



LEVEL 1
CURRICULUM
FOOD EXPLORERS
FALL 2022

newyorkedge

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GETTING STARTED

Directors

- Use Fresh Direct to order ingredients. Not sure if you have an existing Fresh Direct account? [Check here.](#)
- If you're a Summer Only site or were relocated, contact Andrew Crespi at acrespi@newyorkedge.org to create or update your address.
- Have Specialists complete the Specialist Waiver Form.
- If you are a NEW OR RELOCATED Food Explorers site, please have your principal complete the Principal Waiver Form.
- Specialists need to review the Food Safety Training Recording on the Portal.
- Review the Supplies List and order your materials as soon as possible.
- Register for Support Visits and Food Explorers Gameshow.

Specialists

- Specialist should take time between now and the start of programming to review the Food Explorers Curriculum available on the portal.
- Need more support? Have questions about a lesson? Schedule a meeting with Emelia or Shelby during their office hours:
 - Emelia (Bronx, Manhattan) - [Click here to schedule](#)
 - Shelby (Queens, Brooklyn, Staten Island) - [Click here to schedule](#)

Submit

- Please send all signed and scanned documents to foodexplorers@newyorkedge.org

LESSON 1

Exploring MyPlate

LEARNING OBJECTIVES

- Describe the mind-body connection and things that will improve or diminish it.
- Explain how food is used as fuel for the body.
- Explain the importance of proper hydration.
- Connect the fueling of one's body to the ability to perform in school and sports

LESSON MATERIALS

- Poster Sheet
- Pen/Pencils
- Markers
- Visuals of MyPlate/Portion Size
- Napkins/Paper
- Towels
- Small paper plates
- Hand Sanitizer/Sani-wipes
- Food handling gloves
- Teacher Knife
- Cutting Board
- Dish Soap
- Sponge
- Measuring Cups

Exploring MyPlate

CLASSROOM AGREEMENTS

- Be Safe
 - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
 - Before we begin touching food, we wash our hands so we don't spread germs or make others sick. To properly wash hands, we must wash with soap and water for at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
 - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
 - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
 - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thank-you".
- Don't Throw Food
 - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
 - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

Exploring MyPlate

INTRODUCTION

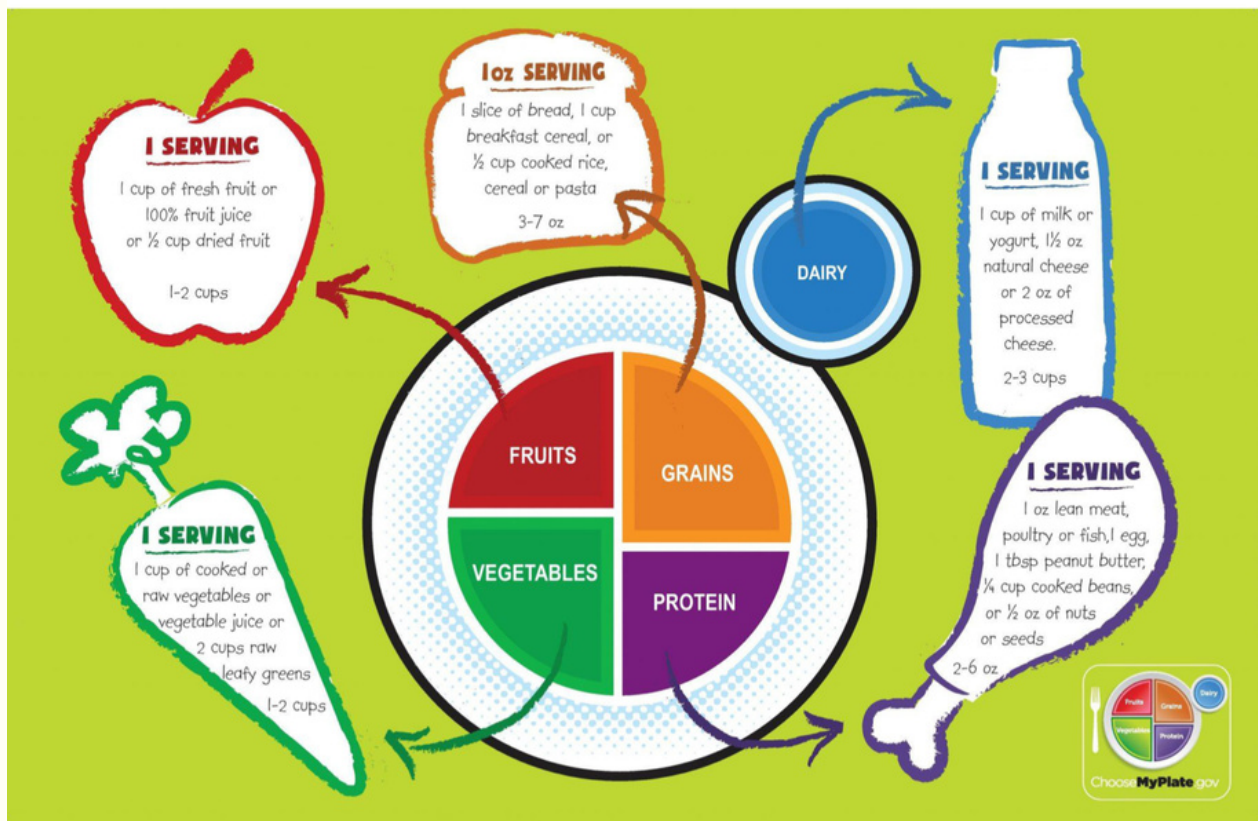
- We are going to become food explorers!
- What does the word explore mean?
 - Explore means to study or investigate!
- We will be learning where our food comes from, trying new foods, and preparing our own food!
- Everyone eats, but we will be exploring why food is important to grow our healthy minds and bodies.
- We will also learn how to be more mindful eaters by becoming aware of our surroundings and our food environment.
- Let's go around the room and introduce ourselves. Say your name and your favorite food.

Exploring MyPlate

DISCUSSION

- We will now view a display of the MyPlate Poster.
- Who can name the 5 food groups?
 - Fruits, Vegetables, Dairy, Protein, Grains
- Can anyone tell me why it is important to eat a variety of foods from each group?
- It is important to try to have at least three different colors on your plate at each meal.
- Eating a variety of colors at each meal will provide your body with all six nutrients to help your body and mind stay healthy.
 - Our six nutrients are called carbohydrates, protein, fat, vitamins, minerals, and water.
 - Fruits and vegetables are colorful because of their phytochemicals—chemical compounds that occur naturally in plants.
 - The colors provide different nutrients that help the body and mind to be healthy. Just like our clothes, it's more fun to add color.
 - Foods with natural color provide the most nutrients.
 - When we eat a lot of foods that have natural colors, we lower our risk of chronic diseases like heart disease, diabetes, obesity and cancer.

MyPlate Serving Size



Exploring MyPlate

ACTIVITY

- You will work in a group to brainstorm how foods on MyPlate benefit the body using the examples provided in a food color table.
 - The benefits should be recorded on the back of each food card.
- In a group create 3 different healthy meal options either breakfast, lunch, or dinner.
- In addition to the body benefits listed on the card, use the MyPlate: portion Sizes poster to determine a healthy portion size of each of the foods in their meal.
- This meal must include 2-3 different food groups with 3 different colors and align with the key nutrition messages from the USDA as discussed in the lesson.
- After completing this activity:
 - We will now have a food tasting where we will try new foods.
 - I will distribute unique fruits to you all.
 - Remember our 1-2-3 Taste Rule.
- Let us now discuss the process of trying new foods:
 - What is the last new food you have tried?
 - What is fun about trying new foods?
 - What is scary about it?
 - How can you be more open to trying new foods in the future?
 - How does trying new foods make you more mindful of what you are eating?

Exploring MyPlate

WRAP UP

- Who can name the 5 food groups"?
 - Fruits, Vegetables, Dairy, Protein, Grains
- Can anyone tell me why it is important to eat a variety of foods from each group?
 - Remember to include all five food groups when constructing a meal.
- Each week we will end the class with a mindful moment, a phrase to think about as you sit down to eat or make decisions about food.
 - This week's mindful moment is: "Eat to Nourish and Energize."
 - When we eat to nourish and energize, we are giving our bodies the amount and type of foods that we need to grow.
 - Energy is a great way to help our bodies grow strong and it helps us to be healthier as well!
- See you next week!

LESSON 2

Exploring Mindful Eating

LEARNING OBJECTIVES

- Describe the concept of mindful eating
- Describe the perception of food as it relates to their five senses
- Reflect on the importance of mindful eating and its practicality in their life
- Connect the exploration of food to eating mindfully

LESSON MATERIALS

- Poster sheet
- Pens and pencils
- Visual of Mindful Eating Visual Plate
- Napkins/Paper
- Towels
- Small paper plates
- Hand Sanitizer/Sani-wipes
- Food handling gloves
- Teacher Knife
- Cutting Board
- Dish Soap
- Sponge
- Measuring Cups

Exploring Mindful Eating

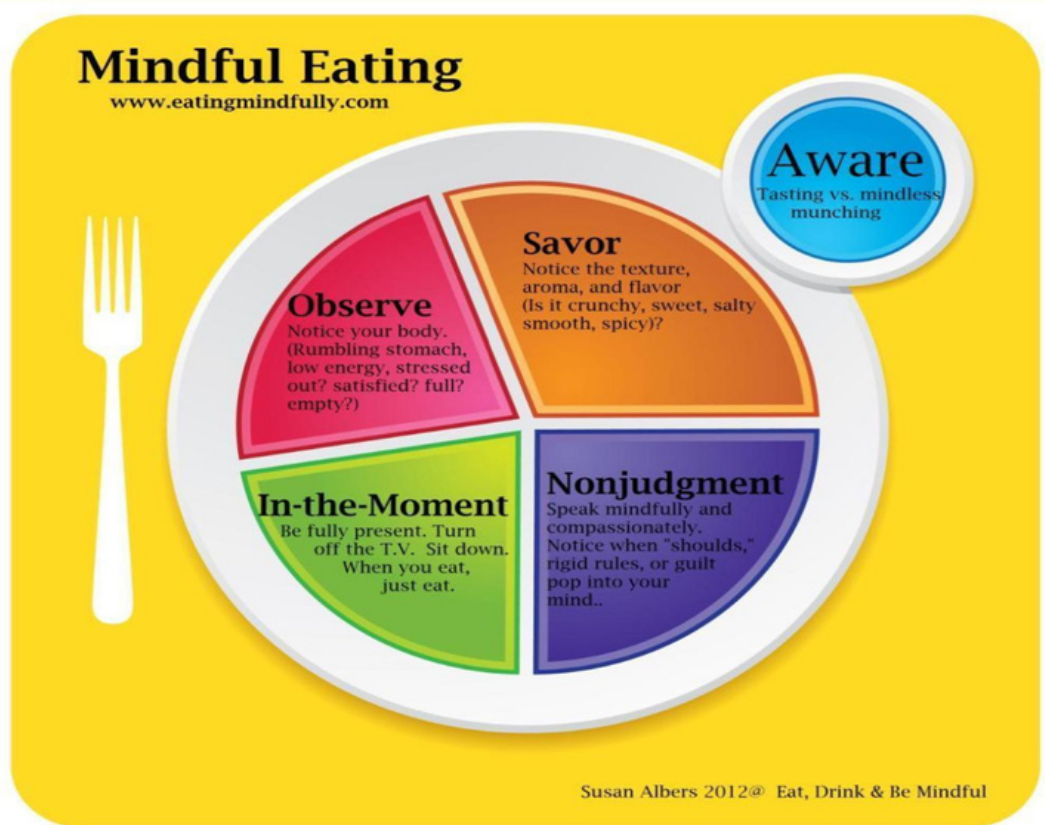
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- 1, 2, 3 Taste
 - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
 - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
 - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thank-you".
- Don't Throw Food
 - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
 - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

Exploring Mindful Eating

INTRODUCTION

- Hi Food Explorers! Who can raise their hand and tell me what we talked about last week?
 - The food groups
- Do you remember what food we tasted?
 - Has anyone eaten these foods at home since we last met?
 - What was your favorite food we tasted?
 - Describe how did that food tasted?
- Today we are going to talk about the five senses and what it means to be a mindful eater.
- Let's review the Mindful Eating Plate



Exploring Mindful Eating

DISCUSSION

- What is Mindfulness?
- I want all of you to close your eyes.
 - Relax your shoulders down your back and take a deep breath.
- What sounds do you hear while your eyes were closed?
 - What smells do you notice when your eyes were closed?
- We are going to practice a mindfulness movement exercise.
- Let's walk in a circle going clockwise, going around the room twice.
- While we go around the room, let's continue to be mindful.
- What did you notice and what did you see?
 - Did you notice your classmates footsteps in front of you?
 - Do you notice the temperature in the room?
 - Did you notice the color of the walls?
 - Did you notice how close the chairs are to one another?
- Who wants to raise their hand and tell me about something that they noticed while we walked around the room?
- The exercise we just performed is called mindfulness.
 - We practiced being aware of our surroundings, what we saw, what we heard and what was noticed in the room.
- Who can raise their hand and tell me what mindfulness means in their own words?
 - Being mindful is being present and active in the moment, paying attention to what you are doing, what is going on around you and paying attention to details.
- Who can raise their hand to define "the present."
 - I know that the word "present" can mean a gift, but it also describes what is happening right now, and that this is how the class will define "the present" today.
- Can anyone raise their hand and give me an example of being mindful?
 - Can anyone think of a way that we can be more mindful while we eat?
 - Does anyone practice different mindful eating skills already?
- Eating mindfully means that you are using all of your physical and emotional senses to experience and enjoy the food choices you make.
 - This helps to increase gratitude for food, which can improve the overall eating experience.
 - Mindful eating encourages us to make choices that will be satisfying and nourishing to our body.

