topics.** Each recipe has step-by-step instructions plus a script that includes important dialogue to share with your students. Familiarize yourself with this information in advance. The Table Topics alongside the script can also help you engage your students while they watch you demonstrate. If you want to watch examples of basic cooking skills, check out the videos on heart.org/simplecooking.
- **Review the liability release** on page 1 and share with parents and/or participants as needed.
- **Prepare your students.** Prior to the demonstration, review the hand washing and food safety information on the next page with the students who will participate in the demonstration. On the day of the demonstration, consider assigning students to complete each of the steps in the recipe before starting the demonstration. This will help the demonstration run smoothly, and each student will know their exact role for preparing the recipe. For example, assign students to wash the fruits and vegetables, chop each of the ingredients, place ingredients in blender, etc.



Getting Started

Discuss hand washing and food safety with the students before starting the recipe demonstrations and before any food is handled. Share this information immediately before the demonstration or create a lesson or activity to do the day before and have students practice these skills. Mention these important topics throughout the demonstration as a reminder.

Hand washing

Hand washing is one of the BEST ways to prevent the spread of germs. When we prepare food for ourselves or for others, it's VERY important that we use the very best hand washing practices. This includes using soap and warm water and making sure to wash thoroughly, cleaning your palms, backs of your hands, and between fingers. We want to do this for at least 20 seconds — about as long as it takes to slowly sing the ABC song or Happy Birthday song.

It's also important to wash your hands every time you touch any body part (such as your hair, skin and mouth), your shoes, the floor, an animal or someone's hand (for example, shaking hands). And, if you come in contact with raw meat, poultry or fish, go back to the sink for another good hand washing.

Be sure to allow time for proper hand washing. The students should wash their hands before each recipe demonstration.

Food Safety

Why do we wash fruits and vegetables? There's always the chance that bacteria, chemicals or dirt are on their skin. That's why you should rinse fruits and vegetables under running water. Proper rinsing is important even for fruits and vegetables whose peel we don't eat.

Ask students, "What's a fruit or vegetable that has a peel or skin that we don't eat?" (Example: watermelon.) Explain why it's important to wash the skin of the watermelon even though we don't eat it. Our knife touches the outside of the melon before it gets to the edible part. If bacteria is on the skin, it could get onto our knife and be carried to the part of the melon we eat.

One way to rinse food like spinach or lettuce is in a bowl of cold water. Submerge the leaves in the water and swish them around for a minute. Then remove the leaves and shake off excess water. When using spinach or lettuce for salads or other dishes, drying the leaves completely and removing the stem is recommended. If spinach or lettuce leaves are going into a smoothie, the leaves don't have to be completely dry and the stems don't need to be removed.





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Big Green Monster Smoothie

Classroom Set-up

You can set up your classroom for this demonstration in many ways depending on the equipment, supplies and number of students. If you'll be setting up stations, create these work areas:

1. Washing station
2. Chopping station for fruits and vegetables
3. Measuring station for milk, honey and spices (if using)
4. Blender station

At each station, place all the equipment, utensils and ingredients needed for that area. Ensure the electrical outlet for the blender is working. Place a copy of the recipe at each station.

Demonstration Planning

The Big Green Monster Smoothie recipe makes six 4-ounce or ½-cup portions. Based on the expected number of students, the recipe may be doubled or tripled. Be sure to make one recipe at a time, though, as most blenders can only handle that amount. Also, remember to adjust your grocery quantity and supply list as needed.

Grocery Shopping List

Green apples
Cucumbers
Kiwi
Spinach
Fresh lemons
Low-fat milk, milk substitute or water
Honey
Ice cubes (if desired)

Supply List

A large bin to carry supplies	Paper towels
4-ounce portion cups or paper cups	Plastic spoons for tasting
Straws (for kids younger than 4-5)	Cleaning solution
Napkins	Hand soap, sanitizer or wipes
Plastic wrap or bags for leftovers	Garbage bags
Dishwashing liquid	First aid kit
Dishtowels or cloths	Extension cord
Sponge	Aprons

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Equipment List

- | | |
|---------------------------------|----------------------------|
| Cutting boards (4) | Fork (1) |
| Vegetable peelers (2) | Soup spoon (1) |
| Paring knives (4) | Tablespoon (1 per group) |
| Measuring cups (1 set) | Small bowl for lemon juice |
| Measuring spoons (3 sets) | Copies of recipes |
| Blender (base, pitcher and lid) | |

Tips for conducting the demo with limited resources and supplies

- Buy a bag of apples rather than individual apples if it's more cost effective.
- Look for deals on kiwis. Omit kiwis if they cost too much.
- Any variety of cucumber may be used.
- Buy conventional produce rather than organic.
- Buy conventional milk rather than organic.
- Buy store brands if possible.
- If a sink isn't available, provide hand sanitizer or hand wipes. Or set up a washing station using three 10-gallon storage bins: The first bin contains soapy water for washing, the second contains clean water for rinsing, and the third bin contains water with a little bit of white vinegar for sanitizing.
- If cutting boards and knives are limited, allow the students to rotate work stations to experience each task.
- If vegetable peelers aren't available, use paring knives carefully to remove the skin of the cucumbers.
- If blenders are limited, have the students prepare all of the ingredients and place them in bowls and small cups. When all ingredients are ready for blending, allow each group to rotate using the blenders.



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Big Green Monster Smoothie

Makes six (6) 4-oz. (½-cup) servings.

Ingredients

- 1 green apple, cored and cut into large chunks (leave skin on)
- 1-2 handfuls of washed spinach
- ¼ large cucumber, peeled and cut into chunks
- 1 kiwi, peeled and cut into chunks
- 2 tablespoons fresh lemon juice
- 1 cup low-fat milk (or milk substitute or water)
- 2 teaspoons honey
- 1 cup ice cubes

Directions

Add all ingredients into a blender. Pulse until thoroughly blended. When blended to desired consistency, pour into cups and serve.

PER SERVING

Calories	53
Fat	0.5 g
Saturated Fat	0.5 g
Trans Fat	0.0 g
Polyunsaturated Fat	0.0 g
Monosaturated Fat	0.0 g
Cholesterol	2 mg
Sodium	30 mg
Carbohydrates	11 g
Dietary Fiber	2 g
Total Sugars	9 g
Protein	2 g

Recipe Notes

- Food allergies and sensitivities: This recipe includes milk. Water or milk substitute can be used in place of milk, if necessary.
- If ice cubes aren't available, use chilled ingredients for best results.
- Try adding cinnamon, vanilla or ginger to change the flavor of the smoothie.
- If listed vegetables and fruits aren't available, substitute other green produce items such as parsley, pears, peas, kale, leaf lettuce, greens or green beans. Note: The flavor profile and nutrition information will change.



