

The Dawes School Wellness Team

Cooking Up Wellness

A guide for organizing cooking classes for elementary students



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the Dawes School Wellness Team who oversaw the
implementation of the classes, Dawes School Principal Karen Bradley,
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Dawes Elementary School, 440 Dodge St., Evanston, IL 60202

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Cooking Up Wellness

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Introduction

Our all school cooking classes at Dawes Elementary (K-5) have met with such an enthusiastic reception that we want to encourage other schools to organize a similar program. This guide is intended to help you in the effort of creating such an experience for your students. We are inspired by our children who, having opened their minds to exploring new foods, now are eager to learn more about the preparation of healthy dishes.

The idea for cooking classes at Dawes grew out of a desire to extend the season of our edible school garden and the experience of growing, harvesting, and tastings of fresh, seasonal food. We saw the winter months as a way for children to continue to grow their taste buds by learning more about root vegetables and winter squashes and the variety of ways to prepare them.

Teachers have long recognized the many benefits associated with cooking in the classroom - a totally integrated experience that excites the senses and stimulates the mind, provides students with the opportunity to apply a wide range of skills, and makes them more aware of the team work needed to bring food to the table. Now faced with a national health crisis, we view incorporating cooking lessons into the school educational program as essential to both the welfare of our children and to the health of our nation. Cooking classes can be the backbone of a good nutrition education program, a way to preserve our culinary traditions, and a means to bring families back to the table.

Buen Provecho!

What We Have Learned About conducting Cooking Classes

The first year that we implemented cooking classes for our students we used grant money to hire a Cooking Class Coordinator. We were very fortunate that Susan Johnson, the Social Worker at Washington School until she retired several years ago was willing to pilot this project and bring her knowledge, skill, and passion for healthy cooking to this endeavor. Her role was to oversee the recruitment and training of volunteers who would teach two sessions in every classroom. As the coordinator she was also responsible for overseeing the scheduling of volunteers into the classrooms, creating menus for two sessions, purchasing all the food, organizing the materials and equipment, and recruiting additional volunteers to assist with the lessons. All was in

place when the time came to implement the lessons except that volunteers did not always show up to do their cooking gig throwing the schedule into much confusion. It was for this reason, that we re-thought the delivery of the program. Basically, this is how it works.

With the help of the Dawes School PTA and Slow Food USA we found funds to hire a Cooking Class Instructor (CCI). The role of the CCI is to plan and teach one cooking class in each classroom in the school. She is supported by the Wellness Team's Cooking Class Task Force whose job it is to assist with the groundwork leading up to the implementation of the classes. This includes among other things clarifying the roles of teachers and volunteers, facilitating communication, and recruiting and scheduling volunteers. We wish to express our appreciation to Elizabeth Thomas who stepped into this role in 2010. She came to us through NURTURE. Her warm and relaxed manner fully engaged the interest of the children and teachers in the cooking experience. In 2011 Rachel Rosner conducted our classes. Her approach and passion links healthy eating with a healthy environment and is informed by her experiences as the Garden and Environmental Curriculum Coordinator (volunteer) at Washington School and as a participant in Fresh from the Farm training.

NURTURE

www.nurtureyourfamily.org/

Nurture's mission is to empower family members of all ages (children, teens and adults) with the tools and resources needed to prepare healthy and delicious meals, even when faced with limited time and budget. Our mission follows the proverb: *Give a person a fish and feed them for a day; teach a person to fish and feed them for a lifetime.*

SLOW FOOD USA

www.slowfoodusa.org/

Slow Food USA seeks to create dramatic and lasting change in the food system. We reconnect Americans with the people, traditions, plants, animals, fertile soils and waters that produce our food. We seek to inspire a transformation in food policy, production practices and market forces so that they ensure equity, sustainability and pleasure in the food we eat.

Proposal for Cooking Classes “Cooking Up Wellness”

Overview:

Our project is designed to teach basic cooking skills, including safe procedures, and expose children to the wonderful diversity of tasty, nutritious, readily available and affordable vegetables.

Format:

Cooking stations will be set up in classrooms where students, led by a cooking teacher and with the assistance of their teacher and volunteers, will participate in one hands-on aspect of food preparation and then come together to enjoy eating what they cooked. All 18 classes in the school, Kindergarten through Fifth grade, will participate.

Responsibilities of Cooking Class Instructor:

Develop one 1 hour cooking lesson that can be used with all 18 Kindergarten - Fifth grade classes with appropriate age modifications as needed.

Purchase all ingredients and materials needed, and do any necessary pre-cooking and preparation of food.

Provide updates as needed to Wellness Team, principal, teachers and volunteers.

Keep a time log and record of expenditures.

Desired Applicant Attributes:

Non-Dawes person, passion for healthy eating and cooking, organizational and networking skills, flexibility, available during school day, teaching experience

Timeframe:

Classes will be implemented during the last two weeks of March 2011.

Budget: Stipend of \$1200 for Coordinator; \$200 additional for food and materials

Timeframe for Cook Class Implementation

September

Cooking Team Task Force reviews proposal for project and submits to Wellness Team for their approval.
Assist in finding sources of funding if needed.
Identify potential candidates for Cooking Class Instructor (CCI) and email proposal to them.

October/November

Re: Cooking Class Applicants:
Task Force acknowledges letters of interest received.
Task Force narrows the field to two candidates and sets up day for interviews.
Notify other applicants of our decision.
Sets up date for two task force members to interview candidates.

Task Force reviews their responsibilities and assigns jobs.
(Reference Cooking Manual for list.)

Identify date for cooking classes to be implemented.
Principal notifies faculty and staff.

Meet with selected candidate to address his/her questions and clarify procedures and responsibilities.

Identify one Task Force member as point person for cooking instructor.

Inventory and organize the cooking pantry in the Teacher's Lounge.