Exploring Mindful Eating

ACTIVITY

- We are now going to explore mindful eating. I will distribute about 10 raisins to each of you.
 - We are not going to eat our raisins yet. I want you to put half of your raisins to the side.
 - We are going to practice a mindful eating exercise, which means we are going to eat REALLY REALLY slowly.
- I will guide you all through the “Eating One Raisin: A First Taste of Mindfulness” exercise.
 - **Holding:** *First, take a raisin and hold it in the palm of your hand or between your finger and thumb. Focusing on it, imagine that you’ve just dropped in from Mars and have never seen an object like this before in your life.*
 - **Seeing:** *Take time to really see the raisin; look at the raisin with care and full attention. Let your eyes explore every part of it, examining the highlights where the light shines, the darker hollows, the folds and ridges, and any unique features.*
 - **Touching:** *Turn the raisin over between your fingers, exploring its texture, maybe with your eyes closed if that enhances your sense of touch.*
 - **Smelling:** *Holding the raisin under your nose, with each inhalation drink in any smell. Notice as you do this anything interesting that may be happening in your mouth or stomach.*
 - **Placing:** *Now slowly bring the raisin up to your lips, noticing how your hand and arm know exactly how and where to position it. Gently place the raisin in the mouth, and without chewing, notice how it gets into the mouth in the first place. Spend a few moments exploring the sensations of having it in your mouth, exploring it with your tongue.*
 - **Tasting:** *When you are ready, prepare to chew the raisin, noticing how and where it needs to be for chewing. Then, very consciously, take one or two bites and notice what happens after you chew, experiencing any waves of taste that come from the raisin as you continue chewing. Without swallowing yet, notice the bare sensations of taste and texture in the mouth and how these may change over time, moment by moment, as well as any changes in the object itself.*
- I encourage you all to share your thoughts and experiences eating the raisin.
 - How did it feel? How did it smell? How did it look? How does it sound? How does it taste?
- Did the second raisin taste differently than the first? How?
 - Did you experience any new sensations?
 - Did you like the first or second raisin better?

Exploring Mindful Eating

WRAP UP

- Who can raise their hand and tell me what mindfulness means to them?
 - Mindfulness means paying full attention to something. It means slowing down to really notice what you're doing instead of rushing.
 - When you are mindful you are taking your time and focusing and relaxing
- We also used our five senses in a tasting activity.
 - Who can raise their hand and explain how the five senses helps you to understand the sweet, salty, sour, and bitter tastes.
 - The five senses helps you to savor the foods you tried.
 - It also allows you to gather and respond to all the unique and wonderful flavors, aromas and textures.
- Let's all make a goal to be more mindful not only during our meals but throughout our daily activities.

LESSON 3

Exploring Fruits and Vegetables

LEARNING OBJECTIVES

- Understand that fruits and vegetables come in all colors of the rainbow.
- Describe how to incorporate fruit and vegetables into a meal using USDA's MyPlate.
- Discuss the importance of eating a variety of foods and why eating the rainbow is

LESSON MATERIALS

- Poster sheet
- Pens/pencils
- Construction paper
- Crayons
- MyPlate Poster
- MyPlate What's on Your Plate
- Napkins/Paper
- Towels
- Small paper plates
- Hand Sanitizer/Sani-wipes
- Food handling gloves
- Teacher Knife
- Cutting Board
- Dish Soap
- Sponge
- Measuring Cups

Exploring Fruits and Vegetables

CLASSROOM AGREEMENTS

- Be Safe
 - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
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- Have Fun!

Exploring Fruits and Vegetables

INTRODUCTION

- Hi Food Explorers!
 - Who can raise their hand and tell me what we learned about last week?
 - Mindful eating, exploring our five senses as it relates to food
- We also started our journey to eat more mindfully.
- Can anyone give me an example of one way you practiced mindful eating since we met?
 - Turned off screens while eating, putting away the phone, savoring your food
 - Last week, we tasted a few familiar foods and maybe a few new foods.
- Can anyone raise their hands and remember what we tasted that was sweet?
 - A raisin
- Today we are going to explore these foods more closely, as they belong to the fruit and vegetable group.

Exploring Fruits and Vegetables

DISCUSSION

- What's on Your Plate.
 - Children need to eat a wide range of foods to obtain the nutrients they need to stay healthy and grow.
 - Color is an easy way to remember to eat a variety of foods.
- The USDA's MyPlate helps you remember what types of foods you need to eat by linking each food group to a different color.
- Who can raise their hand and tell me which food groups are the most colorful?
 - The fruits and vegetables
- Who can raise their hand and name a few of the fruits and vegetables.
- Eating at least 3 different colors at each meal helps our body to stay healthy.
 - Each of these colors has body benefits.
- We are going to learn more about body benefits in a little bit.
- Just like our wardrobe, it's more fun to add color.
 - Color can also help us select healthy foods.
 - Natural foods have bright colors and are better for our bodies than foods with artificial colors.
 - We should try to avoid artificial colors when we can.
 - We know if a color is artificial if it comes with a food that has a food label and has a number after it, like Red 4 or Blue 6.
 - These are artificial colors.
- Fruits and vegetables are colorful because of their phytochemicals.
 - Phytochemicals are chemical compounds that occur naturally in plants.
 - They give fruits and vegetables their color (pigments).
- These pigments are also nutrients that help our bodies.
- MyPlate recommends filling half of your plate with fruit and vegetables at every meal!
- Let's go over the color chart discussing the color and its health benefit.

Color	Example Foods	Benefits
Red	tomato, watermelon, red bell pepper, cherry, strawberry, raspberry, apple	Heart and Brain Health
Orange and Yellow	orange, yellow squash, lemon, orange/yellow bell pepper, peach, mango, apricot, corn, apple	Eyes and Immune System
Green	kiwi, spinach, lettuce, zucchini, lime, apple, peas, cucumbers, grapes	Bones and Teeth
Blue and Purple	blueberries, grapes, cabbage, eggplant, blackberries, plums, prunes	Memory
White and Brown	banana, cauliflower, mushroom, onion, parsnip, ginger, garlic, potatoes, jicama	Heart

Exploring Fruits and Vegetables

ACTIVITY

- Eating a colorful diet will help to lower the risk of chronic diseases such as heart disease, diabetes, obesity and cancer.
 - I want each and everyone of you to pick a color and make a list of the fruits and vegetables of that color
- Write down the things you like about these foods, and how they benefit the body using the examples we gave (red peppers are good for the heart, blueberries are good memory, etc.).
- Now, I want you all to draw and create your own advertisement or commercial that tells others about your color and vegetables/fruits.
 - Post the signs on the walls for others to view.

Who would like to share their advertisement with the rest of the class?

Vegetables	Fruits	Grains	Dairy	Protein Foods
<p>Eat more red, orange, and dark-green veggies like tomatoes, sweet potatoes, and broccoli in main dishes.</p> <p>Add beans or peas to salads (kidney or chickpeas), soups (split peas or lentils), and side dishes (pinto or baked beans), or serve as a main dish.</p> <p>Fresh, frozen, and canned vegetables all count. Choose "reduced sodium" or "no-salt-added" canned veggies.</p>	<p>Use fruits as snacks, salads, and desserts. At breakfast, top your cereal with bananas or strawberries; add blueberries to pancakes.</p> <p>Buy fruits that are dried, frozen, and canned (in water or 100% juice), as well as fresh fruits.</p> <p>Select 100% fruit juice when choosing juices.</p>	<p>Substitute whole-grain choices for refined-grain breads, bagels, rolls, breakfast cereals, crackers, rice, and pasta.</p> <p>Check the ingredients list on product labels for the words "whole" or "whole grain" before the grain ingredient name.</p> <p>Choose products that name a whole grain first on the ingredients list.</p>	<p>Choose skim (fat-free) or 1% (low-fat) milk. They have the same amount of calcium and other essential nutrients as whole milk, but less fat and calories.</p> <p>Top fruit salads and baked potatoes with low-fat yogurt.</p> <p>If you are lactose intolerant, try lactose-free milk or fortified soymilk (soy beverage).</p>	<p>Eat a variety of foods from the protein food group each week, such as seafood, beans and peas, and nuts as well as lean meats, poultry, and eggs.</p> <p>Twice a week, make seafood the protein on your plate.</p> <p>Choose lean meats and ground beef that are at least 90% lean.</p> <p>Trim or drain fat from meat and remove skin from poultry to cut fat and calories.</p>
<p>For a 2,000-calorie daily food plan, you need the amounts below from each food group. To find amounts personalized for you, go to ChooseMyPlate.gov.</p>				
<p>Eat 2½ cups every day</p> <p>What counts as a cup? 1 cup of raw or cooked vegetables or vegetable juice; 2 cups of leafy salad greens</p>	<p>Eat 2 cups every day</p> <p>What counts as a cup? 1 cup of raw or cooked fruit or 100% fruit juice; ½ cup dried fruit</p>	<p>Eat 6 ounces every day</p> <p>What counts as an ounce? 1 slice of bread; ½ cup of cooked rice, cereal, or pasta; 1 ounce of ready-to-eat cereal</p>	<p>Get 3 cups every day</p> <p>What counts as a cup? 1 cup of milk, yogurt, or fortified soymilk; 1½ ounces natural or 2 ounces processed cheese</p>	<p>Eat 5½ ounces every day</p> <p>What counts as an ounce? 1 ounce of lean meat, poultry, or fish; 1 egg; 1 Tbsp peanut butter; ½ ounce nuts or seeds; ¼ cup beans or peas</p>

Exploring Fruits and Vegetables

WRAP UP

- This Week's Mindful Moment: Be Present
 - An important part of being mindful is being present and in the moment.
 - This means that we are focused on our food and are interacting with anyone who is eating with us.
- We discovered that fruits and vegetables are colorful because of their phytochemicals.
 - Phytochemicals are chemical compounds that occur naturally in plants.
 - We also learned to fill half our plate with fruits and vegetables at every meal!
 - Remember the way to tell a difference between a fruit and a vegetable is that all fruits have seeds and all vegetables do not!
- See you next time!