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Big Green Monster Smoothie Script

Introduction

Hi, I'm really excited to be with you for our cooking demonstration. *(You may choose to share additional personal information, such as how long you've been cooking, some cooking challenges you've faced or other information.)*

Today, we're going to create a recipe using mostly **GREEN** foods — that's why it's called the **BIG GREEN MONSTER** smoothie! It's made with some ingredients that you've tasted before and some that you may have never tried! Why did we choose green ingredients? Because green fruits and veggies are full of vitamins, minerals and fiber that help fuel our body and keep it healthy.

How many of you have had a smoothie? How many of you have made it at home or from scratch? Sometimes it's hard to eat all the fruits and veggies we need each day, so homemade smoothies are a great way to get a lot of them in at one time. The cool thing about this recipe is that if you don't have one ingredient, you can substitute another fruit or veggie for it. For example, if you don't have a green apple, you can use a pear or honeydew melon. Smoothies can be for kids and adults, so you can make a big one and share with the whole family.

What other green fruits and veggies can you name? *(green grapes, avocado, pear, asparagus, green beans, lettuce, green pepper, honeydew, limes, broccoli, Brussels sprouts, okra, zucchini)*

Review Recipe

First things first — let's review our recipe. It's important to review a recipe all the way through before you get started. That way, you know exactly what you need and when you need it. It also lets you substitute an ingredient for one you don't have if you need to. Let's say you're out of milk at your house — you can substitute water. Or, what if you don't have kiwis? If you have a banana, you can use that. The smoothie will still be green, just not as dark green!

Have the assigned students read the recipe ingredients and directions.

Demonstrate Blender

You can see that we're using a blender today. *(Hold up the blender.)* Have any of you used a blender? Only use a blender with adult supervision because it's an electrical appliance and has very sharp blades. We need to be sure we keep our hands and fingers far away from the blades when adding the ingredients. *(Demonstrate how to drop the ingredients in from the top of the pitcher.)* Always remember, safety first in the kitchen!

Wash Produce

We've already washed our hands, so let's start creating our recipe. We're going to prepare all our ingredients first and put them in bowls before we add them to the blender. The first thing we need to do is to clean our fruits and vegetables really well!

Have the assigned students wash the fruits and vegetables. Remind the person washing spinach that he or she will need a bowl for swishing the leaves. The students will return to their groups when they are finished.

Demonstrate Cutting Board and Knife Skills

Now that our fruits and vegetables are clean, I am going to show you how to safely use a cutting board. When using a cutting board, it must be steady. To make it steady, lightly wet a paper towel or napkin and place it directly on the counter or surface. Then put the cutting board on top of the wet paper towel or napkin. Now your board is



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ready to use. *(Demonstrate how to do this as you speak and show how the board now stays in place.)*

Allow the children time to prep their cutting boards.

Demonstrate proper knife skills using an extra apple, cucumber and kiwi.

Chop Ingredients

We need to cut up some of our ingredients before we put them in the blender. First, I'm going to demonstrate how to chop our ingredients, then you will have a chance to do it. Today we're using a paring knife. This type of knife is used to peel and chop fruits and vegetables.

First, we'll chop our **apple**. We're leaving the peel on the apple because this is where much of the nutrition is, especially the fiber. So place your apple flat on the cutting board with the top part (with the stem) facing straight up. We're going to cut it into four sections. Hold the knife in your dominant hand and place the tip of the knife about a quarter of an inch *(about half the size of a fingernail)* away from the stem so you don't cut the core. The core of the apple is where the seeds are, and we don't want seeds in our smoothie. Repeat this step on the other three sides until you have only the core left. *(Show core and four apple sections.)* Next, place the flat side of each section face down on the cutting board, and cut them into slices. Be sure to keep your fingertips curled as far away from the knife as possible, and always cut food away from your body *(demonstrate)*. Last, cut the slices into square chunks.

Now for the **cucumber**! First, we need to remove the skin. To do this, we'll use the vegetable peeler *(show the vegetable peeler)*. Hold the end of the cucumber with one hand and the vegetable peeler with the other. Lightly press the peeler against the middle of the cucumber and slide it toward the end you're not holding, away from your body *(demonstrate)*. Remember to watch your fingers, because the vegetable peeler blade is sharp like the blade of a knife. Next, put the peeled cucumber on the cutting board and cut off each end. Now we're going to slice the cucumber in half lengthwise, like this *(demonstrate)*. After that, we chop it into chunks, just like did with the apple.

The last ingredient we need to chop is the **kiwi**. How many of you have ever seen or eaten a kiwi? First, place the kiwi on the cutting board, and slice off each end. Next, take a spoon and place it as close in between the fruit and the skin as you can. Rotate the spoon around the kiwi until all the skin is loose; the fruit should easily slide out. Now, place the kiwi on one of the flat ends, hold it with one hand and slice it into four pieces. Slice each piece into three chunks.

Give students time to peel and chop their ingredients and add them to a bowl. Students need to clean their workspace of scraps and debris before moving to the next step.

Food for Thought

1. Who likes to go to the grocery store with their Mom or Dad? Do you have a certain job at the grocery store? (e.g., "I always pick out the apples.")
2. What other dishes or recipes does your family make using the blender?
3. Let's say you were having 12 friends and family members over to your house for a smoothie party. How would you make sure you had enough of this recipe for each person to have some?
4. What other flavors of smoothies would you make at home? What would be a good smoothie for breakfast? What about for a snack?
5. What are some fruits and veggies that are red? Yellow/orange? Blue/purple? White?
6. How do you and your family like to eat vegetables? Cooked? Raw? Steamed? Grilled? With dip?
7. We all need to eat more fruits and vegetables every day. What ways can you think of to eat more during your day?

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Juice Lemon

Place a small bowl in front of you for the lemon juice. Using an extra lemon, demonstrate how to juice a lemon.