Two Months before Implementation:

Recruitment of volunteers

Review with principal the form letters to be sent to parents
Arrange for translation of parent letter
Send letter by email to parents about the program.*
Respond to volunteers and let them know further information will be forthcoming.*
Compile list of volunteers; create a schedule of volunteers.

Optional: Promote project to local papers and arrange a photo

opportunity.*

One Month before Implementation:

Task Force emails letter to teachers regarding their role in program.

Notify volunteers by email of their responsibilities along with room assignments, confirmation of date/time, and lesson plan.*

Provide CCI with a list of classroom teachers and their contact info.

Develop with the CCI a simple assessment form for teachers where they can provide feedback on the project.

Arrange for translation and printing of recipe.

Introduce CCI to school Health Clerk who will provide assistance where needed.

Furnish the CCI with a list of children with food allergies.
(obtain from school Health Clerk)

Identify volunteers to take photos.

Week before Implementation:

Distribute schedule of classes to faculty and staff.

Provide Cooking Class Instructor with cell phone numbers of Task Force members.

Distribute copies of recipes to classes.

Week of Implementation

Task Force members make themselves available to trouble shoot or assist in classes when possible.

Follow-Up:

Meet with CCI to evaluate the experience. Collect receipts.

Review feedback from teachers and children.

Arrange for reimbursement of CCI.

Provide Wellness Team with a brief evaluation and recommendations for next year.

*Clear all communications with principal before distributing to parents and teachers.

ROLES OF PARTICIPANTS

Role of Wellness Team

Identify a task force to oversee organization of the cooking classes and delineate their responsibilities.

Find the funding for the project.

Role of Task Force

Conduct a search for a Cooking Class Coordinator/Instructor (CCI) by email. Interview candidates and make the final decision on who to hire.

Meet with the selected candidate and provide an overview of the program and to address his/her questions.

Designate a member of the Task Force to assist the Cooking Class Instructor with questions or concerns related to implementing the program.

Provide the CCI with a list of classroom teachers and their contact information.

Furnish the Cooking Class Instructor with a list of children with food allergies (obtain from school Health Clerk).

Provide teachers and volunteers with information on their roles.

Develop a simple assessment form for teachers where they can provide feedback on the project.

With the help of the CCI decide how you will collect feedback from the students.

Identify a volunteer to take photos. Encourage teachers to do the same.

Provide photographs and a write-up on the classes for the school newsletter.

Inventory and organize the pantry in the Teacher's Lounge.

Arrange for translation of recipe from English into Spanish. Distribute it to teachers.

Review parent and teacher letter. Make necessary changes. Email to parents and teachers.* (sample letters included in this manual)

Optional: If desired, promote project to local papers and arrange a photo opportunity.

Review Cooking Class Instructor's evaluation of the project and teacher feedback forms and make recommendations for future classes.

Role of Cooking Class Instructor (CCI)

Research and develop one cooking lesson and related activities for eighteen K-5 classes of approximately 24 students with appropriate age modifications as needed.

Review selected recipe with the Task Force Committee.

Provide classroom teacher with the lesson plan.

Purchase all ingredients for lessons and other materials or items needed.

Maintain on-going updates to principal and the Dawes Wellness Committee.

Keep a time log. (see S. Johnson example)

Maintain a record of expenditure and save receipts for reimbursement. Stay within budget.

Compile a brief evaluation of the project to include feedback from volunteers, teachers and children, an account detailing expenses, and suggestions for what improvements are needed in implementing the program.

Role of Teacher

Recruit a parent volunteer to assist with the lesson.

Set-up stations in room for cooking class per instructions from Cooking Class Instructor (CCI) and assign students to groups.

Review lesson plan beforehand.

Alert CCI to children in class with food allergies.

Prepare the class for the lesson beforehand by:

- Reviewing food pyramid
- Discussing basic food and equipment safety
- Reviewing hand and food washing techniques
- Briefly review the procedure/recipe with class if appropriate.
- Have children wear name tags.

Assist CCI with conducting lesson in the classroom.

Send the recipe of the prepared dish home with each child. (this will be distributed to each class)

Assign a time keeper so as to have plenty of time for tasting, conversing and clean-up.

Stress throughout the enjoyment of food preparation, experimentation, healthy eating, and the pleasure of freshly made food.

Provide feedback to CCI.

Role of Parent Volunteer

Arrive a half hour before lesson is to begin to assist Cooking Class Instructor (CCI) in set-up of portable cooking cart. Make sure all ingredients, materials, and equipment are on hand. Review lesson plan.

Assist children at cooking stations and with tastings.

Stress throughout the enjoyment of food preparation, experimentation, healthy eating, and the pleasure of freshly made food.

Assist with clean-up.

Provide feedback to CCI

RECIPES AND LESSON PLANS

Suggested Guidelines for Recipe Selection

Use seasonal food as much as possible.
Incorporate highly nutritious foods.
Purchase organic products when possible.
Keep the recipe simple - no more than 5 or 6 ingredients.
No milk or milk products.
No meat or fish.
No tofu
No nuts.
No peanuts or peanut oil.
Keep within budget.

Each recipe that we used is found below. Lesson plans are provided for implementing some of the recipes; most recipes are available in a Spanish translation.

from Susan Johnson

**Baked Squash wjth Caramelized Onions and
Yogurt Cranberry or Pomegranate Topping**

Mixed Greens and Couscous with Varlous Add-Ins

from Elizabeth Thomas, NURTURE

Zucchini Black Bean Burgers

Corn, Tomato, and Mango Salsa

from Rachel Rosner

Rainbow Fried Rice

**Baked Squash wjth Caramelized Onjons and
Yogurt Cranberry or Pomegranate Topping**

Developed by Susan Johnson

Serves 6. Preheat oven to 375 degrees.