LESSON 4

Exploring Where Food Comes From

LEARNING OBJECTIVES

- Describe the parts of the plant and what plants use to grow.
- Explain the differences between the journey for seeds and processed foods.
- Identify one food that is at peak availability during each season.
- Connect mindful eating to knowing where food comes from

LESSON MATERIALS

- Poster sheet
- Pens and pencils
- 1 plastic container or plastic soda bottles with the lid cut off – enough for one per table)
- 1 container of pumpkin seeds (soaked overnight)
- 1 bag of beans (black beans, fava beans, or mung beans) soaked overnight
- 1 roll of paper towels
- 1 cup of water
- Masking tape
- Markers
- Plant Life Cycle Sheet
- Napkins/Paper
- Towels
- Small paper plates
- Hand Sanitizer/Sani-wipes
- Food handling gloves
- Teacher Knife
- Cutting Board
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Exploring Where Food Comes From

CLASSROOM AGREEMENTS

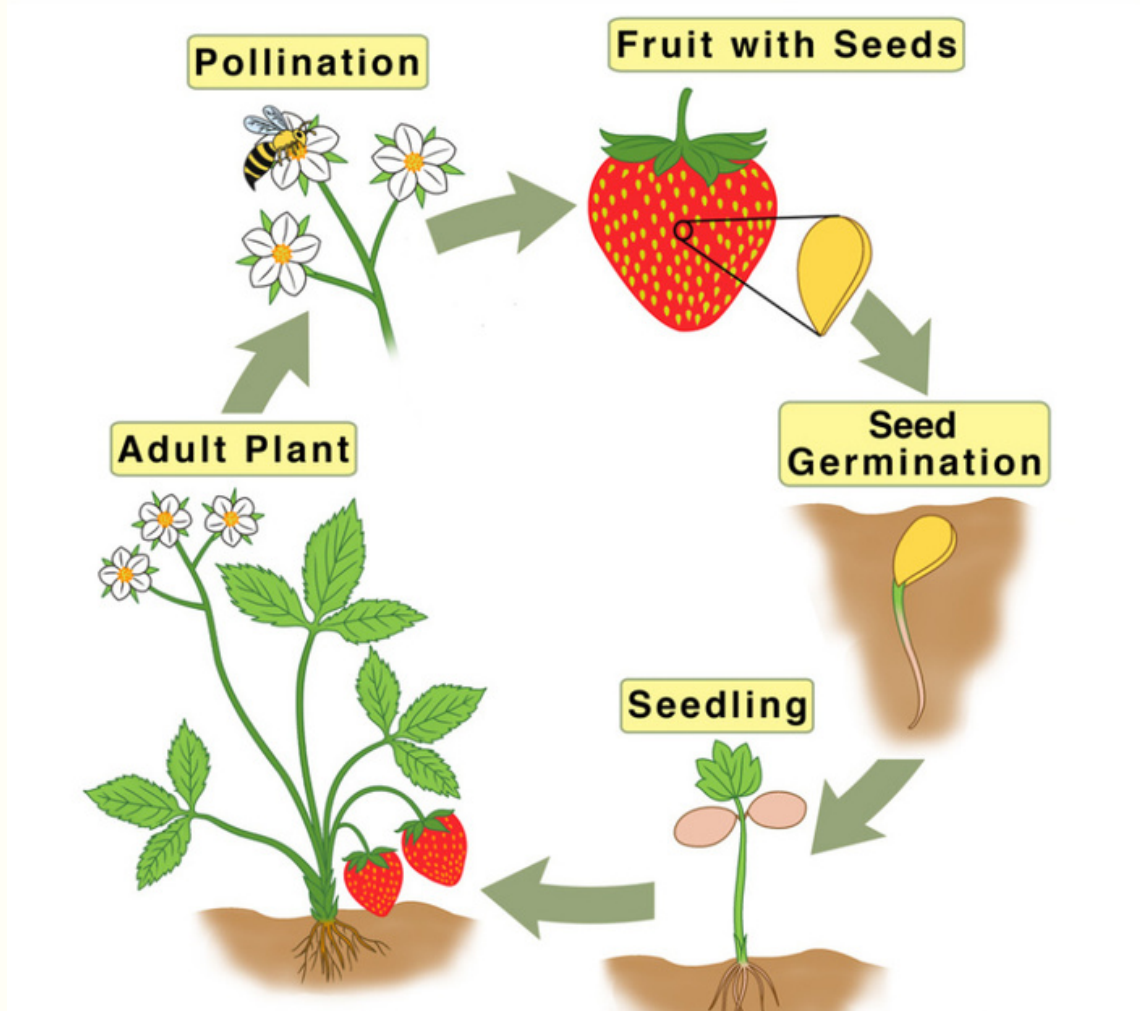
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- Have Fun!

Exploring Where Food Comes From

INTRODUCTION

- Hi Food Explorers!
- Who can raise their hand and tell me what we talked about last week?
 - We learned about the different cultures in NYC and their food culture.
 - We also learned about our own culture as it relates to foods.
 - Did anyone try a different food from a different culture last week?
- This week we are going to explore fruits and vegetables and how they grow.

Plant Life Cycle



Exploring Where Food Comes From

DISCUSSION

- Who can raise their hand and tell me what season it is?
 - Can you name the 4 seasons? (Winter, Fall, Spring, and Summer).
- What happens during winter?
- During the winter, we have to wear heavy clothes, the leaves fall off, and the days are very short. Food can't grow in the winter, it's too cold.
- Who can raise their hand and share what happens during spring?
 - During spring, the weather starts to warm, we can wear long sleeve shirts without jackets, the leaves start to bloom again, and we see more of the sun.
 - Foods begin to grow in the spring.
- What happens during summer?
 - During the summer, the weather becomes very warm. We can wear t-shirts, the days are very long, and flowers are in full bloom.
 - Some foods are grown in the summer and planted in the summer.
- What happens during fall/autumn?
 - When the weather becomes cooler, we start to wear clothes for the cold weather, the leaves change, and days grow shorter.
- Who can raise their hand and share if they carve faces on pumpkins during the fall?
- Pumpkins have hard skin to protect them from the cold weather, the wind, the rain, and often the snow
 - Just like we wear winter jackets, hats, and gloves to protect us from the cold.
 - Pumpkins grow on vines with small snakelike tendrils, gripping on to anything they can for support.
- They rest on the ground until they are ready to be harvested.
- Has anyone ever prepared pumpkin seeds?
 - Pumpkins have seeds in the middle, which classifies them as a fruit.
 - Who can raise their hand and give an example of a fruit they like to eat in the summer.
 - Strawberry, blueberry, raspberry are all examples of summer fruits.
- How does the outside of a strawberry or a blueberry compare to the outside of a pumpkin?
 - It's softer and more fragile.
- Strawberries, blueberries, and raspberries grow during the warmer months when there is no snow and little wind.
 - Due to their thin, edible skins, and soft seeds, summer fruit can spoil quickly and should be cooked and/or eaten as soon as possible after picking.

Exploring Where Food Comes From

ACTIVITY

- Who can raise their hands and name four things plants need to grow - Sun, oxygen, water and nutrients/soil.
- Plants get nutrients (vitamins and minerals) from their soil.
- Just like plants, to get taller and stronger, we need nutrients from food, water, and to play outside in the sun.
- We are going to become in-class farmers! We are going to grow our own seeds!
- To begin our exploration, what do we know about seeds?
 - Where do they grow?
 - In soil (underground)
- What do they need to grow?
 - Oxygen, sunlight, water, soil/nutrients.
- We are going to work in groups and grow a bean in a plastic container.
- Let's review all of the materials we will be using in the activity.
- I will distribute one plastic container and a few of each seed or bean per group, a paper towel, and the Plant-Life Cycle Worksheet.
- The next step is water!
 - I will put a small amount of water in the container making sure the water level is below the seeds.
 - The paper towel will absorb the water and take it to the seeds.
- Next we will place your containers in a warm, sunny spot, like a windowsill.
 - Keep a check on your water level.
- The seeds should not sit in the water or they will rot, nor should the seeds dry out because they have no water.
- The containers can be labeled with dates and group names.
- Each group will complete the Plant-Life Cycle Worksheet.
 - Who can raise their hand and share any ideas of what will happen to the seeds over time?
 - We will keep checking on the seeds progress over the next 5 days using the chart below.

Day 1	Day 2	Day 3	Day 4	Day 5

Exploring Where Food Comes From

WRAP UP

- It is important that we learn where food comes from.
 - All food do not grow the same way, some foods grow on trees, some grow on vines, others grow on tall stalks, on bushes, or even in the ground.
- We planted a seed, nurtured it, and watched it grow.
 - We now all have a hands on experience on where food comes from and how it grows.
- This week's Mindful Moment is: When we eat food, we must be thankful for everything and everyone that help to bring that food to our table.
- The Earth and farmers work together to grow our food, and the chefs' help to make our food ready to eat.
- See you next time!

LESSON 5

Exploring Dairy

LEARNING OBJECTIVES

- Identify a variety of foods in the dairy food group.
- Discuss the benefits of low-fat or fat-free calcium-rich foods, as stated in the USDA MyPlate.
- Understand how much dairy is needed for a healthy diet

LESSON MATERIALS

- Poster sheet
- Pens and pencils
- Dairy Family Feud
- Napkins/Paper
- Towels
- Small paper plates
- Hand Sanitizer/Sani-wipes
- Food handling gloves
- Teacher Knife
- Cutting Board
- Dish Soap
- Sponge
- Measuring Cups

Exploring Dairy

CLASSROOM AGREEMENTS

- Be Safe
 - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
 - Before we begin touching food, we wash our hands so we don't spread germs or make others sick. To properly wash hands, we must wash with soap and water for at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
 - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
 - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
 - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thank-you".
- Don't Throw Food
 - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
 - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

Exploring Dairy

INTRODUCTION

- Hi Food Explorers!
- Who can raise their hands and tell me what we spoke about last week in class?
 - Seasons! Where food comes from and how plants grow.
 - We also planted beans, nurtured it and watched it grow!
- Who can raise their hand and tell me what they saw when they looked at their beans and seeds?
 - We call this an observation.
 - Has anyone tried to grow any seeds since we last met?
- We have explored two food groups: fruit, and vegetables.
- Today we are going to explore dairy!
 - Lets review the dairy section on the MyPlate poster.

Exploring Dairy

DISCUSSION

- Raise your hand if you like to drink milk!
- Can anyone raise their hand and name another food that is made from milk?
 - Cheese, yogurt, butter, cream, ice cream, sour cream, cottage cheese, cream cheese.
- Who can tell me why dairy foods are important for our bodies?
 - Dairy foods such as milk and yogurt help our bones grow strong and contain calcium.
 - Has anyone ever heard of or seen this word before?
 - We typically see the word "calcium" on milk, orange juice, butter, cream cheese, and yogurt.
- Calcium in these foods builds our teeth and bones and makes them strong. Vitamin D in these foods helps our bodies use calcium.
- Some vegetables can contain calcium too.
 - Dark leafy green vegetables like spinach, collard greens, broccoli and kale have calcium.
- Low-fat or fat-free dairy foods like skim milk, low-fat yogurt and part-skim cheese are healthful choices.
- Foods like ice cream, cream cheese and butter do not give our bodies as much calcium and are high in fat.
- It is important to choose calcium-rich foods that are low in fat most often.
- Kids need 2-3 cups of dairy every day!
- Who can raise their hand and tell me what percent milk they drink at home?
 - Low fat milk like skim milk or 1% milk gives our body more of the calcium we need without the extra fat. They are a good, healthy choice.
 - It is important for us to look for "low-fat" on dairy foods like yogurt, milk, and cheese.
- What do fried foods, chocolate cake, whole milk, and chips all have in common?
 - They all contain fat.
 - Most foods contain a small amount of fat while some foods can have healthy fat like avocado!
 - Fruit and vegetables are typically low or no fat.
 - Healthy substitutes for food higher in fat include: lean meat like chicken, turkey and tuna.
 - Low fat, skim milk and yogurt are also healthy substitutes.
 - Our bodies only need a small amount of fat to help us use vitamins and give us energy.
 - Eating an overabundance can lead to unwanted weight gain and make our bodies work harder.
 - Dairy products often have unhealthy fats that we want to try to avoid. We can do this through low-fat or fat-free options.

Exploring Dairy

ACTIVITY

- Raise your hand if you have ever seen Family Feud?
- Students will be divided into two teams.
- Using the Dairy Family Feud Worksheet, I will call two students to the front of the room at a time and ask trivia questions.
- I will call a member from each team to the front. I will ask a question.
- Whoever gets the question right, will receive a point.
- Whichever team earns the most points is the winner. Are you ready?