The next ingredient is the lemon juice. Does anyone know the best way to get juice out of a lemon? What you do is roll the lemon on a hard surface. Place the palm of your hand firmly on the top of the lemon and roll back and forth six to eight times with a lot of pressure. The juice is released and your hand will smell like lemon from the oil that comes from the skin! Then, cut the lemon in half and strain the juice by placing your hand over a bowl, palm side up. Using the other hand, squeeze the lemon into your palm and catch any seeds that come out with your fingers. We do this over a bowl in case any seeds slip through our fingers. Once your lemon is juiced, use the measuring spoon to measure out 2 tablespoons of juice.

Allow the assigned student to juice the lemon in a small bowl, removing any seeds. Measure out 2 tablespoons, and add to a small bowl.

Add Milk and Honey

The next ingredient is milk. If we didn't have milk, what else could we use? We need 1 cup of milk, and we're going to use the measuring cup for this step.

Allow the assigned student to measure out milk in a liquid measuring cup and pour it into a small bowl.

Why do you think we're adding honey to our smoothie? Is honey sweet, salty, bitter or sour? Honey adds sweetness to the smoothie that will help balance the tartness of the green apple. We only need a small amount of honey because it adds sugar and calories to the recipe, so measure 2 teaspoons using the correct measuring spoon.

Allow the assigned student to measure the honey and add it to a small bowl. If using ice, allow the assigned student to add the ice directly into the blender.

Blend Ingredients

Now we're ready to blend our smoothies. Blenders can be used for a variety of tasks in the kitchen, so blenders have different settings. Today, we want to use the setting that's best for our smoothie, so let's review our options. *(All blenders are different. Be sure to review prior to class.)*

Assign a student to read the different buttons on the blender.

The "blend" setting is often used to make sure ingredients are mixed together really well. For example, you may use this setting for making milkshakes, pancake and waffle batters, salad dressings, mayonnaise and homemade peanut butter. The "puree" setting is often used to make ingredients smooth in consistency. For example, you can make hot or cold soups or baby food.

The "chop" setting is used to cut ingredients into smaller pieces. You can cut fruits and vegetables into smaller pieces, chop nuts, and make bread crumbs with this setting. The liquefy/smoothie/ice setting is used to chop ice or chop frozen fruits and vegetables. This one will be just right for our smoothies.

The blender has a motor that makes the blades move, so it's important to make sure the blender is on a stable surface before you start it. We've selected our speed, and we can finish our smoothie!

Have the assigned student add the ingredients to the blender and start the blender. Pulse until ice is mostly chopped (if using ice), and then blend until thoroughly mixed (about two minutes).

Serve and Taste

Allow one student from each group to pour the smoothie into cups and serve.

Great job, everyone! Before we talk about how the smoothie tastes, let's talk about a few other things. Did you know we use all five of our senses when we eat? We see the food first. (How does it look? Colorful? Messy?) We smell it next. (Does it smell fruity? Grassy?) Can we hear it? (Is it bubbling?) We touch it as we bring it up to our mouth. (Is it hot? Cold? Soft? Hard? Sticky?) Finally, we taste it with our taste buds. (Is it salty, sweet, sour or bitter?)

Discuss thoughts on how the smoothie looks, smells, sounds, feels and tastes. Use the Discussion Questions as a guide. Allow the students to discuss their answers within their groups.

Discussion Questions

1. Have you ever had a smoothie from a restaurant or from the grocery store? What do you think makes this one different?
 - A. Sometimes smoothies can be loaded with sugar, calories or other things that make them less healthy than we'd like them to be. By making this smoothie ourselves, we could control the amounts of everything we added and the size of our portion. We have natural sugar from our fruits and vegetables and only a small amount of added sugar from honey.
2. We talked about why green fruits and veggies are so good for us, but what makes them green?
 - A. It's something called chlorophyll (KLOR-o-phil). They also have important vitamins and other nutrients including vitamin A, vitamin C, vitamin K and folate and fiber. Fiber has two important roles: 1) It helps you go to the bathroom, and 2) it helps keep your heart healthy by keeping your cholesterol low. Do you know what cholesterol is? It's something that our body makes and it's something we eat in certain foods. If we have too much of it, it's not good for our hearts. So by eating lots of fruits and vegetables, we can help protect our hearts! All of the colorful fruits and veggies like the reds, oranges, blues, purples and even whites have important nutrients that we need each day. That's why it's good to eat a lot of different kinds of fruits and vegetables each day! Fruits and vegetables can be frozen, canned, dried or fresh. Small amounts of 100% juice counts as a fruit or vegetable, too.
3. Who drinks milk? Why is drinking milk important?
 - A. Milk has nine of the important nutrients that we need every day including calcium, vitamin D and protein. These nutrients help keep our teeth and bones strong and help build muscles. Milk also helps us stay hydrated and healthy so we can concentrate and stay focused in school, on homework, on the field or at dance class. Pick fat-free (skim) or low-fat (1%) milk to avoid extra calories and saturated fat. Also, limit flavored milks like chocolate and strawberry to a special treat now and then, because they can have added sugars and calories.
4. Who is allergic to milk? What other ways can we get important nutrients like calcium besides drinking milk?
 - A. Leafy greens like spinach and kale and milk alternatives like soy milk and almond milk can provide some of the nutrients we need if we don't drink milk.



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White Bean and Avocado Wrap

Classroom Set-up

There are many ways to set up your classroom to complete this demonstration depending on the equipment, supplies and number of students. If you will set up stations, create these work areas:

1. Washing station
2. Chopping station for vegetables
3. Bean draining station*
4. Wrap assembly station

At each station, place all equipment, utensils and ingredients needed for that area. Put a copy of the recipe at each station.

**Please note: Canned beans are used in this recipe. It may be helpful to open all cans of beans and place the beans and liquid in a bowl for each group.*

Demonstration Planning

The White Bean and Avocado Wrap recipe makes four full-sized wraps. Based on the expected number of students, you can easily double or triple the recipe. Wraps may be cut in half or in thirds to allow for bite-sized samples, if necessary. Adjust your grocery quantity and supply list as needed.