Ingredients:

1-2 winter variety squash (2-3 pounds)--(choose from acorn, butternut, kabocha, etc.
(use canned if preferred)

1 large onion

1-2 Tbs. balsamic vinegar or sugar 2 Tbs. oil (olive or canola)

salt to taste

1-8 ounce container plain yogurt

1/2 to 3-1/4 cup dried cranberries or fresh pomegranate seeds

Wash, halve, and place squash in baking pan, cut side down in 1/2 inch of water.

Bake at 375 degrees tor 45-50 minutes or until flesh is soft. Remove from pan, let cool,
then scoop seeds out of squash. Scoop squash pulp from shells and mash in a bowl.

Alternately, slice squash into wedges and serve while still in shell. Reheat in oven or
microwave just prior to serving.

While squash is baking, peel and thinly slice onion. Place oil in heavy skillet over
medium-high heat. Add onion, lower heat to medium· low . After 5 minutes add vinegar
and continue cooking until onions are carmelized (20· 40 minutes, depending on
thickness of onions and your particular taste preference). Add salt to taste.

Yogurt Topping

Place yogurt in a small bowl mix in either dried cranberries or fresh pomegranate
seeds.

Pass carmelized onions and yogurt mix to place on top of baked squash.

Lesson Plan

COOKING LESSON A:
Developed by Susan Johnson

BAKED SQUASH WITH CARAMELIZED ONIONS AND YOGURT/CRANBERRY (OR POMEGRANATE) TOPPING

STATION 1

EQUIPMENT NEEDED AT STATION: MEDIUM OR LARGE BOWL, MEASURING SPOONS AND CUPS, SPATULA, MIXING SPOON, CUTTING BOARD

YOGURT TOPPING WITH DRIED CRANBERRIES OR POMEGRANATE
INGREDIENTS:

2 QUARTS PLAIN ORGANIC YOGURT 2 CUPS DRIED CRANBERRIES

POMEGRANATE FOR TASTING PURPOSES ONLY

MEASURE AND MIX TOGETHER AND SERVE ON TOP OF BAKED SQUASH.

DESCRIBE WHAT YOU ARE GOING TO MAKE. ASK IF THEY'VE EATEN PLAIN YOGURT OR CRANBERRIES OR POMEGRANATE.

PUT A HANDFUL OF CRANBERRIES ON 3 PAPER PLATES FOR EACH STATION TO TASTE--ASK ABOUT FLAVOR, TEXTURE--MENTION NUTRITIONAL VALUE

OF VITAMIN C AND MINERALS.

TALK ABOUT YOGURT AS A DAIRY AND/OR SOY PRODUCT WITH CALCIUM

SHOW THEM MEASURING CUPS--DECIDE, BASED ON NUMBER OF STUDENTS, HOW THEY SHOULD MEASURE (I.E., IF 8 STUDENTS, HAVE 4 MEASURE 1/2 CUPS OF YOGURT AND 4 MEASURE 1/2 CUP EACH OF CRANBERRIES). MAKE IT A SIMPLE MATH LESSON.

USE SPATULA TO MOVE INGREDIENTS FROM CUPS TO BOWL.

TAKE TURNS STIRRING AND BLENDING INGREDIENTS.

PASS THE POMEGRANATE AROUND AND HAVE THEM GUESS WHAT IT MIGHT BE LIKE INSIDE. MENTION IT'S HIGH VITAMIN C CONTENT.

PLACE POMEGRANATE ON CUTTING BOARD AND CUT IN QUARTERS. PUSH OUT SOME OF THE SEEDS ONTO PAPER PLATE AND PASS FOR THEM TO TASTE. SHARE POMEGRANATE WITH STUDENTS AT OTHER STATIONS.

COOKING LESSON A: BAKED SQUASH WITH CARAMELIZED ONIONS AND YOGURT/CRANBERRY (OR POMEGRANATE) TOPPING

STATION 2

EQUIPMENT NEEDED AT STATION: 2-3 LARGE SPOONS FOR SCOOPING, TWO MEDIUM-SIZED BOWLS, 2 CUTTING BOARDS, POTATO MASHER, TONGS, HOT PADS

(PRE)BAKED SQUASH, EITHER MASHED OR SLICED

INGREDIENTS: 2 OR 3 TYPES OF PRE-BAKED SQUASH IN PAN FOR MASHING AND/OR SLICING TO BE SERVED WITH CARAMELIZED ONIONS AND YOGURT

TOPPING

ASK IF THEY'VE EATEN SQUASH AND HOW PREPARED. TALK ABOUT SQUASH VARIETIES, WINTER VS. SUMMER, NUTRITIONAL VALUE AS SOURCE OF VITAMINS/MINERALS/FIBER. TELL THEM HOW IT WAS BAKED. DESCRIBE WHAT YOU ARE GOING TO DO.

HAVE STUDENTS MOVE SQUASH FROM PAN TO CUTTING BOARD WITH TONGS. HAVE STUDENTS TAKE TURNS SCOOPING AND SLICING. PLACE IN TWO DIFFERENT BOWLS FOR SERVING.

OBTAIN 1/4 POMEGRANATE (FROM STATION 1) AND PUSH OUT SOME OF THE SEEDS ONTO PAPER PLATE AND PASS FOR THEM TO TASTE.

COOKING LESSON A: BAKED SQUASH WITH CARAMELIZED ONIONS AND YOGURT/CRANBERRY (OR POMEGRANATE) TOPPING

STATION 3

EQUIPMENT NEEDED AT STATION: SKILLET, HOT PLATE, HOT PADS, MEASURING SPOONS, LARGE SPOON FOR STIRRING

CARAMELIZED ONIONS INGREDIENTS:

2-3 ONIONS (PRE-SLICED) 2-4 TBS. OLIVE OIL

2-4 TBS. BALSAMIC VINEGAR 2-3 TSP . SALT

CAUTION STUDENTS ABOUT HOT PLATE USE. PREHEAT LEFT BURNER ON HIGH.