Dairy Family Fued

- Vitamin D and _____work together to help build strong bones. They work much like a key and a locked door. The vitamin D is the key that unlocks the door and helps the body absorb and use _____. (Multiple Choice: Calcium, Iron, or Vitamin C?)
 - *Calcium.*
- Chocolate is America's favorite ice cream flavor. T/F
 - *False(Vanilla)*
- How many stomachs does a cow have? (Multiple Choice: 2, 4 or 6?)
 - *4*
- The natural yellow color of butter comes mainly from the beta-carotene found in the grass cows eat. T/F
 - *True*
- What is the most popular type of cheese in the US? (Multiple Choice: American, Swiss, or Cheddar?)
 - *Cheddar*
- What are the recommended servings of dairy a day? (Multiple Choice: 1-2 cups, 2-3 cups, or 3-4 cups?)
 - *2-3 cups*
- Name three plant sources of calcium rich foods.
 - *Possible Answers: spinach, collard greens, kale, broccoli*
- Name three healthy, low fat or fat free sources of dairy food.
 - *Possible Answers: Yogurt, milk, cheese.*
- Name three animals that produce milk.
 - *Possible Answers: Cow, goat, sheep, buffalo.*
- Why are dairy foods healthy?
 - *Possible Answers: Strengthen bones, teeth, and muscles (calcium and vitamin D); lowers blood pressure (potassium); decreased risk of cardiovascular disease and diabetes*

Exploring Dairy

WRAP UP

- This Week's Mindful Moment: Food is Fuel
- This week, we learned that food is the fuel that helps us to be strong performers in sports.
- Dairy is a good source of calcium and vitamin D, which we need to help keep our bones and bodies strong.
- Without enough of these nutrients, we will have less energy and strength to perform in school, sports, and other activities.
- Examples of food in the Dairy food group are: milk, yogurt and cheese.
- Dairy foods such as milk and yogurt help build strong bones and teeth

LESSON 6

Exploring Whole Grains and Smart Snacking

LEARNING OBJECTIVES

- Understand the role of media in food advertising.
- List healthy snack options that meet USDA MyPlate guidelines.
- Identify whole grain food sources and incorporate them into meals with USDA MyPlate guidelines.
- Practice goal setting steps while making healthy food and lifestyle choices

LESSON MATERIALS

- Poster sheet
- Pens and pencils
- Whole Grain handout
- Media Visual
- Napkins/Paper
- Towels
- Small paper plates
- Hand Sanitizer/Sani-wipes
- Food handling gloves
- Teacher Knife
- Cutting Board
- Dish Soap
- Sponge
- Measuring Cups

Exploring Whole Grains and Smart Snacking

CLASSROOM AGREEMENTS

- Be Safe
 - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
 - Before we begin touching food, we wash our hands so we don't spread germs or make others sick. To properly wash hands, we must wash with soap and water for at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
 - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
 - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
 - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thank-you".
- Don't Throw Food
 - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
 - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

Exploring Whole Grains and Smart Snacking

INTRODUCTION

- Hi Food Explorers!
- Who can raise their hand and tell me what we learned about last week?
 - The Dairy Food Group.
- Who can raise their hand and tell me about a food from the dairy group you have tried since we last met?
- This week we are going to discuss whole grains and healthy snacking and why it is important!



Exploring Whole Grains and Smart Snacking

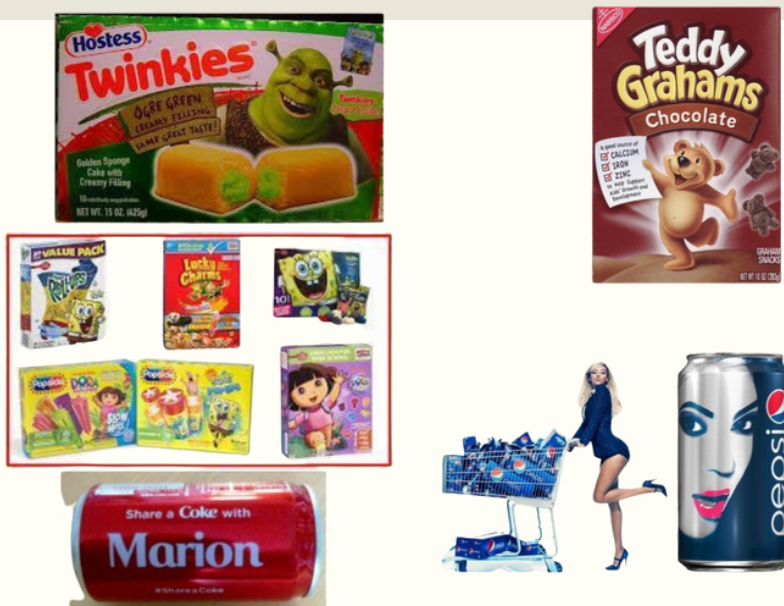
DISCUSSION

- Let's start by reviewing the whole grain visual.
- Whole grains contain a lot of essential nutrients that our bodies need, including fiber.
- Fiber is a nutrient we need to help us digest our food and help us feel more full.
- Have you heard "Whole Grain" before? Where?
 - Whole grain bread, whole grain tortilla, whole grain crackers, corn, quinoa, brown rice, barley, and steel cut oats.
 - Whole grains contain the entire grain seed and more fiber than white or refined grains.
 - We call these refined grains because they have been processed in a factory.
 - Examples of refined grains are: white bread, corn flakes, white rice, pretzels, and crackers.
- The best way to tell if a food is made from 100% whole grain is to read the ingredient label and you can always look for the 100% whole grain stamp.
- The first ingredient should read "100% Whole Grain."
- Whole grains make great snack options!
 - Can anyone raise their hand and think of some examples of snacks that include whole grains?
- Let's go around the room and share your favorite snack.
 - What types of snacks are considered healthy?
 - What types of snacks are considered unhealthy?
- Why do you snack? Where do you snack? When do you snack? Who do you snack with?
- We mentioned a few snacks that are considered healthy; can we build on that?
 - Share and write your answers on the board:
- Examples of healthy snacks are:
 - Fruit, fruit and low-fat yogurt, granola, granola and yogurt, pre-cut vegetables, pre-cut vegetables and bean dip (like white bean, hummus, black bean)
 - Avocados and whole wheat toast, peanut butter or sun butter and bananas, trail mix with nuts seeds and dried fruit, fruit and/ or vegetable
 - Smoothies, fruit and vegetable salsas with whole grain crackers or corn chips, mozzarella cheese and 100% whole grain crackers, etc.
- A healthy and energizing snack includes two food groups per snack!
 - This is a long list of healthy snack options that will keep you full and energized.

Exploring Whole Grains and Smart Snacking

ACTIVITY

- Raise your hand if you have seen advertisements on TV, magazines, internet, for snack foods.
 - What kind of food have you seen?
 - Are they considered healthy snack foods?
 - How do you feel after watching or listening to these ads?
 - Do you feel hungry? Why?
 - Do these types of ads make you want to buy these types of snack foods?
 - In this activity we will take turns listing all of the snacks: Coke, Teddy Grahams, Twinkies, Skittles, Chester Cheetos on the chalkboard.
 - Next, each of you can then raise your hand and share a healthier snack option next to it.
 - There can be more than one.
 - Example: Cheetos - cheese, corn chips, and whole grain crackers.
- You will now be divided into groups of 4-5 groups.
- Let's watch these ads together:
 - Skittle Ad: <https://www.youtube.com/watch?v=dvk-AnxxqmA>
 - Chester Cheeto Ad: <https://www.youtube.com/watch?v=gtnGgnGcFrE>
- Let's think about the messages in the ad we just read/saw.
 - What is their product?
 - What is their method of communication (radio, TV, magazine)?
- Now you will create your own ad
- As a spokesperson for a healthy snack campaign, what positive messages do you want to convey?
- Markers and paper will be distributed for this activity. Each group should be as creative as possible!



Exploring Whole Grains and Smart Snacking

WRAP UP

- This Week's Mindful Moment: Just because I see it, doesn't mean I have to eat it
- This week, we learned that healthy snacks are both tasty and good for your body.
 - When we are eating on-the-go, we can make healthy choices, no matter what others around us are eating.
- We also discovered that a food is 100% whole grain if it is marked with the whole grain stamp or if the first ingredient on the package is 100% whole grain.
 - Whole grains include brown rice, corn, barley, whole wheat, quinoa, and many others.
- A healthy snack should include two food groups to help keep you full.
 - These can be protein with fruit, whole grains with veggies, and much more.

LESSON 7

Exploring Whole Foods

LEARNING OBJECTIVES

- Identify the difference between a whole food and a processed food.
- Explain the reason that a given food is categorized as a “Go”, “Slow”, or “Whoa” food.
- Practice goal setting steps while making healthy food and lifestyle choices.

LESSON MATERIALS

- Poster sheet
- Pens and pencils
- Go, Slow, Whoa Visual
- Napkins/Paper
- Towels
- Small paper plates
- Hand Sanitizer/Sani-wipes
- Food handling gloves
- Teacher Knife
- Cutting Board
- Dish Soap
- Sponge
- Measuring Cups

Exploring Whole Foods

CLASSROOM AGREEMENTS

- Be Safe
 - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
 - Before we begin touching food, we wash our hands so we don't spread germs or make others sick. To properly wash hands, we must wash with soap and water for at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
 - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
 - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
 - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thank-you".
- Don't Throw Food
 - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
 - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

Exploring Whole Foods

INTRODUCTION

- Hi Food Explorers!
- Who can raise their hand and tell me what we spoke about last week?
 - Whole grains and healthy snacks.
- Does anyone want to share a food from the grain group they tried since we last met? Does anyone want to share a healthy whole grain snack they tried?
- Last week we learned about healthy snack options such as granola and yogurt,, pre-cut vegetables and bean dip (like white bean, hummus, black bean) and fruit and low fat yogurt, Avocados and whole wheat toast,
 - All of these foods are whole foods or what we call "GO" foods.
 - This week we are going to explore whole foods and the steps these foods take to become "processed."

GO, SLOW, WHOA

GO Foods: Eat almost any time (most often)- they are lowest in fat, added sugar, and calories

SLOW Foods: Eat sometimes (less often)- they are higher in fat, added sugar, and/or calories

WHOA Foods: Eat once in a while (least often)- they are very high in fat and/or added sugar, and much higher in calories

Food Groups	GO	SLOW	WHOA
FRUITS Whole fruits (fresh, frozen, canned, or dried) are smart choices.			
VEGETABLES Adding fat (butter, oils, and sauces) to vegetables turns them from Go foods to Slow foods or Whoa foods. Dark green and orange veggies are Go choices.			
GRAINS Try to make at least half your servings whole grain choices and low in sugar.			
MILK Milk is high in vitamins and minerals. Fat-free and low-fat milk are smart choices.			
MEATS & BEANS Limit meats with added fat. Smart choices include beans, nuts, and lean meats that are baked or broiled.			

Exploring Whole Foods

DISCUSSION

- We are going to explore the journey of apples!
 - Who can raise their hand and name another food that is made from apples.
 - Pie, juice, applesauce, etc.
- Does anyone know the difference between a regular apple and foods like apple pie, apple juice?
 - Apples are natural, others are processed
- When a food looks exactly like it did in nature, we call that natural.
 - If a food looks different than how it is found in nature, we call that processed.
- Let's practice this word: processed, processed, processed. Good job.
- Foods like apple pie, apple juice, and applesauce are processed.
- Some processed foods can still be good for us but we don't want to eat too many processed foods.
 - We should eat more natural foods than processed .
 - The more a food changes from how it is found in nature, the more processed it is.
- Let's follow the journey an apple takes from a farm to grocery store for a processed food, like applesauce!
 - An Apple is grown on a farm. The apples are harvested by the farmer.
 - The apples are then loaded up in the crates onto a truck to travel from the farm to the factory.
 - The apples arrive at the factory. Sugar, water, lemon, and a few other ingredients are added to change or process to the apples to make applesauce.
 - The applesauce is put into jars to protect it from breaking, spilling, keep it from going bad, and it shows the label.
- Food is processed for many different reasons, it can lead to longer shelf life, is easier to prepare, and sometimes the food changes in the way it tastes and looks.
 - With foods like applesauce, we can clearly tell the food has been changed and processed, but it's not always that easy.
- A long list of ingredients often times a long list of words we cannot pronounce will give it away.
 - Can anyone raise their hand if they have seen ingredients on package of food that they did not recognize?
 - What food was it?
- Can you raise your hand if you like corn on the cob?
 - Doritos are also made from corn; if we explore the list of ingredients, the list is long, and hard to pronounce.
- Which food, corn or Doritos, do we think is healthier?
- Eating processed foods sometimes is okay, but we should be cautious when foods are so processed that we can't tell what they were originally.
- We should try to eat more whole or natural foods rather than processed foods.

Exploring Whole Foods

ACTIVITY

- There are many health benefits to eating whole, unprocessed foods like apples, spinach, oats, carrots, etc.
 - They give us energy to play sports, keep our skin clear, help us focus in school, and even help us sleep better at night!
- We make food choices for many reasons, the way a food tastes, the way a food smells, and convenience.
 - Foods can be categorized into “go” “whoa” and “slow” foods.
 - A “go” food is a food that can be eaten everyday like broccoli, an apple, quinoa, or oats.
 - A “slow” food is a food we should eat in moderation, like white rice.
 - A “whoa” food is food we should eat sparingly, like apple pie.
- Lets review the foods on the worksheet one at a time.
 - I want you to raise your hand and tell me if each food is a “go, slow, or whoa” food.
- Now, let’s play a game:
 - Green are (GO) foods, foods that can be eaten anytime.
 - Carrots, whole wheat bread, spinach, low-fat yogurt, oranges, beans.
 - Red (WHOA) foods are foods we should eat less often.
 - These are often high in fat, sugar and salt or are highly processed.
 - Red foods include; burgers, soda, candy bars, French fries, potato chips, whole milk, fried foods, donuts, ice cream.
- Can everyone stand up? Make sure that you have personal space.
 - If I say a “go” food, I want you to do jumping jacks really fast.
 - If I say a “slow” food, I want you to do really slow jumping jacks.
 - If I say a “whoa” food, I want you to stay very still.