Grocery Shopping

Canned, reduced-sodium white beans	Honey
Avocados (purchase one that isn't ripe to show as an example; others should be ripe)	Carrot
Vinegar	Cabbage (green or purple)
Extra virgin olive oil	Cherry tomatoes
Pepper	Cilantro
	8-inch whole-wheat wraps or tortillas

Supplies

A large bin to carry supplies	Paper towels
Small paper plates	Plastic spoons for tasting
Plastic knives	Cleaning/sanitizing solution
Napkins	Hand soap, sanitizer or wipes
Plastic wrap or zip-top bags for leftovers	Garbage bags
Dishwashing liquid	First aid kit
Dish towels or cloths	Aprons
Sponge	Water



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Equipment

Cutting boards (4)
Vegetable peelers (2)
Paring knives (4)
Measuring spoons (3 sets)
Can opener
Colander
Box or flat graters (2)
Mixing bowls, medium sized (4)
Soup spoons or other large spoons (2)
Forks (2)
Dinner knives (2) or spreader/spatula
Whisks (2)
Copies of recipes

Tips for conducting demo with limited resources and supplies

- Shop for store-brand beans, vinegar, oil and honey.
- Substitute roma or other tomatoes for cherry tomatoes. If larger tomatoes are used, cut them into small pieces.
- If a sink isn't available in the demonstration area, consider rinsing beans and produce in the bathroom sink, if appropriate, or rinse in advance.
- If knives or graters are limited, tear cabbage and cilantro into small pieces by hand and break carrots into small pieces.
- If supplies are limited, allow the students to rotate work stations to experience each task.
- Use plastic ware to mash the beans and avocados, slice the cherry tomatoes and whisk the marinade.
- If a sink isn't available for hand washing, provide hand sanitizer or hand wipes. Or set up a washing station using three 10-gallon storage bins: The first bin contains soapy water for washing, the second contains clean water for rinsing, and the third bin contains water with a little bit of white vinegar for sanitizing.



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White Bean and Avocado Wrap

Makes four (4) wraps

Ingredients

- 1 15-ounce can reduced-sodium white beans (navy, cannellini or Great Northern), drained and rinsed
- 1 ripe avocado, pitted
- 3 tablespoons vinegar (red wine, white, apple cider)
- 1-½ teaspoons extra virgin olive oil
- 1 teaspoon honey
- ⅛ teaspoon pepper
- 1 carrot, shredded
- 2 cups green or purple cabbage, washed, cored and shredded
- ½ cup cherry tomatoes, quartered
- 2 tablespoons cilantro, coarsely chopped (divided)
- 4 8-inch, 100% whole-wheat wraps or tortillas

PER SERVING

Calories	339
Fat	11.0 g
Saturated Fat	1.5 g
Trans Fat	0.0 g
Polyunsaturated Fat	2.0 g
Monosaturated Fat	7.0 g
Cholesterol	0 mg
Sodium	471 mg
Carbohydrates	54 g
Dietary Fiber	15 g
Total Sugars	10 g
Protein	12 g

Directions

1. In a medium-sized bowl, whisk together the vinegar, oil, honey and pepper to create the dressing (marinade).
2. Add the carrots, cabbage, cherry tomatoes and 1 tablespoon of the cilantro to the bowl. Toss gently to coat the vegetables with the dressing. Set aside and allow to marinate for 15 minutes.
3. In a small bowl, combine the white beans and avocado. Mash with the back of a fork and mix until thoroughly blended and spreadable.
4. Place four wraps/tortillas on a flat surface. In the center of each wrap/tortilla, place 2 heaping tablespoons of the mixture. Using a knife or spatula, spread the mixture out until it is two inches away from the edges of the wrap (to allow for easier assembly).
5. Stir the cabbage mixture again, and place 2 heaping tablespoons on top of the bean/avocado mixture.
6. Add cilantro as a garnish on top, if desired.
7. Begin folding the two sides inward. Hold with fingers and lift the bottom portion of the wrap up with your thumbs to create an “envelope.” Once the bottom of the wrap is touching the two sides, begin rolling the wrap until it’s completely closed. Place on a flat surface with the smooth side up.

Recipe Notes

- The bean and avocado mixture may remain chunky, if desired.
- If white beans are not available, use black, pinto, kidney or garbanzo beans.
- If cabbage is not available, use romaine or head lettuce.
- If 100% whole-wheat wraps or tortillas are not available, use corn tortillas. Compare food labels and choose the product with the lowest amount of sodium.
- Substitutions may alter the flavor profile and nutrition information.



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White Bean and Avocado Wrap Script

Introduction

Hi, I'm really excited to be with you for our cooking demonstration! *(You may choose to share additional personal information, such as how long you've been cooking, some cooking challenges you've faced or other information.)*

Today, we're going to create a recipe using some ingredients that you're used to seeing — as well as a few that might be new to you. We'll put them together to make a delicious dish or snack that you can make again and again.

Does anyone know what a wrap sandwich is? Has anyone ever had one? What's the difference between a wrap sandwich and a regular sandwich? A wrap is a type of sandwich made with a soft flatbread rolled around a filling. The filling can be just about any kind of veggies, fruits, beans or other healthy ingredients!

What types of ingredients do you like to put in your wraps or sandwiches? Today our filling will be beans, avocado and a simple slaw made with cabbage, carrots and tomatoes. And YOU are going to make all of it! Who is ready to get started?

Review Recipe

First things first — let's review our recipe. It's important to review your recipe all the way through before you get started. That way, you know exactly what you need and when you need it. It also allows you to substitute an ingredient, if needed. For example, this recipe says to marinate the vegetables for 15 minutes. If we're in a hurry and don't have that 15 minutes, we might have to change the recipe. Does anyone know what the word "marinate" means? It means to "soak" a food in a sauce that's usually made of oil, vinegar, and spices and herbs.

Have the assigned students read the recipe ingredients and directions.

We've already washed our hands, so let's begin creating our recipe.

Make Marinade

We're going to start with the marinade so we can give our veggies time to really soak up the flavor.

It's important to use measuring spoons when cooking, especially when you're making something that needs balanced flavor — not too salty, not too spicy, not too sweet, not too oily. You can see from our recipe that we'll need several measuring spoons including $\frac{1}{8}$ of a teaspoon, $\frac{1}{2}$ teaspoon, 1 teaspoon and a tablespoon. *(Hold up measuring spoon set and show each size.)*

We'll also be using a whisk to stir the ingredients together *(hold up whisk)*. What else can a whisk be used for in the kitchen? *(beating eggs, whisking cake ingredients together, making salad dressings)*

A marinade is a type of sauce that's usually made of vinegar, oil, spices and herbs. It helps season and add flavor to food before it's cooked or served. Different types of foods require different marinating times, but today our vegetables only need to marinate for 15 minutes. To get started, we need to measure out our marinade ingredients in the large bowl. First we'll add our acid — 3 teaspoons of vinegar. Next is our oil — $1\frac{1}{2}$ teaspoons of extra virgin olive oil. The oil helps add moisture to the food and helps prevent sticking if you cook the food. And last, our seasonings: 1 teaspoon of honey and $\frac{1}{8}$ teaspoon of pepper. These ingredients add flavor to the marinade. There are many variations of marinades, so experiment at home with your family to find different combinations. Now we're just going to whisk all of these ingredients together until everything is mixed well.