ASK ABOUT THEIR EXPERIENCE EATING ONIONS, RAW OR COOKED, AND WHAT THEY THINK COOKING WILL DO TO THEM (SMELL TEXTURE, TASTE).

TALK ABOUT HEALTHFUL PROPERTIES OF ONIONS, MINERAL CONTENT.

HAVE THEM SMELL OLIVE OIL AND BALSAMIC. (WHEN BLENDED AND COOKED THE FLAVORS WILL MELD AND CHANGE.)

HAVE STUDENTS MEASURE OLIVE OIL AND PLACE IN SKILLET. THEN HAVE THEM ADD ONIONS AND STIR FOR A FEW MINUTES ON HIGH.

HAVE THEM MEASURE AND ADD BALSAMIC VINEGAR AND SALT.

HAVE THEM STIR (AND THEN YOU LOWER HEAT).

HAVE THEM CONTINUE SUPERVISED STIRRING EVERY COUPLE OF MINUTES UNTIL ONIONS CARAMELIZED (VERY SOFT AND SLIGHTLY BROWNED). THIS WILL TAKE ABOUT 20-25 MINUTES, DEPENDING ON HOW SOFT YOU WANT

THE ONIONS.

REMOVE ONIONS TO LARGE BOWL FOR SERVING.

IN BETWEEN TIME, PLACE 1/4 POMEGRANATE FROM STATION 1 ON PAPER PLATE AND PUSH OUT SOME OF THE SEEDS AND PASS FOR THEM TO TASTE.

Mixed Greens and Couscous with Various Add-Ins

Developed by Susan Johnson

Serves 6

1-2 bunches greens (your choice of spinach, chard, mustard, kale, beet, or mixture)

1/2 cups of water

2-4 Tbs. olive oil or canola 1-2 Tbs. vinegar

1 cup dried couscous (a type of pasta in small granules)

1 cup boiling water

salt and black pepper to taste

1-1/2 cup grated parmesan cheese

1-1/2 - 1-3/4 cup dried cranberries or fresh pomegranate seeds

1/2 cup sunflower seeds

1-1/2 cup pumpkin seeds (toasted or raw)

2 limes cut in wedges

Triple wash greens (no need to dry them if using immediately), de-vein thick stems, tear into pieces, place in large pot, add up to 1 1/2 cup water (or more if necessary).

Cook covered over medium heat, stirring frequently to avoid burning, for 10 minutes or until greens are wilted. Carefully place the greens in a large bowl, adding 1 tbs. oil and 1 tbs. vinegar, or to taste.

Meanwhile, place couscous in a large bowl, add 1 cup boiling water and 1-2 tbs. oil, stir and cover with plate or foil. Let stand 5-10 minutes. Fluff with fork and add a little bit more oil and salt to taste.

If using raw pumpkin seeds, toast them in a dry, heavy skillet over medium heat. Stir pumpkin seeds frequently until they puff up (2-3 minutes).

Grate cheese into small bowl. Cut lime into wedges and place in small bowl. Place cranberries or pomegranate seeds, sunflower seeds, pumpkin seeds in small bowls as well. Pass them to put on top of greens and couscous.

RECETAS PREPARADAS POR SUS NIÑOS DURANTE ESTE AÑO ESCOLAR
Estas recetas son nutritivas, sabrosas, y económicas. Esperemos que ustedes las preparen en casa con sus niños. Les Invitamos a experimentar! {Que se diviertan!

**Calabaza Cocida con Cebolla Medio-Quemada y
Salsa de yogur con Arandano Secado 0 Semillas de Granada Fresca**

Para Servir 6 Precalente el horno a 375 grados

Ingredientes:

1-2 calabazas de invierno (2-3libras)--(qualquier tipo que pretiera, 0 use calabaza enlatada si pretiera)

1 cebolla grande

1-2 cucharadas de vinagre balsamico 0 azucar 2 cucharadas de aceite de oliva 0 canola

sal al gusto

1 taza (8 onzas) de yogur sin sabor

1-1/2 taza de arandano secado 0 semillas de granada fresca

Calabaza Limpie, corte in mitad, e coloque la calabaza en una caserola, lade cortado abajo en 1 1/2 pulgada de agua. Cocine a 375 grados para 45-50 minutos 0 hasta que la pulpa esta suave. Remueva del caserola, deje que la calabaza retresque un poco, entonces saque las semillas de la calabaza. Saque la pulpa de las cascara y haga pure en un envase. Una alternativa es de cortar la calabaza in trozos y servirla en cascara. Recalente en horno de la estufa 0 microhorno antes de servirla

~ Mientras que la calabaza cocina, pele y rebane la cebolla en rajitas finas. Meta el aceite en una sartén espesa sobre una llama medio-caliente. Anada la cebolla, baje la llama a medio-bajo. Despues de 5 minutos, anada el vinagre y siga cocinando hasta que la cebolla esta medio-quemada y el color de caramelo (20-40 minutos, dependiente de la espesor de las rajitas de cebolla y su gusto particular.) Anada sal al gusto.

,... ./

Salsa de Yogur Meta el yogur en un tazón , y mezcle con los arandanos secados 0 las semillas de granada fresca.

Pase las cebollas y la mezcla de yogur para poner encima de la calabaza cocida.

Una "Mescla de Verduras con Couscous y Varias Condimentos Para Anadir

Ingredjentes: Para Servir 6

1-2 ramil/etes de verduras (su opcion, escoga entre espinaca, acelga, mostaza, rizada, remolacha, 0 una mescla) 1/2 taza de agua

2-4 cucharas de aceite de oliva 0 canola 1-2 cucharas de vinagre

1 taza de couscous seco (un tipo de pasta en granulos pequenos) .