Exploring Whole Foods

WRAP UP

- This Week's Mindful Moment: Eat Real Food
- This week we learned the importance of eating whole foods, also known as real foods.
 - These foods provide us with the most nutrients and are the healthiest for us.
 - These are also foods that do not have a bad effect on our environment and are grown by farmers.
- We also discovered this week that a whole food is a food in its natural form that has not been changed or altered like an apple or a head of broccoli.
 - This is also known as a "go" food.
- A processed food is a food that is changed by adding/subtracting ingredients, cooking, or cutting.
 - The more a food has been changed, the more it has been processed.
 - These foods are called "whoa" foods.

LESSON 8

Exploring Our Food Environment

LEARNING OBJECTIVES

- Discuss how their environment impacts their health.
- Describe how the attributes of homes, schools, restaurants, stores and communities can influence food choice and health.
- Suggest a way to improve their environment (school, home, etc.).
- Reflect on barriers to meeting USDA MyPlate objectives based on their food environments

LESSON MATERIALS

- Poster sheet
- Pens and pencils
- Pen/ pencil
- Paper
- Devices for students to research maps and neighborhood information on (iPad, Laptops, etc)
- Napkins/Paper
- Towels
- Small paper plates
- Hand Sanitizer/Sani-wipes
- Food handling gloves
- Teacher Knife
- Cutting Board
- Dish Soap
- Sponge
- Measuring Cups

Exploring Our Food Environment

CLASSROOM AGREEMENTS

- Be Safe
 - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
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- Have Fun!

Exploring Our Food Environment

INTRODUCTION

- Hi Food Explorers!
- Who can raise their hand and tell me what we learned about last week?
 - Whole foods vs. processed foods.
- Can anyone raise their hand and tell me the “go foods” they have eaten since we last met?
- Who can raise their hand to list something they saw on their way to school this morning.
 - This could be a grocery store, a library, a post office, a bodega, a laundromat, a drug store, a firehouse, etc.
- Think a little harder about your walk to school.
 - What was the weather like?
 - How did you get to school? Public transportation, bike, walk.
- All of these elements are part of our physical environment and everyday we make choices that affect our health as a direct relationship to our surroundings.

Exploring Our Food Environment

DISCUSSION

- In our daily lives we encounter many food choices on our walk to school, on our way to the bus stop, in the school lunchroom, at a sporting event and at home at the dinner table.
 - I encourage you all to go beyond the food environment and think about the physical environment.
 - Who can raise their hands and share what they think the physical environment means?
 - The conditions in which we live; air, water, green space, houses, buildings, and transportation systems are physical environments.
- Who can raise their hand and share how they get to school
 - Public transportation? Walk, bike, skateboard?
- I want you all to take a few minutes to think about your neighborhood and share with the class.
 - How can you make your neighborhood healthier? What stores would you add?
 - How can you make your walk to school safer/healthier?
- Now let's explore our social environment
 - There are many different types of environments that impact our food choices.
 - One of them is our social environment.
- Who can raise their hand and explain what the phrase social environment means?
 - Our social environment is the different groups we belong to, the neighborhoods we live in, the schools we attend, the social groups we surround ourselves with.
- Who can raise their hands and give examples of how their social environment impacts their food choices?
 - Remember that your social environment can include different types of social media, food blogs, eating together in the lunchroom vs. eating alone, searching for recipes on the internet, and/or posting pictures on social media.
 - It is important for us to think about how all of those things affect our food choices.
- Who can raise their hand and answer the following questions:
 - Have you ever eaten something because a friend was eating it and they wanted to try?
 - Did you eat something because you saw a commercial or an ad for it?
 - Are you easily persuaded by a post or picture of food on social media if so, how does it make you feel?
- These are all examples of our social environments and it is the easiest way for marketers to take advantage of us.
 - Foods are made to seem "popular" or convince us that it can make us feel a certain way.
 - We have to try to be mindful of what they are trying to convince us of.

Exploring Our Food Environment

ACTIVITY

- You will all be divided into 5 groups.
- I will distribute the devices for research.
 - Times Square (M)
 - Flushing (Q)
 - Crown Heights (BK)
 - Mott Haven (BX)
 - Stapleton (SI)
- You are going to further explore New York City and the boroughs you live by becoming reporters and investigating different neighborhoods.
- Your groups will need to report on some of the barriers to access of fresh food.
- These are the following barriers you are to consider:
 - Are there grocery stores, farmers markets, green carts?
 - What is the system of transportation like?
 - Are there greenspaces?
 - How are they different from one another, how are they the same?
 - Using your investigations skills, would you say a typical person in this neighborhood eats out more, or makes home cooked meals? Why?
- Be prepared to share your findings.



Exploring Our Food Environment

WRAP UP

- This Week's Mindful Moment: Part of the secret to success is to like what you eat
- This week, we learned that our food environment can help us choose what we eat each day.
 - Also, we know that we eat what we like, and we like what we eat.
 - The success in healthy eating happens when we find healthy foods that are tasty and nutritious!
- We discovered that our Social environment is the different groups we belong to, the neighborhoods we live in, the schools we attend and the social groups we surround ourselves with.
 - Our physical Environment is the materials and conditions in which we live such as air, water, green space, houses, buildings and transportation systems.
- Remember, healthy foods can be tasty, and we can encourage changes in our environments by promoting healthy food that we know our friends will like!

LESSON 9

Celebrating Food

LEARNING OBJECTIVES

- Begin to develop cooking skills, knife safety, and an appreciation for reading a recipe.
- Practice goal setting steps while making healthy food and lifestyle choices.
- Review the five food groups and key messages of the USDA MyPlate.

LESSON MATERIALS

- Poster sheet
- Pens and pencils
- Pen/ pencil
- Paper
- Napkins/Paper
- Towels
- Small paper plates
- Hand Sanitizer/Sani-wipes
- Food handling gloves
- Teacher Knife
- Mason Jars
- Cutting Board
- Dish Soap
- Sponge
- Measuring Cups

Celebrating Food

CLASSROOM AGREEMENTS

- Be Safe
 - We don't always use knives in class, but when we do we use plastic knives and always practice knife safety.
- Wash Our Hands
 - Before we begin touching food, we wash our hands so we don't spread germs or make others sick. To properly wash hands, we must wash with soap and water for at least 20 seconds, or sing the "ABC's." Not all classrooms will have sinks so we use hand sanitizer or sani wipes to properly wash our hands.
- 1, 2, 3 Taste
 - We eat as a class. Once everyone is served the food, we count to three and taste together. Tasting works the best when we take 2 bites. It will require us to be brave and try new foods, but 2 bites will help us see if we really don't like a food that we are trying.
- The "No, Thank-you" Bite
 - We are going to be trying new foods together. As Food Explorers we are going to be practicing "No, thank-you" bites. This means that you have tried the food and it wasn't for you. You may not like everything we try together, and that is okay, but it is important to try the food.
- Don't Yuck My Yum
 - Just because you may not like something does not mean your neighbor also does not like it. Let's use positive words to describe our food, or simply say "No, thank-you".
- Don't Throw Food
 - We want to respect our surroundings and our food by not throwing food.
- Clean Up Your Space
 - It is important to leave the room like we found it. Let's practice cleaning as we go and throwing away things when our desks or spaces get too cluttered. Chef's call this "Mise en Place"--meaning, "everything has its place"
- Have Fun!

Celebrating Food

INTRODUCTION

- Hi Food Explorers!
- Who can raise their hand and tell me what we talked about in class last week?
 - The environment!
 - What have you noticed new or different on the way to or from school?
 - A healthier place you can eat?
 - A new playground?
- We have explored all five of the food groups, can we name all five?
 - Fruit, vegetable, protein, whole grain, and dairy!
- Today we are going to put on our chef hats and prepare a meal together!

Celebrating Food

DISCUSSION

- As Food Explorers we will all be celebrating together with a meal!
 - Food can be an important part in any celebration.
 - Food is often the center of the celebration, at birthdays, many holidays, and other special gatherings.
- Think about a food that makes you happy and was an important part of a celebration.
 - Let's go around the room and share.
- As part of our in class celebration, we will be trying some new foods, but also preparing the celebration food ourselves!
- We can celebrate what amazing chefs we are!

Celebrating Food

ACTIVITY

Part 1

- Let's all come together.
- We are going to learn about knife safety and practice it as a class by making a recipe
 - I am going to display the cutting board, student knife lying flat, and half of a cucumber where you all can see
- The knife lives on the cutting board, this is its home.
 - It stays there until we have instructions to begin cutting or chopping.
 - When we are finished our knives go back down on the cutting board.
- Who can raise their hand and tell me where our knife lives?
- I want you all to wave the hand you use to write with in the air, this will be the hand you hold your knife with.
- Now wave your other hand and make a bear claw (growling helps)!
 - This is the hand you will hold the piece of food in.
- Who can raise their hand and tell me why we make a bear claw around food?
 - To protect fingers and keep a tight grip on the food.
- I will now demonstrate with a pre-cut red pepper, showing you all that the tip of the knife never leaves the cutting board, like a rocking boat.
 - If I see a knife being waved up in the air they will be taken away.
 - If the knife falls on the floor, please wait for an adult to come and pick it up.
 - If you need help an adult will come around and help you.



BROCCOLI AND ORANGE SALAD

Celebrating Food

ACTIVITY

Part 2

- Let's Get Cooking!
- We will now practice our knife skills by preparing a salad
- I am going to display all the ingredients so that you can all see it.
- Who can guess what we will be making?
 - We are going to make Broccoli and Orange Salad!
 - What food group does broccoli belong to? Vegetable.
 - What about the sunflower seeds? Protein!
 - The cheese? Dairy!
- Can we find all of the food groups in our salad today?
 - We have most of them we are missing "grains"
- We will be making personal salads and our dressing will be made as a class.
 - I am going to distribute your student knives.
 - Do not pick up any materials yet, but as we chop and cut our fruit and veggies we can place them in our bowl.
- I will distribute the ingredients one by one and I encourage you all to use the bear claw method.
 - Remember your knife lives on the cutting board. Ask for help when needed.
- I will distribute sunflower seeds and cheese.
 - All knives should be down, everyone should now look in the front of the room for a salad dressing making demo.
- I will squeeze two lemons into the mason jar, discarding the seeds.
 - Add in honey, followed by salt and pepper to taste.
- We are only using a small amount
 - We will now fill the jar about 1/2 way full with olive oil and close tightly.
 - Each of you will take turns shaking the jar to the count of 5!
- Remember this week's mantra is to be thankful for every loving spoonful, and to eat slowly, and to take mindful bites.
 - Lets now eat as a class and enjoy our delicious, homemade salad!
 - Remember don't yuck anyone's yum!
- Can anyone raise their hand and describe to me how their salad tastes?
 - Crunchy, salty, sweet, bitter.
- Would you make this salad at home?
 - What is an ingredient you might add?
 - How could you incorporate more food groups?
- When we are done eating, let's clean up our spaces and throw away our trash.
 - We leave the room just like we found it!

Celebrating Food

ACTIVITY

- Broccoli and Orange Salad | Serves: 4 | Time: 15 mins
- Equipment: Teacher/Student Knives, Cutting Boards, Mixing Bowls, Mixing Spoon, Measuring Cups and Measuring Spoons
- Ingredients
 - Salad:
 - 1 bag (10 ounces) baby spinach
 - 4 cups broccoli florets
 - 2 red peppers, cored, and seeded, diced into ¼ inch pieces
 - 2 oranges, peeled, cut into sections
 - ¼ cup sunflower seeds
 - ¼ cup shredded Romano or Asiago cheese
 - Dressing:
 - 2 lemons, juiced
 - ½ cup honey
 - 1/4 teaspoon salt
 - 1/4 teaspoon black pepper
 - 1 cup olive oil
- Directions:
 - Whisk together lemon juice, honey, salt, and pepper in a small bowl.
 - Slowly add in olive oil.
 - Set aside.
 - Place spinach, broccoli florets, peppers, and oranges in serving bowl.
 - Toss with dressing and top and sunflower seeds, and cheese

Celebrating Food

WRAP UP

- This Week's Mindful Moment: Be thankful for every loving spoonful
- This week, we remembered to be grateful, which we already spoke about when we learned where our food comes from.
 - We can be thankful for every spoonful of food we help to prepare with our friends and family as well as every spoonful we eat.
- We also discovered that safe knife skills should be practiced every time
 - We use a knife inside and outside of the classroom.
 - We point our knife at the food we are chopping, and when we finish the knife "lives" on our cutting board.
 - We use our bear claw to hold the food we are cutting or chopping.