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Have the assigned student measure the ingredients for the marinade and pour into a large bowl. Another assigned student can then gently whisk the ingredients together until thoroughly incorporated. Set aside.

Wash Produce

The first thing we need to do is to wash our vegetables and cilantro really well.

Have the assigned students wash the vegetables and cilantro. The students will return to their groups when they are finished.

Demonstrate Cutting Board and Knife Skills

Now that our vegetables and cilantro are clean, I'm going to show you how to safely use a cutting board. When using a cutting board, you want it to be steady when you start cutting. To make your board steady, lightly wet a paper towel or napkin and place it directly on the counter or surface. Then place the board on top of the wet paper towel or napkin. Now your board is ready to use! (Demonstrate how to do this as you speak and show how it now stays in place.)

Allow the students time to prep their cutting boards.

Demonstrate proper knife skills using an extra carrot and head of cabbage.

Peel, Chop and Grate Ingredients

Next we'll be peeling and cutting up some of our ingredients before we add them to the marinade. I'm going to demonstrate how to peel and chop our ingredients first, then you'll all have a chance to do it. Today, we're using a paring knife, a chef's knife *(if available)* and a vegetable peeler. The paring knife is used to chop small fruits and vegetables. The chef's knife is used to chop larger fruits and vegetables. The vegetable peeler is used to remove the outer layer of skin from the fruit or vegetable.

First, we'll peel the **carrot**. Hold the peeler in your dominant hand and the carrot in the other hand. Lightly press the peeler against the first quarter of the carrot and slide it toward the end of the carrot, away from your body *(demonstrate)*. Once the first peel is removed, rotate the carrot $\frac{1}{4}$ of a turn and repeat. Repeat until all sides of the carrot are clean. Then take the top of the carrot and move it. Remember to watch your fingers because the blade of the peeler is very sharp, like a knife blade.

Using the paring knife, slice off the very top and very bottom of the carrot by placing the carrot on the cutting board and holding it firmly in the middle. Be sure to remove any flimsy ends of the carrot, because the carrot needs to be very sturdy for grating.

Now that it's peeled and cleaned, it's ready to be grated. Graters are also very sharp; the edges of the holes act like blades to shred the carrots. *(Show the box grater.)* Now stand the grater on top of the cutting board with the handle facing up. Then, find the side of the grater with the largest holes. Using your dominant hand, hold the carrot against the side of the grater with the largest holes. Now move the carrot up and down over the holes until the carrot is whittled down to a nub. Be sure to hold the carrot at the very top in order to keep it steady and allow for safety. *(Demonstrate.)* Once the carrot is grated, gently tap the bottom of the grater on the cutting board. This lets any carrot shreds still attached to the grater fall into the pile on the board. Lift the grater and voila! *(Demonstrate.)* You've got a nice pile of shredded carrots!

Remove carrots from the cutting board, and clean the surface to prepare for the next vegetable demonstration.



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Now for the **cabbage**. First we need to peel off and throw away any brown, loose or flimsy leaves. We want the leaves to be clean and firm. Next, cut the very bottom of the stem off to flatten the bottom of the cabbage (*demonstrate*). Then place the cut end flat against the cutting board. Using the chef's knife, slice the cabbage in half from top to bottom. This might require some real muscle as the cabbage is very thick and requires a lot of pressure to cut through. Slice each half in half again to create four quarters or wedges (*demonstrate*). We want to remove the rest of the stem and the core from the cabbage, because it's very tough to eat and doesn't taste very good! To do this, locate the tip of the core in the middle of the cabbage quarter. Using your chef's knife, place the blade at the tip of the core and cut diagonally across the core and down to the stem (*demonstrate*). The core and stem should come out in one piece. Throw it away, and do the same thing for the other three wedges.

Now take a wedge and place the flat part against the board. Using the chef's knife, thinly slice the cabbage into strips or ribbons (*demonstrate*). Cut as far as you can until the wedge becomes too small to handle. Take the small part of the wedge and place it on the board so it's flat. Keep slicing until the whole wedge is shredded. Then slice all the shreds in half with one cut of the knife to make smaller shreds. That's it! Once this is done, we're going to use the measuring cup (*hold up*) to measure out 2 cups of shreds and add them to the bowl. What are the other sizes of measuring cups we have? (*Review all sizes.*)

The last vegetable we're going to use is the cherry **tomato** (*hold up*). These are really easy to cut. Using your non-dominant hand, place the tomato firmly on the cutting board. Using the paring knife, slice the tomato in half. Then cut each half in half, creating quarters (*demonstrate*). The tomatoes can be very juicy, so be careful when cutting them. Juice might squirt out, but that's okay! Now we'll use the measuring cups again to measure out a ½ cup of tomatoes and add it to our marinade.

Now we're going to add an herb to our mixture. What's an herb? It's a plant or part of a plant that's used to add flavor to a dish. You can use herbs and spices in recipes to reduce the amount of salt. What are some herbs that you've heard of or that you use at home? This is called **cilantro**. Has anyone ever smelled cilantro? (*Pass cilantro around to each person to smell.*) What does it smell like to you? I'm going to show you how to prepare the cilantro for this dish. Just pull the leaves off the stem (*demonstrate*). Once you have a nice bunch of leaves, stack them on top of each other on the cutting board and use your paring knife to coarsely chop them. This means that they don't have to be perfectly cut into the same size, but each leaf needs to be at least cut in half (*demonstrate*).

Have the assigned students peel and grate the carrots, slice the cabbage, slice the cherry tomatoes, and chop the cilantro leaves. They will measure out the proper amount and add it to the marinade. Toss vegetables thoroughly in marinade set aside for at least 15 minutes.

Prep Beans

Now we're going to work with our canned beans. There are many types of beans available — what are some of your favorites? Today we're using white beans. The beans will be the protein in our wrap.