1 taza de agua bullido

sal y piemiento negro al gusto

1/2 taza de queso parrnesano rallado finamente

1/2-3/4 taza de arandano secado 0 semillas de granada fresca

1/2 taza de semillas de Qirasol

1/2 taza de semillas de calabaza (tostadas 0 crudas)

2 limones, cortados en trozos

Lave las verduras tres veces (no es necesario secarlas si va a usarlas inmediatamente), saque las venas gruesas, rasgue en pedazos, metelas en una cazuela grande, anadiendo hasta 1 1/2 taza de agua (mas si es necesario). Cocine cubierto sobre llama mediana, revolviendo trequentemente para evitar quemandolas, por 10 minutos 0 hasta que las verduras estan suaves. Con cuidado, ponga las verduras en una taz6n, anadando 1 cucharada de aceite y 1 cucharada de vinagre, 0 al gusto.

Mientras, ponga al couscous en una fuente, ah'ada 1 taza de agua bullido y 1-2 cucharadas de aceite, revue/va y tape la fuente con un glato 0 aluminio. Dejelo por 5-10 minutos. Mulla con un tenedor y ~ade un poquito mas aceite y sal al gusto. ~st' usando semillas de calabaza crudas, metelas en un sarten grueso y seco sobre llama mediano. Re,.el~ las semillas frequentemente hasta que se if!.chen (2-3 minutos). Raile el queso en una fuente. Ponga los arandanos 0 semillas de granada, las semillas de girasol, y las semillas de calabaza en tuentes chiquitas tambien.

Paselas para poner encima de las verduras y couscous.

Zucchini Black Bean Burgers

from NURTURE

1- 15oz can black beans (or chickpeas)

2 zucchini, 7-9 inches long

1/4 cup ground rolled oats or breadcrumbs

1 egg

1 teaspoon salt

1/2 teaspoon pepper

1/2 teaspoon cumin

1/2 teaspoon garlic powder

1 tablespoon olive oil

Wash and drain the black beans and place in a medium sized bowl. Using a potato masher, crush the beans until they form a paste. Lay out 2 paper towels. Shred zucchini on paper towels. Cover with 2 more paper towels, pressing down to drain off water from veggies. If you find there is still a lot of moisture to them, repeat process. When they no longer release moisture, add to bowl with black beans, along with ground oats or bread crumbs, egg, salt, pepper, cumin, and garlic powder. Use hands to incorporate all ingredients evenly, adding more breadcrumbs if too wet. Create 1/4 inch - 1/2 inch thick patties of the vegetable mixture and cook in a saute pan on medium high heat for about 5 minutes, until brown, flip, then about 5 minutes more, until brown on other side. Serve warm on burger buns with preferred condiments.

Corn, Tomato, and Mango Salsa

from NURTURE

1 1/2 cups frozen corn, thawed

1-14 ounce can diced tomatoes, drained of juice, or 1 cup fresh tomatoes,
seeded and chopped

1 mango peeled and chopped

juice from 1 lime

1 tablespoon red wine vinegar

1 tablespoon fresh cilantro chopped

salt and pepper

1-4 ounce can diced green chile, drained of juices or 1 jalapeno pepper, seeded
and chopped (optional)

Place corn and drained tomatoes in a bowl. Peel and chop mango into small cubes, being careful not to cut into seed at center. Add lime juice, red wine vinegar, cilantro and desired amount salt and pepper. Mix ingredients together and serve. If you prefer spicy salsa, add seeded and chopped jalapeno pepper or 1-4 ounce can diced green chile, drained of juices, to bowl and mix before serving.

Food for Thought: A small fast food burger contains **250** calories, **9** grams of fat(including 3.5 grams of dangerous saturated fat), and only **2** grams of fiber. Zucchini Black Bean Burgers contain less than **200** calories, **5** grams of fat(less than 1 gram saturated fat), and a very high **5** grams of fiber. Both burgers cost around \$1.50/per burger, but Zucchini Black Bean Burgers are the clear choice for a low calorie, low fat, and high fiber, healthy meal!

DAWES ELEMENTARY

COOKING UP WELLNESS PROGRAM 2010

Elizabeth Thomas, NURTURE

LESSON PLAN

Zucchini, Black Bean Burgers with Corn Salsa

Goals:

Students will learn about nutritional benefits of eating fresh fruits and vegetables, with a focus on zucchini

Students will cook and taste fresh zucchini and vegetable burgers and salsa

Audience: K - 5th grade

Optional Activity or Exercise:

Yoga Stretches

Jumping Jack Contest

Turtle and Rabbit

Color the Perfect Plate

Rainbow Wars

Lesson:

Students are divided into three stations with at least one adult assistant

Station 1:

Materials: 2 mixing bowls, 2 potato mashers, 2 graters, paper towels

Students will place black beans in two bowls and mash with the potato mashers until beans form a paste.

Meanwhile, the other students will shred two zucchinis onto paper towels with graters. After grating the zucchini students will place two paper towels on top and press out any liquid that remains in the zucchini.

Students will place zucchini in the bowl with black beans and deliver to station 2 for mixing.

Students will then grate 1/2 zucchini and place a few shreds on a plate for tasting.

Students and assistants will distribute plates of raw zucchini to station 2 and station 3 for tasting.

Assistant will help with graters, making sure students are not getting their fingers too close to the grater. While students are mashing and grating, assistant will ask students questions about fruits and vegetables.

Students will clean their station and if they finish before Station 2 begins cooking the burgers, they may join that station and make and cook patties.

Station 2:

Materials: 1 mixing bowl, measuring 1/4 cup, measuring spoons, fork for mixing, 2 hot plates (with 2 burners each), 4 frying pans, 4 spatulas, 2 knives, 2 cutting boards, paper towels or wipes

Students will crack 1 egg into bowl and whisk lightly with fork.

Students will then take turns measuring and adding remaining ingredients (breadcrumbs, salt, pepper, garlic powder, and cumin) to the bowl.

Students will combine bean mixture and shredded zucchini with the mixed ingredients and form 6-7 1/4 inch patties for cooking. Assistant will turn on burners on all hot plates with frying pans already on burners.