LESSON 10

Reading a Recipe

LEARNING OBJECTIVES

- Students will learn to read and understand a recipe
- Students will gain confidence in cooking by developing their ability to read recipes
- Students will practice critical thinking skills by analyzing recipes
- Students will practice mindful eating

LESSON MATERIALS

- Poster sheet
- Pens and pencils
- Measuring Tools Visuals
- Markers
- Paper
- Napkins/Paper
- Towels
- Small paper plates
- Hand Sanitizer/Sani-wipes
- Food handling gloves
- Teacher Knife
- Cutting Board
- Dish Soap
- Sponge
- Measuring Cups

Reading a Recipe

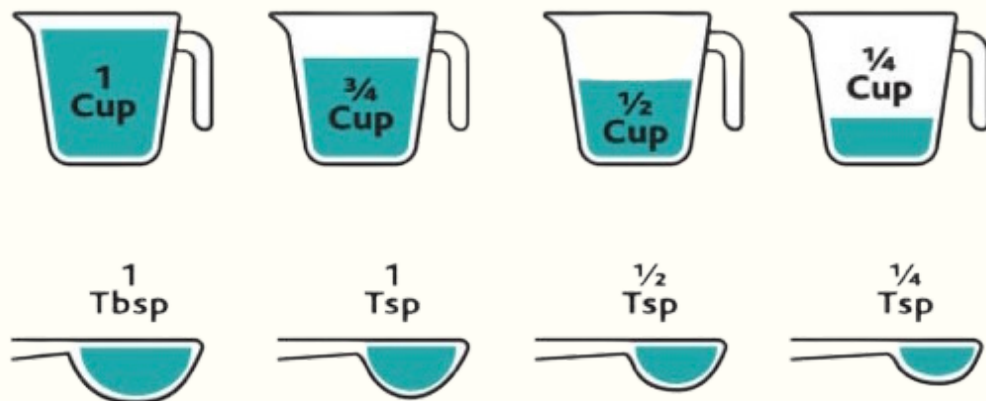
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- Have Fun!

Reading a Recipe

INTRODUCTION

- Hi Food Explorers!
- Who can raise their hand and tell us what we did last week in class?
 - We prepared a salad and learned about knife skills!
- Who can remember some of the ingredients in the salad?
 - Spinach, broccoli, peppers, oranges, sunflower seeds, lemons.
- Did anyone try to make this recipe at home?
 - Or a similar salad?
 - What ingredients were different?
- Who can raise their hand and explain what a recipe is?
 - Has anyone ever read a recipe?
 - What types of recipes have you read?
- This week we are going to explore recipe reading and practice our recipe reading skills together!



Reading a Recipe

DISCUSSION

- Who can raise their hand and tell me what a recipe includes?
- I will write your answers on the board.
 - recipe name, ingredients, serving size, time, directions, etc.
- A recipe is a set of instructions for preparing food or drink.
 - Once you know how to follow a recipe you can get cooking!
- We are going to look at a smoothie recipe, we are going to see if there are any errors on the recipe.
- The recipe name tells you what you will be making.
 - Who can raise their hand and read the name of this recipe?
- Serving size is important because it tells us how much the recipe will make.
 - Who can raise their hand and tell us how many servings our recipe has?
- Who can read the ingredients list?
 - The ingredients list also tells us how much of each ingredient we are going to need.
- Time tells us how long it will take to prepare the recipe.
 - This is good to know because you will know how much time you will need.
- Some recipes will have the time divided into two parts.
 - Prep time (preparation): This is the time you will be cutting, mixing, stirring, and doing whatever else the recipes instructions say to do.
 - Cooking time: This is when the recipe is actually being made.
 - With some recipes you don't need to do anything during the cooking time.
- However with other recipes you might need to stir or check on something ever so often.
- Who remembers what we use to measure our ingredients?
 - Measuring spoons and cups
 - Let's review
 - 1 c = 1 cup in measurement
 - 1/2 c = 1/2 cup in measurement
 - 1 tsp = 1 teaspoon in measurement
 - 1 tbsp. = 1 tablespoon in measurement
- The directions are a step by step explanation of what we need to do to make our recipe come out correctly.

Reading a Recipe

ACTIVITY

SPECIALIST NOTE: Before every food tasting be sure to be aware of present food allergies.

- I am going to set up small ingredient bowls stations which will consist of one mixing bowl, one set of measuring spoons/cups, and the bowls of dry ingredients.
- Each small bowl should have:
 - Rice Krispies
 - shredded coconut
 - dried cranberries
 - cinnamon
- You will all take turns passing around the vanilla, honey and coconut oil.
- All the ingredients will be displayed in the front of the classroom.
- Who can raise their hand and guess what we are making?
 - Today we are going to be making Amazeball Coconut Bites.
 - We are going to practice reading and following our recipe and making these bites together!
- You will be divided into 4 groups.
- I will read off the ingredients one by one and let you all measure them into the bowl.
 - When all ingredients have been measured into your bowls you can begin to shape your cereal bites.
 - You will have enough mixture to make one or two bites each; these will be sticky so have hand wipes present.
- When everyone is finished, we will practice one last mindful eating exercise together.
 - We are going to take one bite of our Amazeballs slowly.
 - We should think about the different flavors and textures in our Amazeballs.
 - Think about all the farmers and all of the people who helped us be able to make these.



Reading a Recipe

ACTIVITY

- Strawberry Smoothie | Serves: 4 | Time: 10 Minutes
- Equipment: Measuring Cups, Measuring Spoons, Blender
- Ingredients:
 - 1 cup milk
 - 1 tablespoon honey
 - 1 cup raspberry yogurt
 - 1 ½ cups raspberries, fresh or if frozen, thawed
 - 1 ½ cups
 - sliced bananas (about 2 bananas)
 - Fresh raspberries for topping, if desired
- Directions:
 - Pour milk, honey and yogurt into blender.
 - Add in raspberries and bananas.
 - Blend several minutes until smooth.
 - Top each glass with a fresh berry, if desired.
- Questions:
 - What is the name of the recipe?
 - How many servings?
 - What are the ingredients?
 - What are the directions for making the smoothie?
 - How long should the recipe take to make?
 - What materials will you need?



Reading a Recipe

WRAP UP

- Let's review the main parts of a recipe.
 - Recipe name: tells you what you will be making.
 - Serving size: tells us how much you will be making.
 - Time: how long it will take to make the recipe
 - Ingredients list: Tells us how much of each ingredient we're going to need.
 - Directions are a step by step explanation of what we need to do to make our recipe come out right.
- You have all now learned how to read a recipe like a professional chef!
- Let's also review this week's Mindful Moment: "I'm in charge of fueling my body mindfully."

MASTER COOKBOOK

Recipes 1-8 : Air Fryer

- Avocado Fries with Lime Dipping Sauce
- Crispy Air Fryer Roasted Brussels Sprouts
- Air Fryer Cauliflower
- Air Fryer Kale Chips
- Air Fryer Falafel
- Avocado Egg Rolls
- Air Fried Churros
- Buttermilk Fried Mushrooms

Recipes 17-24 : Blender

- Blender Salsa
- Mint and Fruit Smoothie
- Vanilla Oat Milk
- Vegan Queso
- Pear Applesauce
- Cucumber Orange Carrot Juice
- Vegan Pasta with Creamy Miso Cashew Sauce
- Cornmeal Griddle Cakes

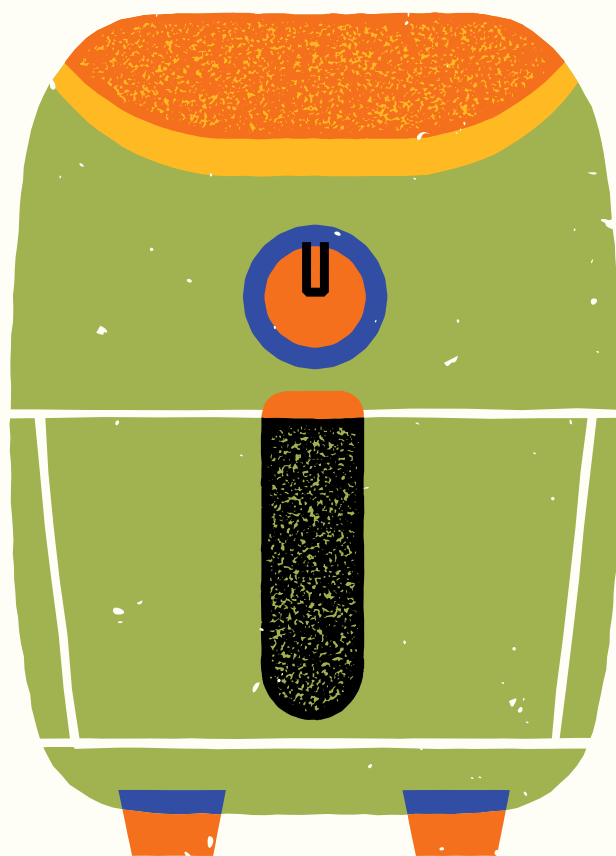
Recipes 9-16 : Griddle

- Griddle Vegetable Skewers
- Griddle Veggie Cakes
- Grilled Corn Hummus Tostadas
- Basil Garlic Bread
- Summer Vegetable Gnocchi Salad
- Grilled Zucchini with Parmesan
- Grilled Eggplant Salad
- Cornmeal Griddle Cakes

Recipes 25-31 : Hot Plate

- Italian Grilled Eggplant with Basil and Parsley
- Grilled Sweet Potato Wedges
- Mediterranean Rice Salad with Vegetables
- Stovetop Dark Chocolate Popcorn
- Stovetop Granola
- One-Pan White Cheddar Mac and Cheese
- One-Pan Mexican Quinoa
- Skillet Elote (Mexican Street Corn)

AIR FRYER RECIPES



Avocado Fries with Lime Dipping Sauce



Difficulty Level:



Serves: 8

Cook Time: 15 minutes

Ingredients

- 8 ounces 2 small avocados, peeled, pitted and cut into 16 wedges
- 1 large egg, lightly beaten
- 3/4 cup panko breadcrumbs, I used gluten-free
- 1 1/4 teaspoons lime chili seasoning salt, such as Tajin Classic

For the lime dipping sauce

- 1/4 cup 0% Greek Yogurt
- 3 tablespoons light mayonnaise
- 2 teaspoons fresh lime juice
- 1/2 teaspoon lime chili seasoning salt, such as Tajin Classic
- 1/8 teaspoon kosher salt

Instructions

- Preheat the air-fryer 390F degrees.
- Place the egg in a shallow bowl. On another plate, combine panko with 1 teaspoon Tajin.
- Season avocado wedges with 1/4 teaspoon Tajin. Dip each piece first in egg, and then in panko.
- Spray both sides with oil then transfer to the air fryer and cook for 7 to 8 minutes turning halfway. Serve hot with dipping sauce.

Crispy Air Fryer Roasted Brussels Sprouts



Difficulty Level:



Serves: 8

Cook Time: 30 minutes

Ingredients

- 1 pound brussels sprouts , ends removed and cut into bite sized pieces
- 2 Tablespoons olive oil , or more if needed
- 1 Tablespoon balsamic vinegar
- kosher salt , to taste
- black pepper , to taste

Instructions

- Put cut brussels sprouts to bowl. Drizzle oil and balsamic vinegar evenly over the brussels sprouts. Don't dump the oil and vinegar in one spot or else it will just coat one brussels sprout. You want to make sure to coat all the brussels sprouts.
- Sprinkle salt and pepper evenly over the brussels sprouts. Stir to combine everything and long enough so that all the brussels sprouts soaks up the marinade. There shouldn't be any marinade left in the bottom of the bowl.
- Add brussels to the air fryer basket. Air fry at 360°F for about 15-20 minutes. Shake and gently stir halfway through, about 8 minutes into cooking. Make sure you shake at the halfway mark! You don't want to end up with uneven cooking. If needed, shake and toss a 3rd time to make sure it all cooks evenly.
- Continue to air fry the brussels for the remainder of the time, or until the brussels are golden brown and cooked through. You can check earlier if needed to make sure nothing burns. Or you can add more time if needed to make sure it's cooked through.
- Add additional salt and pepper if needed on the brussels sprouts and enjoy!