When we use canned goods, we want to first check the can to make sure there are no deep dents, dents in the seams, leaks or rust. A damaged can could mean the food may have spoiled. Then we want to wash the top of the can to remove any dust or dirt. Now it's ready to be opened using a can opener. Because the can opener blade is sharp, be very careful when using it. Always use a can opener with adult supervision. (*Demonstrate, but do not open unless there is an extra can available.*)

We're going to drain the liquid from our beans today. Why do we drain off the liquid in the beans? It's a way to remove some extra salt. Salt is used as a preservative in the beans, and it's not needed in the actual recipe. Too



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much salt from our food isn't healthy, and this is an easy way to remove some of it. We're going to use the colander to strain the water and catch the beans. Then, we'll rinse the beans for at least 30 seconds using cold water. Once the beans are rinsed, we'll add them to our mixing bowl.

Have the assigned student drain and rinse the beans in the sink and pour them into a mixing bowl.

Peel and Pit Avocado

On to our avocado. *(Pass around one ripe and one unripe avocado.)* The avocado is going to be what makes our wrap filling creamy. Why is it important to have a ripe avocado vs. an unripe avocado? What differences do you see?

I'm going to demonstrate how to open an avocado, then you'll do it. First, place the avocado on the cutting board lengthwise. Place your non-dominant hand on top of the avocado to hold it in place. Using your paring knife, make a cut in the avocado and slide the knife around the outside of the avocado clockwise while your non-dominant hand rotates the avocado counter-clockwise. Continue slicing until you've reached your initial cut and the top of the avocado can be removed easily. You may have to twist the top and gently apply pressure to remove it. Now you can easily see the pit.

To remove the pit, place the tip of the spoon underneath the pit. Gently wiggle the spoon back and forth until you dislodge the pit. Be careful, as the pit is very slippery and can be hard to manage. To remove the pulp — or the avocado meat — place one of the halves in the palm of your non-dominant hand. Place the spoon at the top of the avocado half and scoop out the meat into the bowl with the beans. You'll have to do a bit of scraping to get all the avocado out. Be sure to get as much as you can — you don't want to leave any of it behind!

Have the assigned student slice open avocado, remove pit and scoop pulp into the bowl with the beans.

Mash Beans and Avocado

Next, we're going to mash the beans and avocados together with a fork. Be sure to mash and mix them well so they're smooth and creamy.

Have the assigned student mash beans and avocados with a fork until they're well mixed and smooth/creamy.

Food for Thought

1. What kind of measuring spoons do you have at your house? Metal? Plastic? Decorative? What are the measurements on our measuring spoons? Why is it important to use measuring spoons?
2. What colorful fruits and vegetables do you and your family like to eat? How do you like to eat them? Cooked? Raw? Steamed? Grilled? With dip?
3. We all need to eat more fruits and vegetables every day. What ways can you think of to eat more of them during your day?
4. Does anyone grow cilantro at home? Any other herbs? Fruits? Veggies? Did you know that growing your own herbs is much less expensive than buying them at the grocery store?
5. What other dishes does your family make with beans? Do you use dried or canned beans? Which do you think costs less? Can you name any other kinds of beans? (Black, light red kidney, dark red kidney, garbanzo, pinto)
6. We used a whisk to make our marinade. A whisk is a common cooking utensil found in most kitchens. What other cooking utensils do you have/use at home?
7. What else would you have with this wrap to make it a balanced meal?
8. Marinating is a way for foods to absorb and develop more flavor. What other types of foods do you marinate?



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Create Wraps

Now, let's create our wraps. I'll demonstrate one, then you'll get to make your own. First, find the midpoint on the wrap/tortilla. Find the center and measure about 1 to 1½ inches below that line. Then place 2 heaping tablespoons of the bean/avocado mixture on the spot below the center. Using a spatula or knife, spread the mixture out until it's 2 inches away from the edges of the wrap. That way the mixture won't ooze out the sides. Next place 2 heaping tablespoons of the cabbage mixture on top of the bean/avocado mixture. Sprinkle the cilantro as a garnish on top, if desired.

I'm going to demonstrate how to fold the wrap like a burrito so the filling stays inside.

Start by folding the two sides of the wrap inward. Hold the sides with your fingers and lift the bottom portion of the wrap up with the thumbs to create an "envelope." Once the bottom of the wrap is touching the two sides, roll the wrap until it's completely closed. The side with the flap should be face down on the plate.

Allow the students to create their own wrap. If ingredients are limited, have the assigned students make the wrap.

Serve and Taste

Great job, everyone! Before we talk about how the wrap tastes, let's talk about a few other things. Did you know we use all five of our senses when we eat? We see the food first. (How does it look? Colorful? Messy?) We smell it next. (Does it smell fruity?) Can we hear it? (Is it crunchy?) We touch it as we bring it up to our mouth. (Is it hot? Cold? Soft? Hard? Sticky?) Finally, we taste it with our taste buds. (Is it salty, sweet, sour or bitter?)

Discuss thoughts on the way the wrap looks, smells, sounds, feels, and tastes. Use the Discussion Questions as a guide.

Discussion Questions

1. Why is it fun to cook with fruits and vegetables?
 - A. Because they are colorful — (hold up each vegetable). Carrots are orange, cabbage is purple (or white), avocados are green and tomatoes are red! Colorful fruits and vegetables are good for us. The good things we find in carrots and broccoli — like vitamins, minerals, carbohydrates and fiber — help do all kinds of things. For instance, they help us see better, help our heart muscle stay healthy, give us energy and even help us go to the bathroom! Fruits and vegetables can be fresh, like these, or frozen or in cans.
2. What kinds of food usually have lots of sodium? What kinds of food have very little sodium?
 - A. Lots of sodium: Pizza, chips, pretzels, popcorn, crackers, soups, sauces, lunchmeats, sandwiches, frozen meals, chicken and turkey, and even breads! Little or no sodium: plain veggies and fruits, recipes we make at home without much salt, canned foods that say "salt-free" or "low-sodium" on the label.
3. Why is it important to measure salt when adding it to a recipe?
 - A. If we eat too much salt, it can add strain to our heart, making it work harder than it should. And, if you add too much salt to a recipe, it can make the food taste too salty and you won't want to eat it. To keep our hearts healthy, we need to eat less salt.