Students will pour two tablespoons of olive oil onto pans.

Students will place patties on heated frying pans and cook for 5 minutes, then flip with spatulas and cook 5 minutes more or until burgers are browned and cooked through.

While burgers are cooking, students may separate buns onto cutting boards. After burgers are cooked, students will place burgers on bun bottoms and top with remaining 1/2 of bun. With assistant's help, students will cut each burger into quarters. Assistant may ask students to calculate quarters based on the whole, if age appropriate. If not explain quarters.

Students will deliver quartered burgers to station 3 for plating. Students will clean station.

Assistant will assist with measuring when necessary, cleaning of hands after making burger patties, and with cooking of burgers, ensuring the pans are not too hot and that children are not burning themselves.

Station 3:

Materials: 3 bowls, 2 can openers, 2 small strainers, 2 cutting boards, pairs of scissors for cutting cilantro, 2 knives, 4 serving spoons

Students will be making two bowls of salsa.

Students will place corn in bowls.

Students will open can of tomatoes and strain into third empty bowl.

Students will add strained tomatoes to corn, one can for each bowl.

Students will cut cilantro with scissors into both bowls.

Students will cut 2 limes in half and squeeze juice from into bowl, one lime per bowl.

Students will stir ingredients until well incorporated.

Students will spoon a spoonful onto small plates for serving with cooked burgers.

Students will clean station.

Assistant will assist with can openers if needed, cutting of cilantro, and cutting of limes and squeezing juice, ensuring no seeds go in salsa.

All students will then taste the burgers and salsa.

All Stations and Station Assistants:

Use the quiet time while cooking and prepping to ask the students questions about fruits and vegetables. Encourage discussion on each question.

Questions for discussion:

How many servings of fruits and vegetables do you eat a day?

Explain that we all need to eat a minimum of 3 servings of vegetables and 2 servings of fruits every day.

What does a serving look like?

Explain that the a serving size of vegetables is 1/2 cup, about the size of a baseball. A serving size of fruit is 1 cup, or the size of a small apple.

Tell students to try to eat a rainbow a day by eating different colors of fruits and vegetables. Ask them to give you different examples of fruits and vegetables from different colors in the rainbow.

Example: What fruits and vegetables are green? Zucchini!

Each student will receive a small portion of raw shredded zucchini for tasting. Before cleaning stations, take a minute to taste the zucchini and talk about the vegetable. Ask students for their thoughts on zucchini. Does it look like a cucumber on the outside? On the inside? Tell them that zucchini is a better vegetable choice than cucumbers because it has more fiber and contains more vitamin a, c, and iron. Tell students that typically zucchini is harvested in the summer months and to look for an abundance of zucchini when shopping this summer. It is available in grocery stores now for an affordable price, about \$.99-\$1.50 for 2 or 3 zucchini.

If a station is finished before the others, engage students in a physical activity by asking them to see how many jumping jacks they can do in one minute or do yoga stretches. If you have more time, play the turtle and rabbit game(see attached activity sheet) and tell students that the more physical activity we engage in, the more energy we have to get through the day.

If there is enough time at the end of the lesson, students will Create the Perfect Plate or play Rainbow Wars.

Rainbow Fried Rice!

Fried Rice is a super-versatile dish. We used a rainbow of vegetables in ours! You can use left-overs and insert your favorite veggies. Some good choices that we didn't use: peas, celery, green beans, spinach or chard, broccoli, peanuts, almonds, sesame seeds, tofu... have fun!)

2T soy sauce

2 eggs

1t. fresh grated ginger (or $\frac{3}{4}$ t. powdered)

2 cloves garlic, minced

2T oil (one of these can be dark sesame oil)

2 c. diced veggies (for rainbow, use: orange carrot, green Edamame Beans, scallions and Bok Choy, red pepper, white onion, yellow baby corn, –sorry no blue!)

2c. cooked rice (preferably brown)

Heat oil in a large skillet or wok.

Give the onions a head start over medium heat, then add garlic and ginger and stir for two or three minutes then add other veggies and sautee until soft, but still bright. Meanwhile stir soy sauce and eggs together. Add rice to skillet and mix with veggies. Lower heat and add egg mixture. Stir well until rice and veggies are coated and eggs are cooked. Cilantro or basil make a great garnish.

¡Arroz frito tipo arco iris!

El arroz frito en un platillo superversátil. ¡Usamos una gran variedad de vegetales en el nuestro! Usted puede usar las "sobras" de otros platillos y agregar sus vegetales favoritos. Algunas buenas opciones que no usamos fueron: chícharos, apio, ejotes, espinacas, acelgas, brócoli, cacahuates, almendras, ajonjolí, tofu...¡que se diviertan!

2 cucharadas de salsa de soya

2 huevos

1 cucharadita de jengibre fresco rayado (o $\frac{3}{4}$ de tasa, espolvoreado)

2 dientes de ajo, picados

2 cucharadas de aceite (uno de estos puede ser aceite de ajonjolí oscuro)

2 tasas de vegetales en cubitos (para tener el "arco iris", use: naranja, zanahoria, vainas de soya (edamame), cebollitas y col china (Bok Choy), chile rojo, cebolla blanca, maíz amarillo (¡lo siento, azules no!)

2 tasas de arroz cocido (de preferencia, café)

Caliente el aceite en una sartén grande o en una sartén china.

Prepare las cebollas a medio fuego, luego, agregue el ajo y el jengibre y revuelva por dos o tres minutos, luego agregue otros vegetales y fríalos hasta que estén suaves pero todavía brillantes. Mientras tanto, revuelva la salsa de soya y los huevos; agregue el arroz a la sartén grande y mézclelo con los vegetales. Disminuya el fuego y agregue la mezcla del huevo, revuelva bien hasta que el arroz y los vegetales estén cubiertos y los huevos estén cocidos. El cilantro o la albahaca son un gran aderezo.