Air Fryer Cauliflower



Difficulty Level:



Serves: 8

Cook Time: 15 minutes

Ingredients

- 1 cup panko bread crumbs
- 1½ teaspoons smoked paprika
- ½ teaspoon garlic powder
- ½ teaspoon onion powder
- ½ teaspoon cayenne
- ¼ heaping teaspoon sea salt
- 1 large egg
- 2 cups small cauliflower florets
- Extra-virgin olive oil, for drizzling
- Lemon wedges, for serving
- Tartar Sauce, for serving

Instructions

- On a rimmed tray, mix the panko, smoked paprika, garlic, onion, cayenne, and salt. In a small shallow bowl, lightly beat the egg.
- Preheat the air fryer to 370°F.
- Dip each cauliflower floret into the egg, coat with the panko mixture, then place onto a large plate.
- Drizzle the cauliflower with olive oil and place into the air fryer basket in a single layer with a little space between each floret. Don't overcrowd the basket. Work in batches if necessary.
- Air fry for 9 to 12 minutes, or until golden brown and crisp. The exact timing will depend on your air fryer.
- Repeat with any remaining cauliflower.
- Serve with lemon wedges and tartar sauce.

Air Fryer Kale Chips



Difficulty Level:



Serves: 8

Cook Time: 24 minutes

Ingredients

- 6 cups kale
- 2 tablespoons olive oil
- 1 teaspoon garlic powder
- ½ teaspoon salt
- ¼ teaspoon onion powder
- ⅛ teaspoon ground black pepper

Instructions

- Chop the kale leaves roughly. Rinse and dry the leaves well.
- In a large mixing bowl, toss kale leaves in olive oil to coat.
- Mix together garlic powder, salt, onion powder, and pepper. Pour over the kale leaves and toss to coat.
- Place the kale leaves in the air fryer basket. Do not pile the leaves on top of each other.
- Air fry the leaves at 360 degrees Fahrenheit for 6 minutes. Shake the basket to move the leaves around. Air fry for 2 more minutes.
- Transfer the kale chips to a baking sheet to cool. Arrange them in a single layer to prevent steaming.
- Repeat steps 4 to 6 for the remaining kale leaves.
- Transfer cooled kale chips in an airtight container and store at room temperature for up to 2 days.

Air Fryer Falafel



Difficulty Level:



Serves: 20

Cook Time: 45 minutes

Ingredients

For Falafel

- ½ medium yellow onion, cut into quarters
- 4 cloves garlic
- 5 g packed parsley leaves
- 5 g packed coriander leaves
- 2 x 400g cans chickpeas, rinsed and drained
- 1 tsp. salt
- 1 tsp. baking powder
- 1 tsp. dried coriander
- ½ tsp. chilli flakes

For Tahini Sauce

- 1 cup tahini
- Juice of ½ a lemon
- 3 tbsp. water, plus more as needed
- Pinch of salt
- Pinch of chilli flakes

Instructions

- In a food processor, pulse onion, garlic, parsley, and coriander until roughly chopped, scraping down sides as needed. Add drained chickpeas, salt, baking powder, coriander, cumin, and chilli flakes.
- Pulse again until chickpeas are mostly broken down with some chunks. You want to stop just before the mixture turns into a paste. Taste and adjust seasonings.
- Scoop out about 2 tablespoons worth of mixture and gently form into a ball without squeezing together too much of falafels will be dense. Working in batches, place falafels in a basket of air fryer and cook at 190°C for 15 minutes.
- Meanwhile, make tahini sauce: In a medium bowl, combine tahini and lemon juice. Add water and stir until combined.
- Add more water 1 tablespoon at a time until desired consistency is reached. Season with a big pinch of salt and chilli flakes.
- Serve falafels as is with sauce, in a salad, or in a pitta.

Avocado Egg Rolls



Difficulty Level:



Serves: 5

Cook Time: 25 minutes

Ingredients

For Egg Rolls

- 10 egg roll wrappers (Note 1)
- 3 ripe avocados, peeled and pitted
- 1 roma tomato, diced
- ½ teaspoon table salt
- ¼ teaspoon ground black pepper
- Olive oil for frying

For Sweet Chili Sauce

- 4 tablespoons sriracha
- 2 tablespoons white sugar
- 1 tablespoon rice vinegar
- 1 tablespoon toasted sesame oil

Instructions

- **Make Filling:** Mash avocados to chunky consistency and stir with tomato, salt, and black pepper in a mixing bowl until combined.
- **Wrap Egg Rolls:** Lay out egg roll wrappers with corners facing you, and set out a small bowl of water. Distribute avocado filling onto bottom half of each wrapper. Working with one wrapper at a time, use your finger to brush water along all edges to moisten, fold up the closest corner over filling, then fold over sides, then roll up. Dab last fold with more water to seal. Repeat for all other wrappers.
- **Fry Egg Rolls:** Add oil to a large pot until oil is about 2 inches deep, and place over medium heat. When oil temperature reaches 350 F, add egg rolls in batches of 3 to 5 depending on size of pot. Cook until golden brown, about 3 minutes. Transfer to a paper towel lined plate to drain.
- **Serve:** Slice each egg roll in half on bias
- Stir together all sauce ingredients in a small bowl until well-mixed.
- Serve sauce with sliced avocado egg rolls

Air Fried Churros



Difficulty Level:



Serves: 8

Cook Time with store bought Dulce de leche: 25 minutes

Cook Time making your own Dulce de leche: 1 hour and 20 minutes

Ingredients

For Egg Rolls

- $\frac{3}{4}$ cup plus 2 tbsp water
- $\frac{1}{4}$ cup butter or $\frac{1}{2}$ stick
- 1 tbsp sugar
- a pinch of salt
- $\frac{3}{4}$ cup flour
- 2 medium eggs
- cinnamon sugar
- $\frac{1}{2}$ cup sugar
- 1 tsp cinnamon
- 4 cups milk
- $1\frac{1}{4}$ cups sugar
- $\frac{1}{4}$ teaspoon baking soda
- 1 teaspoon vanilla

For Cinnamon Sugar Coating

- $\frac{1}{2}$ cup granulated sugar
- $\frac{3}{4}$ tsp ground cinnamon

For Dulce De Leche (store bought or make your own)

- 4 cups reduced fat milk
- $1\frac{1}{4}$ cups sugar
- $\frac{1}{4}$ teaspoon baking soda
- 1 teaspoon vanilla

Continued on next page...

Air Fried Churros



Instructions

- In a medium saucepan, bring the water, butter, sugar and the pinch of salt to a boil over medium heat.
- Once the mixture boils, reduce the heat and add in the flour and mix rapidly using a wooden spatula. Continue stirring the mixture until the mixture thickens and does not stick to the sides of the pot.
- Transfer the mixture to a stand mixer bowl or heat proof bowl and mix using a paddle attachment. This will allow the churro dough to cool down so we can add the eggs. This process will take between 3-5 minutes.
- Once the churro dough is a little bit cooler add in the eggs one at a time while continuing to mix. The mixture will become a lot more sticky. At this point, transfer the churro mixture to a piping bag fitted with a star tip.
- On a parchment lined baking sheet pipe 3-4 inch long churros. Cut the end using a pair of scissors or knife. Place the baking sheet in the freezer for 30 minutes.
- 3 minutes before your churros are ready to be baked, preheat the air fryer to 360F. Gently remove the frozen churros from the parchment paper and place them into the air fryer basket and bake for 13-14 minutes.
- Depending on what air fryer you have you might have to bake these churros in multiple smaller batches. Place the leftover churros in the freezer so they don't get soft.
- In a shallow bowl or plastic bag combine the sugar and the cinnamon. Place the baked churros in the sugar mixture as soon as they come out of the air fryer, toss them in the cinnamon sugar mixture to coat them evenly.

Dulce de leche

- Stir together 4 cups milk, 1¼ cups sugar, and ¼ teaspoon baking soda in a 3- to 4-quart heavy saucepan.
- Bring to a boil, then reduce heat and simmer uncovered, stirring occasionally, until caramelized and thickened, about 1½ to 1¾ hours.
- After about an hour, stir more often as milk caramelizes, to avoid burning.
- Stir in 1 teaspoon vanilla. Transfer to a bowl to cool. Makes about 1 ½ cups.

Buttermilk Fried Mushrooms



Difficulty Level:



Serves: 2

Cook Time: 45 minutes

Ingredients

- 2 heaping cups oyster mushrooms
- 1 cup low-fat buttermilk
- 1 ½ cups all-purpose flour
- 1 tsp each salt, pepper, garlic powder, onion powder, smoked paprika, cumin 1 Tbsp olive oil

Instructions

- Marinate
 - Preheat air fryer to 375 degrees F (190 C).
 - Clean mushrooms then toss together with buttermilk in a large bowl. Let marinate for 15 minutes.
- Breading
 - In a large bowl combine flour and spices. Spoon mushrooms out of the buttermilk (save the buttermilk).
 - Dip each mushroom in the flour mixture, shake off excess flour, dip once more in the buttermilk, then once more in the flour
 - Grease the bottom of your air fry pan well, then place mushrooms in a single layer, leaving space between mushrooms.
 - Cook for 5 minutes, then roughly brush all sides with a little oil to promote browning.
 - Continue cooking 5 to 10 more minutes, until golden brown and crispy.

GRIDDLE RECIPES



Griddle Vegetable Skewers



Difficulty Level:



Serves: 4

Cooking: Time: 24 minutes

Ingredients

- 1 large red bell pepper cubed
- 1 large zucchini sliced
- 1 large yellow or summer squash sliced
- 1 large red onion
- 10 Bella Mushrooms
- Olive Oil
- Seasonings - to taste preferred

Instructions

- Start by soaking your wooden skewers in water for about 10 minutes.
- Then turn the griddle on to medium-high heat for about 5 minutes to preheat.
- Cut vegetables to desired size and shape
- While the griddle is preheating, brushing or rubbing the oil over the vegetables, and seasoning them. Thread them through the skewers.
- Add the vegetable skewer to the griddle and cook for about 10 to 14 minutes. Frequently flipping during the cooking process. If you need to add more oil, add some more and some seasonings.
- Plate, serve, and enjoy!

Griddle Veggie Cakes



Difficulty Level:



Serves: 4

Cook Time: 50 Minutes

Ingredients

- 2 cups yellow squash, *grated*
- 2 cups zucchini, *grated*
- ½ cup onion, *grated*
- ¼ cup egg substitute
- ½ teaspoon salt
- ½ teaspoon black pepper
- Olive oil flavored cooking spray

Instructions

- In a large bowl, combine by hand the GRATED squash, zucchini, onion, egg substitute, salt, and pepper. Remove the excess liquid from the mixture.
- Heat a large non-stick griddle over high heat; it will be hot enough when a drop of water sizzles when dropped on the surface.
- Working in small batches, carefully drop 1 heaping tablespoon of batter onto the hot griddle.
- Flatten with a spatula to form pancake shape. Do not overcrowd the pan.
- Cook for 2-6 minutes on each side or until golden brown.
- Repeat until no batter remains.

Grilled Corn Hummus Tostadas



Difficulty Level:



Serves: 4

Cook Time: 30 minutes

Ingredients

- 4 medium ears sweet corn, husked
- 1 small red onion, cut crosswise into ½ inch slices
- 2 tablespoons olive oil, divided
- 8 corn tortillas (6 inches)
- 1 container (8 ounces) hummus
- 1/4 teaspoon ground chipotle pepper
- 1 cup cherry tomatoes, halved
- ½ teaspoon salt
- 1 medium ripe avocado, peeled and sliced
- ½ cup crumbled feta cheese
- 1 jalapeno pepper, thinly sliced
- Optional: Lime wedges, fresh cilantro leaves and Mexican hot pepper sauce

Instructions

- Brush corn and onion with 1 tablespoon of oil. Grill corn and onion, covered, over medium-high heat until tender and lightly charred, 5-7 minutes, turning occasionally. Cool slightly.
- Meanwhile, brush tortillas with remaining oil. Grill, covered, until crisp and lightly browned, 2-3 minutes per side.
- Cut corn from cobs. Process hummus, chipotle pepper and 2 cups cut corn in a food processor until almost smooth. Coarsely chop grilled onion; toss with tomatoes, salt and any remaining corn.
- Spread hummus mixture over tortillas; top with onion mixture, avocado, cheese and jalapeno. If desired, serve with limes, cilantro and pepper sauce.