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4. Beans are a source of protein. What's protein and why do we need it?
 - A. Protein is a part of every single cell in our body. Every muscle, tissue, organ and system in our bodies is made up of protein. We need it to help our bodies grow and repair if we get hurt.
5. What are other sources of protein?
 - A. Chicken, turkey, beef, pork, eggs, tofu, milk, yogurt, cheese.
6. What makes the protein in beans different from the protein in hamburgers?
 - A. The protein from beans is plant-based because beans come from a plant. The protein from hamburgers comes from an animal.
7. Does anyone know why we are using 100% whole-wheat wraps today?
 - A. The 100% whole-grain or whole-wheat version of a food is usually healthier than the refined version. Whole grains are foods that have the entire grain kernel — the bran, germ and endosperm. Foods like oatmeal, popcorn, brown rice, whole-wheat pasta, whole-wheat bread and buns, corn tortillas and whole-wheat flour are examples of whole grains. Refined grains do NOT have the whole grain — the bran and the germ are removed. This means lots of the nutrients like fiber, iron and B vitamins are also removed. Most of the refined grains are enriched, which means that certain things — but not fiber — are added back to it. Examples of refined grains are foods like white bread, white rice, white pasta, cookies, pies and cakes. We want to eat more fiber to help keep our hearts healthy, so we want at least half of the grains we eat to be whole grains.

Parent Resources

Dear Parents/Guardians,

Your child took a step in a healthy direction today by learning to cook a fun, easy and tasty recipe from the American Heart Association's Simple Cooking with Heart for Kids Guide.

Today's young people are facing a national health crisis. One in three children is overweight or obese, and only one in 10 consumes the amount of fruits and vegetables recommended to maintain good health. Through Simple Cooking with Heart, our goal is to improve health by encouraging and inspiring families to cook more meals at home.

The Simple Cooking with Heart for Kids Guide focuses on teaching kids basic cooking skills and nutritional concepts. It also gives them a hands-on, positive experience — preparing and eating fruits and vegetables. Studies have shown that cooking promotes creativity and healthy lifestyle choices. Children who help prepare snacks and meals are more likely to try these foods. Getting children involved in cooking can also increase their self-esteem. In fact, spending more time together preparing and enjoying meals as a family has many more positive benefits. They include:

- Fewer behavior problems in young children.
- Stronger vocabulary and more academic successes.
- Teens are less likely to smoke cigarettes or marijuana, or to abuse alcohol.
- Reduced risk of childhood obesity and less chance of parents or teens developing eating disorders.
- Greater consumption of fruit and vegetables.
- Meals tend to be lower in calories and fat compared to fast food or restaurant meals.

What you do today to help improve your child's eating habits will pave the way for a healthier future. A glass of milk or two may be spilled along the way, but the sense of accomplishment your child will feel after preparing meals for your family will remain long after the kitchen has been cleaned!

No one is more important in teaching kids about food than their parents and guardians. This Parent Resource Guide is full of tips, ideas and information. You can find more articles, recipes and videos on the Simple Cooking with Heart website at heart.org/simplecooking.

American Heart Association Healthy Eating Recommendations for Kids

Every parent wants to see their children grow up happy and healthy. You can help by adopting good habits for your family, starting with nutrition. The American Heart Association has healthy eating recommendations for children and adolescents to give them the energy they need to support growth and development.

	Ages 4 to 8		Ages 9 to 13		Ages 14 to 18	
	Boys	Girls	Boys	Girls	Boys	Girls
Milk/Dairy	2 cups		3 cups		3 cups	
Lean Meat/Beans	4 oz.	3 oz.	5 oz.		5 oz.	
Fruits	1.5 cups		1.5 cups		2 cups	1.5 cups
Vegetables	1.5 cups	1 cup	2.5 cups	2 cups	3 cups	2.5 cups
Grains	5 oz.	4 oz.	6 oz.	5 oz.	7 oz.	6 oz.

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Tips for Eating More Fruits and Vegetables at Home

Fruits and vegetables are an important part of an overall healthy eating plan. They are high in vitamins, minerals and fiber, without being high in calories and saturated fats. Eating a variety of fruits and vegetables will give your kids the energy they need to enjoy the activities they love!

Set Out Fresh Fruits and Vegetables for Snacking

- Stock your fridge with raw fruit and vegetables, cleaned and cut into finger-food slices. Store them at kids' eye level in an easy-to-reach spot.
- If your kids are hungry while you're making dinner, put out a plate of vegetables or fruit, such as carrot and cucumber sticks or apple slices. Or, if you're chopping vegetables for a dish you're making, let your kids sample the veggies you're preparing. They'll satisfy their hunger and enjoy extra vegetables when they're most receptive.

Involve Your Kids in Selecting and Preparing Fruits and Vegetables

- Involve your children in selecting fruits and vegetables at the farmers' market or grocery store. Give them the grocery list and have them find each fruit or vegetable. The more involved they are in every step of acquiring and preparing food, the more likely they are to eat and enjoy it.
- Offer older kids the opportunity to choose fruits and vegetables to add to the grocery list. They can even choose healthy recipes and write grocery lists themselves.
- Place a chair or stool at your kitchen counter so young children will feel welcome to join in food preparation. Offer age-appropriate tasks. For example, youngsters can tear up spinach leaves or push the buttons on the blender. Older kids can help measure and chop ingredients.

Offer Vegetables or Fruits with Every Meal

- Be sure to offer at least one vegetable or fruit at every meal or snack. Don't be discouraged if your children don't eat them at first. They may need to see an item on their plates many times before they decide to taste it. And they may taste an item many times before they like it.
- Start your day with fruit. Add berries to cereal or bananas to peanut butter toast.
- Add thin slices of fruits or vegetables to sandwiches. Apples, pears, peppers, cucumbers, sprouts, tomatoes and pineapple work well.
- Grate or chop vegetables, such as carrots, spinach or zucchini, and add them to enchiladas, meat loaf, lasagna, pasta sauce, chili, soups or other mixed dishes.
- Add peas to macaroni and cheese.
- Add plenty of vegetables to homemade soups.
- When making pizza, include at least three vegetable toppings.
- Include one vegetable or fruit that you know your child will like with every meal. Unsweetened applesauce and mini carrots are good choices.

Try New Fruits and Vegetables as a Family

- Let your kids see you try new fruits and vegetables. There's no better way to teach your kids to eat healthy foods than by doing it yourself.
- Be aware of times your children may be open to trying new things. For example, some children will eat anything in the car on the way home from school. Others are open to trying new fruits and vegetables on outings, such as a day at the beach or a camping trip, or when they're eating with groups of friends who are all enjoying the new item.