Cooking Up Wellness at Dawes

Rainbow Fried Rice Lesson Plan

By Rachel Rosner, March, 2011

Objectives:

Students will learn the value of eating a wide variety of fruits and vegetables. They will learn that different foods are good for you in different ways and that they grow in different ways. Also they will identify which part of a plant each vegetable is from.

Opening:

Raise your hand if you've tasted a root! (a leaf? stem? flower? seed?) List answers. We're going to eat a whole lot of plant parts today! Now, raise your hand if you've eaten a rainbow! Because different colored fruits and veggies are good for you in different ways, it's good to try to eat a rainbow whenever you can. Today we're going to cook and eat a Rainbow!

Stations:

(Note: each team will tidy up their station, putting scraps into the compost bin)

The Chopping Team

Materials: 2-3 cutting boards, 2-3 Zyliss Lettuce Knives, 1 large bowl, 1 small plate, Photos of ingredients as plants growing.

Students will chop pre-washed Bok Choy, peppers, scallions and baby corn in to small pieces and toss them together in the bowl.

Talking points:

- Encourage kids to list numerous adjectives to describe each item. Use all senses.

- What part of the plant is each of the veggies? Solicit kids answers first. Help if needed.
- Bok Choy is stems and leaves combined, roots would have come down below. It is also called Chinese Cabbage and originated in China. It is rich in vitamins A (good for your eyes) and C (good for fighting sickness)
- Scallions are also stalk and leaf combined – you can see their roots. Lot's of Vitamin K which is good for your blood.
- Peppers are the fruit of the plant, even though cooks see them as vegetables. Why might that be? Red peppers are loaded with vitamin C!
- A corn cob is really a seed head. The kernels are seeds.
- Composting food scraps is our way of helping the soil cycle. The scraps turn into rich soil that make healthy plants that make healthy people!

Students may pass a plate of Bok Choy bites for others to taste.

The Seasoning Team

Materials: vegetable peeler, fine grater, garlic mincer, small bowl, small plate, photos of seasonings growing as plants.

This team will peel and grate ginger, peel and mince garlic, and pluck leaves from cilantro and basil stems. Herbs should be kept separate from other seasonings.

Talking points:

- The seasoning team has the most fragrant ingredients. Coax kids into describing the smell of each item.
- Ginger is a Rhizome, not really a root. It is kind of the base of the plant and roots grow down from it and a plant grows up from it. It is originally from Asia. It is used as medicine in many cultures and thought to help with upset stomachs and with coughs.
- Garlic is a bulb. Also the base of the plant that grows roots below and a plant above, but the part we usually eat is the bulb. It is related to Onions and also thought to be very healthy – good for your heart and your immune system.

- We eat the leaf of the basil plant. It is most famously used in Italian food, but it is in lots of Asian cooking as well. There are lots of different types of Basil. It is rich in antioxidants which fight disease.
- Cilantro leaves grow on a Coriander plant. How confusing! People also cook with coriander seeds. Cilantro also has antioxidants and is used as medicine in many cultures. Some think it helps relieve anxiety and insomnia.
- Composting food scraps is our way of helping the soil cycle. The scraps turn into rich soil that make healthy plants that make healthy people!

Students may pass a plate of herbs for others to taste.

The Mixing Team

Materials: vegetable peeler, 2 medium sized bowls

This team will crack eggs, measure Tamari and mix in rice. They will also use a peeler to make ribbons of carrot. They can then tear ribbons into bite sized pieces. They will pop edamame beans from their pods. Carrots and edamame can go in a bowl together.

Talking points:

- Encourage kids to come up with lots of adjectives for Edamame, carrots (smell 'em!) and rice.
- Edamame are Soy beans. They are most popular in Japan and China. Soy sauce is made from soy beans. So are lots of other things. Also many of the animals we eat have been fed soy. In Illinois, farmers grow more soy and corn than anything else to feed animals. Soy has lots of protein! It's also good for your heart. You are popping the seed out of the seed pod.
- Carrots are Tap Roots (different from fine, finger like roots of other plants, these are helpful in seeking water down deep.) They were first found in Iran and Afghanistan. They are famous for being rich in Vitamin A which is good for your eyes. They are also rich in fiber, which helps with digestion and antioxidants which fight disease. Yay carrots!

- Brown rice is more nutritious than white rice. It has lots of fiber which is good for your digestion and makes you feel full so you don't eat too much. It is the seed of the rice plant.
- We eat chicken eggs which come from hens. They are very nutritious. They are loaded with protein, vitamins and calcium (which is good for ___). People have been eating chicken eggs for thousands of years, everywhere from Asia to Ancient Rome.
- Composting food scraps is our way of helping the soil cycle. The scraps turn into rich soil that make healthy plants that make healthy people!

Students may pass edamame for tasting.

The Whole Group

After preparations are completed by teams, and their **stations are tidied up, with scraps placed in the compost**, the class will gather, clustered in teams, near the stove. A student from the **chopping team** will put oil in the skillet, and instructor will demonstrate how to know when oil is hot, by dropping a vegetable in to hear if it sizzles. Remaining students from the chopping team will take turns putting in scoops of mixed vegetables and stirring. A member or two of the **mixing team** will then add the carrots and Edamame to the mix.

After these ingredients have heated and begun to soften a bit, the **seasoning team** will stir in the garlic and ginger and continue stirring until things get a little golden.

Next, the **mixing team** will add the rice mixture and stir until the eggs are surely cooked and everything is hot at which point tastes will be served!

By show of hands we will see how well the recipe is received. If time allows, each team will share a few facts and adjectives pertaining to their ingredients.

When you go home tonight, you can tell your family, "I ate a rainbow today!"

DAWES ELEMENTARY SCHOOL

Cooking Up Wellness Project

Dear Parents,

In an effort to promote healthier eating and cooking at home, the **Dawes PTA** and the **Dawes Wellness Team** are providing support for cooking classes at Dawes. Our Cooking Up Wellness event this year will take place after spring break.