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Your Kitchen is a Classroom

From math and science to lessons about your family's culture, the kitchen can be a place of education, fun and love!

Crunch the Numbers

- Grocery shopping is financial management. Find a day when you can spend a bit more time in the store. Have your child help you with price comparisons and savings calculations when you use coupons or buy in bulk.
- Often we end up halving or doubling recipes to make the right amount. Give your child the task of doing the math to prepare the right number of servings for your family meal.
- Measuring cups and spoons are great for reinforcing math concepts, including fractions, conversions and quantities.
- Following recipes will also give your children a chance to put their time skills to work. Give your child a timer the next time you cook or bake together, and put them in charge of managing it.
- Forgot to buy an ingredient? Cooking is about problem solving. Ask your child to help you find solutions.

Edible Science

- Volume, weight and temperature are key components in the kitchen.
- When you cook a food that was raw, it changes its state of matter. Let your child observe the changes that happen in the skillet or oven.
- Plant a garden or participate in a school or community garden. Learning how a food grows increases the likelihood that your child will want to try it.
- Cooking and baking is about sensory awareness. Each recipe can introduce your child to new tastes, smells, textures and sounds. Make up a five senses game you can play with your child.

Nutrition

- Your children will be more likely to select healthy foods if they know how the different foods in the food groups benefit our bodies. These lessons will pay off throughout their lifetime!

Language Skills

- Ask your child to help you by reading the instructions.
- Ingredient lists make great spelling tools.
- When your child finds unfamiliar words, define the word and use it in a sentence.

Art

- From helping you arrange food on a plate to talking about eating foods in a rainbow of colors, art and creativity abound in the kitchen!

Culture

- Share your family history of food! Talk about your family's heritage and what meals you eat today that come from your culture.
- Holiday traditions often include special meals. Keep the tradition going by involving your child as you prepare celebrations for your family.
- Travel through cooking! Introduce an ethnic meal once a month that will inspire your child to learn more about a new culture and heritage.

Social Skills

- Teamwork, communication and responsibility — success in these areas can boost your child's self-esteem, and the kitchen is a great place to practice!

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Tips for Dealing with Picky Eaters

Picky eaters can make cooking feel like a power struggle. Don't let your child's "I Don't Like That" list prevent you from putting healthy foods on your family's table.

No Short-order Cooking

- Plan meals to include at least one thing that everyone likes (even if it's the baked beans for the vegetarian or the dessert of fruit and yogurt parfaits). Then serve one meal for everyone in the family; no exceptions.

Lucky Number 11

- It's normal for children to be cautious of new things – including food. Research has shown that it sometimes takes 11 tries for a child to decide they like a new food. So keep serving broccoli — prepared in different ways. Allow kids to touch it or play with it to learn about how it might feel in their mouth. Always ask that they take one bite.

No Clean Plate Club

- Help kids focus on eating until they're full rather than finishing every last bite on their plate. Sometimes adults forget that small children have small bellies. A good rule to remember is: one tablespoon of food per age of the child for each dish (about two or three dishes). So, for example, a 3-year-old child should receive three tablespoons each of peas, whole-grain noodles and chicken.

Present Healthy Foods in a Kid-Friendly Way

- Consider creative presentations for healthy foods. For example, cut sandwiches with cookie cutters, use an ice cream scooper to serve brown rice or mashed potatoes, or use unsweetened raisins or small pieces of fruits and vegetables to make faces on healthy foods.

Celebrate in Healthy Ways

- Pick truly rewarding rewards. Don't reward children with TV, video games, candy or snacks for a job well done. Instead, give your child verbal praise and a hug for good behavior, or take a trip to the zoo or have a heart-healthy family picnic at the park during the weekend.
- Try new ways to celebrate a special occasion or achievement instead of cake or sweets. Ideas include balloons, flowers, 100% frozen fruit bars, a special outing or a new privilege.

Make the Healthy Choice the Default Choice

- Don't buy unhealthy foods: Out of sight, out of mind. If the chips and cookies aren't around, your kids can't eat them. They may complain at first, but when they get hungry, they'll start munching the carrot sticks.
- Keep healthy foods on hand. For example, have water instead of sodas or drinks with added sugars, and a bag of apples instead of a bag of chips.

Make Dinnertime a Family Time

- When everyone sits down together to eat, there's less chance of children eating the wrong foods. Get your kids involved in cooking and planning meals.
- When people eat together, everyone develops good eating habits together. The quality time with the family is an added bonus!

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How to Pack a Healthy School Lunch

Making your kids' lunches for school lets you know which nutritious foods they're eating. Here are some budget-friendly, creative ideas to keep kids happy and healthy at lunchtime. When shopping for ingredients, compare food labels and choose products with the lowest amounts of sodium, added sugars, saturated fat and trans fat.

Make a Smarter Sandwich

- Use 100% whole-wheat breads, tortilla wraps or pita pockets.
- Add extra vegetables and fruits such as shredded carrots, sliced apples or avocado.
- Buy store-brand blocks of low-fat cheese and slice it extra-thin.
- Try different types of fillings, like leftover grilled chicken, lean pork, tuna salad or egg salad, or even just veggies.
- Always pack sandwiches with a mini cooler pack to keep them fresh and safe.

Love Those Leftovers

- Use the leftovers from a healthy homemade dinner for lunch the next day. Some ideas:
 - Tomato, vegetable or bean soup
 - Chili made with lean meat or turkey
 - Whole-wheat spaghetti with tomato sauce
 - Baked beans, bean casserole, or beans and rice
- Invest in an insulated lunch bag or container to keep foods hot or cold until the lunch bell rings.

What and Where To Dunk

- Apple and pear slices into peanut butter
- Carrot, celery and sweet pepper strips into hummus, fresh salsa or homemade bean dip
- Whole-grain crackers or slices of grilled tofu (a soybean product) into soup or chili
- Fruit chunks, berries and sliced banana into low-fat vanilla yogurt

Make It Fun

- Packaging makes a big difference. Choose a lunch bag or box that your child really likes. Even a quick doodle on a recyclable paper bag can positively impact your child's perception of the food inside.
- On days when you feel like adding something extra, include a hidden surprise, such as a seashell, sticker, flower, cartoon or a note from you.
- Add your child's favorite fruit to plain yogurt for a colorful surprise! For example, mix in frozen blueberries for purple yogurt or strawberries for pink yogurt.

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