What will be happening?

All children in the school will participate in a one hour hands-on cooking class in their classroom. Together they will prepare a simple, healthy dish and then sit down together to enjoy it. They will be mixing, cutting, stirring, tossing - using knives and other equipment (where age appropriate) under close supervision

Where we need your help?

We need parent volunteers to assist in the classroom. ***Please return the form below asap if you are available to help or communicate through email with your child's teacher.***

Review or update the school health clerk and teacher about any food allergies or practices around food for your child.*

Encourage your child at the dinner table to talk about the cooking class experience at school both before and after the event.

Thank you and Buen Provecho,

The Dawes School Wellness Team

*No milk or milk products, no meat, no nuts will be used. Organic products will be used when possible.

Cooking Up Wellness

I would like to assist with the cooking class in my child's class.

Name of child:

Teacher: _____ Room No. _____

Parent/Guardian

La Escuela de Dawes Elementaria

Proyecto de cocina para el bienestar de la salud

Estimados padres,

En un esfuerzo por promover el comer y el cocinar de manera más sana en el hogar, la compañía 'Slow Food USA' junto con la **Asociación de Padres de Familia y Maestros (PTA) de la escuela Dawes** y junto con el **equipo de Bienestar para la salud de la escuela Dawes**, está proveyendo apoyo para clases de cocina en nuestra escuela. Nuestro evento de cocina para el bienestar de la salud, se llevará a cabo durante **las últimas semanas de enero y los primeros días de marzo**.

¿Que pasará?

Todos los niños en la escuela participarán en una clase práctica de una hora de duración en sus salones de clase. Prepararán juntos, un platillo sencillo y saludable y luego se sentarán juntos para disfrutarlo. Los niños podrán mezclar, cortar, menear, voltear –usando cuchillos y otros utensilios (apropiados para su edad), con supervisión de adultos.

¿Dónde necesitamos su ayuda?

Necesitamos padres voluntarios para ayudar en los salones de clase. ***Por favor, regrese la forma de la parte baja de esta hoja, tan pronto como sea posible si es que usted puede ayudar. Alternatively, email your child's teacher that you are available.***

Revise o actualice con la enfermera de la escuela o con el/la maestro(a) de su hijo(a), la información acerca de alergias por comida o cualquier actividad para su hijo(a) que involucre comida.*

Anime a su hijo(a) cuando cenén juntos en casa a que hable acerca de su experiencia en la clase de cocina en la escuela tanto antes como después del evento.

Gracias y buen provecho,

El equipo de bienestar para la salud de la escuela Dawes

*Las comidas que se preparen serán vegetarianas. No habrá leche ni productos derivados de la leche, no se usarán nueces. Se usarán productos orgánicos siempre que sea posible.

Cocina para el bienestar de la salud

Puedo ayudar con la clase de cocina en el salón de mi hijo(a) . _____

Nombre del niño(a): _____

Maestro(a): _____ Cuarto _____

Padre de familia / Tutor

Cooking Up Wellness

Dear Classroom Teacher,

Over the next two weeks each classroom in our school will have the opportunity to participate in a cooking class. The Dawes School Wellness Team is excited about hosting this program for the third time. Your enthusiasm, help and feedback continues to be instrumental in the success of this program. This year's instructor is Rachel Rosner. Rachel has taught fifth and seventh grade, was a Program Naturalist at Emily Oaks Nature Center and for three years has been the Garden and Environmental Curriculum Coordinator (volunteer) at Washington School. She also participated in Fresh from the Farm training last year and implemented the program at Washington. We are delighted that Rachel has agreed to share her many talents with us.

Below are some suggestions that will help ensure another successful program:

- Recruit a parent volunteer to assist with the lesson.
- Set-up stations in room for cooking class per instructions from Cooking Class Instructor (CCI) and assign students to groups.
- Alert CCI to children in class with food allergies.
- Prepare the class for the lesson beforehand by:
 - Reviewing food pyramid
 - Discussing basic food and equipment safety
 - Reviewing hand and food washing techniques
 - Briefly review the recipe with your class if you feel it appropriate.
 - Have children wear name tags.
- Assist CCI with conducting lesson in the classroom.
- Send copies of the recipe of the prepared dish home with each child. (these will be delivered to you)
- Assign a time keeper to ensure there is plenty of time for tasting, conversing and clean-up.
- Stress throughout the enjoyment of food preparation, experimentation, healthy eating, and the pleasure of freshly made food.
- Provide feedback to CCI.

Please let us hear from you if you have any questions. Wishing you a wonderful time cooking up wellness.

Gracias and Buen Provecho!

Aimee Crow, Zemen Abebe, Lynn Hyndman

for the The Dawes Wellness Team

EVALUATION

Student:

A chart where children can record their feelings about the recipe will be made available for each class's response.

Teacher/Volunteer*

A simple form where teachers can record What Worked and What Didn't will be distributed to each participating teacher and volunteer.

Photos:

Adults will be encouraged to take photos for use in the school newspaper and for posting on the school web site.

Instructor:

The Cooking Class Task Force will meet with the instructor to review her evaluation of the program. The instructor's written and oral evaluation will be part of a report presented to the Dawes Wellness Team.

Cooking Class Task Force:

The task force will incorporate changes into the Cooking Class Manual where needed. They will submit a brief evaluation of the program to the Dawes Wellness Team with appropriate recommendations for the following year.

COOKING CLASS EVALUATION
April 2012

Please take a few minutes to provide the Wellness Team with feedback on the Cooking Class. We meet next Tuesday and your comments are invaluable as we assess the effectiveness of the program and make plans for the next school year. Please return to Karen Bradley by November 20th.

Thanks,
The Wellness Team

Your Name _____

Comments appreciated on the organization of the lesson, recipe, communication, children's responses, pre-planning, educational value, etc.

What worked?

What suggestions do you have?