Basil Garlic Bread



Difficulty Level:



Serves: 4

Cook Time: 10 minutes

Ingredients

- ¼ cup butter
- 2 tablespoons minced fresh parsley
- 1-½ teaspoons minced fresh basil or ½ teaspoon dried basil
- 1 garlic clove, minced
- ¼ cup grated Parmesan cheese
- 1 loaf (8 ounces) French bread

Instructions

- In a microwave-safe bowl, combine the butter, parsley, basil and garlic.
- Cover and microwave until butter is melted. (if a microwave is unavailable, you can melt in a sauce pan with a hot plate)
- Stir in cheese.
- Cut the bread in half lengthwise
- Place cut side down on an uncovered grill over medium heat for 2 minutes or until lightly toasted.
- Brush cut side with the butter mixture.
- Grill or broil 1-2 minutes longer.

Summer Vegetable Gnocchi Salad



Difficulty Level:



Serves: 4

Cook Time: 40 minutes

Ingredients

- 1 (16 ounce) package whole-wheat gnocchi
- 1 small eggplant, sliced lengthwise into ½ inch planks
- 1 medium zucchini, sliced lengthwise into ½ inch planks
- 1 medium yellow squash, sliced lengthwise into ½ inch planks
- 1 ear corn, husked
- ½ medium red onion, cut into ½ inch-thick rings
- 4 tablespoons extra-virgin olive oil, divided
- 2 tablespoons balsamic vinegar
- 2 tablespoons chopped fresh basil
- 2 cloves garlic, grated
- ½ teaspoon ground pepper
- ¼ teaspoon salt
- ½ cup crumbled feta cheese

Instructions

- Preheat the grill to medium-high.
- Boil gnocchi according to package directions. Drain.
- Meanwhile, brush eggplant, zucchini, squash, corn and onion with 2 tablespoons of oil.
- Grill the vegetables, turning occasionally, until charred and tender, 6 to 10 minutes total. Transfer to a cutting board.
- Remove the corn kernels from the cob and cut the other vegetables into bite-size pieces.
- Whisk the remaining 2 tablespoons oil, vinegar, basil, garlic, pepper and salt in a large bowl.
- Add the gnocchi and the vegetables and toss to coat. Serve sprinkled with feta

Grilled Zucchini with Parmesan



Difficulty Level:



Serves: 4

Cook Time: 25 minutes

Ingredients

- ¼ cup olive oil
- 2 cloves garlic, finely chopped
- ¼ teaspoon crushed red pepper, or to taste
- ½ cup whole-wheat panko breadcrumbs
- 2 ounces Parmesan cheese, grated (about ½ cup)
- 1 ½ teaspoons fresh thyme leaves or 1 teaspoon dried thyme, crushed
- 1 teaspoon lemon zest
- ¼ teaspoon salt
- 2 large zucchini, halved lengthwise
- Lemon wedges for serving

Instructions

- Combine oil, garlic and crushed red pepper in a small skillet over low heat.
- Cook, stirring often, until the garlic is softened and light golden, 3 to 4 minutes.
- Remove from heat; let cool for 5 minutes.
- Stir in panko, Parmesan, thyme, lemon zest and salt.
- Preheat the grill to very high (at least 500 degrees F).
- Oil the grill grates, using tongs to hold an oil-soaked paper towel.
- Place zucchini, cut-sides down, on the oiled grates; grill, uncovered, until tender-crisp, about 5 minutes per side.
- Flip the zucchini so they are cut-side up; spoon the panko mixture evenly on top.
- Grill, covered, until the topping is golden brown in spots, 2 to 3 minutes.
- Carefully transfer to a serving platter. Serve with lemon wedges.

Grilled Eggplant Salad



Difficulty Level:



Serves: 4

Cook Time: 25 minutes

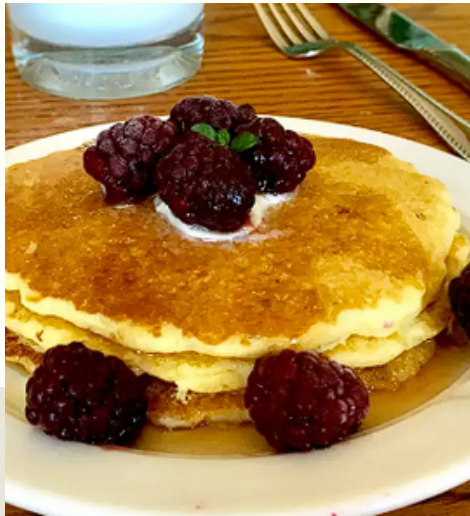
Ingredients

- ¼ cup olive oil
- 2 teaspoons za'atar
- 1 teaspoon lemon zest, plus 3 tablespoons lemon juice (from 1 lemon), divided
- 1 medium eggplant (about 1 pound), cut into ½ inch-thick slices
- 1 medium red bell pepper, stemmed, seeded and quartered lengthwise
- ½ medium red onion, peeled and cut into 1-inch wedges through the root
- Olive oil cooking spray
- 1 cup halved cherry tomatoes
- ¾ cup coarsely chopped fresh flat-leaf parsley
- ¼ cup thinly sliced scallions
- ¼ cup coarsely chopped fresh mint
- ½ teaspoon salt

Instructions

- Preheat a grill to medium-high.
- Combine oil, za'atar and lemon zest in a small bowl.
- Brush 1 side of eggplant slices with half of the oil mixture; reserve the remaining mixture. Oil the grill rack.
- Grill the eggplant, uncovered, turning often, until tender and grill marks appear on both sides, about 5 minutes total.
- Cut the eggplant into 1/4-inch pieces and transfer to a large bowl.
- Coat bell pepper quarters and onion wedges with cooking spray. Grill, uncovered, until tender and charred, about 5 minutes.
- Chop the peppers into 3/4-inch pieces. Remove and discard onion stem. Add the peppers, onions, tomatoes, parsley, scallions and mint to the bowl with the eggplant. Add lemon juice and salt to the reserved oil mixture; whisk to combine. Drizzle over the vegetables and toss to coat.

Cornmeal Griddle Cakes



Difficulty Level:



Serves: 5

Cook Time: 20 minutes

Ingredients

- 1 ½ cups cornmeal
- 1 cup boiling water
- 1 cup all-purpose flour
- 3 tablespoons white sugar
- 2 tablespoons butter, melted
- 2 tablespoons baking powder
- 1 pinch salt
- 1 ½ cups milk
- 1 egg, beaten

Instructions

- Pour cornmeal into a large bowl; cover with boiling water.
- Let stand until slightly softened, about 5 minutes.
- Stir in flour, sugar, melted butter, baking powder, and salt.
- Mix in milk and egg until batter is smooth.
- Heat a lightly greased griddle over medium heat.
- Drop spoonfuls of batter onto the griddle and cook until edges are dry, 2 to 3 minutes.
- Flip and cook until browned on the other side, 2 to 3 minutes more.
- Repeat with remaining batter.

BLENDER RECIPES



Blender Salsa



Difficulty Level:



Serves: 20

Cook Time: 45 minutes

Ingredients

- 2 (14.4 ounce) cans diced tomatoes
- 1 jalapeno chile, seeds and ribs removed
- ½ yellow onion, quartered
- ½ bunch cilantro leaves
- 1 tablespoon fresh lemon juice, or to taste
- salt to taste
- Tortilla chips for serving

Instructions

- Pour 1 can of tomatoes into a blender
- Add jalapeño pepper, onion, cilantro leaves, lemon juice, and salt.
- Blend until fairly smooth.
- Pour in second can of tomatoes and blend briefly.
- Adjust seasonings to taste by adding more lemon juice and salt.
- OPTIONAL: Let salsa rest for 1/2 hour before serving to allow flavors to blend.
- Serve with tortilla chips

Mint and Fruit Smoothie



Difficulty Level:



Serves: 2

Cook Time: 10 minutes

Ingredients

- ¼ cup red seedless grapes, frozen
- ¼ cup unsweetened applesauce, or to taste
- 1 tablespoon fresh lime juice
- 3 frozen strawberries
- 1 cup cubed fresh pineapple
- 3 fresh mint leaves

Instructions

- Place frozen grapes, applesauce, and lime juice into a blender.
- Puree until smooth.
- Add frozen strawberries, cubed pineapple, and mint leaves.
- Pulse a few times until the strawberries and pineapple are in small bits.

Vanilla Oat Milk



Difficulty Level:



Serves: 4

Cook Time: 5 minutes

Ingredients

- 4 cups water
- 1 cup rolled oats
- 1 teaspoon caramel extract
- 1 teaspoon sugar-free vanilla syrup

Instructions

- Combine water, oats, caramel extract, and sugar-free vanilla syrup in a high-powered blender.
- Process on high speed for 1 minute.
- Strain through a fine-mesh sieve or nut-milk bag, if desired.

Vegan Queso



Difficulty Level:



Serves: 10

Cook Time: 15 minutes

Ingredients

- 1 cup raw cashews
- 2 ½ cups hot water, divided
- 2 tablespoons nutritional yeast
- 2 tablespoons fresh salsa
- 2 cloves garlic, roughly chopped
- 1 teaspoon ancho chile powder
- 1 teaspoon Dijon mustard
- ¾ teaspoon ground cumin
- ¾ teaspoon kosher salt
- Tortilla chips for serving

Instructions

- Place cashews in a bowl and cover with 1/2 of the hot water.
- Soak for 5 minutes.
- Drain.
- Combine drained cashews, remaining 1 1/4 cup hot water, nutritional yeast, salsa, garlic, ancho chile powder, Dijon mustard, cumin, and salt in a high-powered blender
- Start blending at lowest speed and slowly increase the speed.
- Blend for 2 minutes.
- Add more hot water if you want the queso to have a pourable consistency.
- Serve with tortilla chips

Pear Applesauce



Difficulty Level:



Serves: 2

Cook Time: 10 minutes

Ingredients

- 2 Anjou pears
- 1 Red Delicious apple

Instructions

- Cut pears and apple into quarters.
- Remove and discard seeds, stems, labels, and any other undesirable bits.
- Transfer flesh and skin of fruit into a high-powered blender.
- Blend until pear applesauce is liquefied.
- Pour into a bowl.
- Refrigerate before serving, if desired.

Cucumber Orange Carrot Juice



Difficulty Level:



Serves: 4

Cook Time: 10 minutes

Ingredients

- 1 large navel orange
- 2 carrots, roughly chopped
- ½ cucumber, roughly chopped
- ½ cup water, or as needed
- ¼ cup white sugar, or to taste
- 1 teaspoon lemon juice (Optional)

Instructions

- Peel orange and save a 1x1-inch piece of the peel.
- Place orange, orange peel piece, carrots, and cucumber in a blender
- Pour in water.
- Blend until desired consistency is reached
- Add sugar and lemon juice.
- Blend until smooth, 1 to 3 minutes.

Vegan Pasta with Creamy Miso Cashew Sauce



Difficulty Level:



Serves: 6

Cook Time: 20 minutes

Ingredients

- 1 pound penne pasta
- 1 cup unsalted cashews
- 1 tablespoon Miso Paste-Mellow White MO
- 3 cloves garlic, peeled
- 2 cups hot water

Instructions

- Pasta
 - Bring a large pot of lightly salted water to a boil.
 - Add penne and cook, stirring occasionally, until tender yet firm to the bite, about 11 minutes.
 - Drain and set pasta aside.
- Sauce
 - Combine cashews, miso paste, garlic, and hot water in a high frequency blender.
 - Blend until mixture is fully blended, 6 to 8 minutes.
 - The mixture should steam when you remove the lid.
 - Pour sauce over pasta and serve
 - Sauce will thicken up as it cools.

Homemade Slushies



Difficulty Level:



Serves: 3

Cook Time: 5 minutes

Ingredients

- 8 oz. club soda , preferably cold
- ½ cup sugar
- ½ teaspoon drink mix powder , such as Kool-aid
- 3 to 4 cups ice cubes

Instructions

- Pour club soda, sugar and drink mix powder into a high powered blender.
- Add 2 cups ice and blend for 30 seconds.
- Add 1 more cup of ice and blend another 30 seconds until desired consistency is reached.
- Use up to 1 more cup of ice, if necessary.

HOTPLATE RECIPES



Italian Grilled Eggplant with Basil and Parsley



Difficulty Level:



Serves: 4

Cook Time: 20 minutes

Ingredients

- 1 eggplant, sliced into 1/2-inch rounds
- 1/3 cup extra virgin olive oil
- 2 cloves garlic, minced
- 1/8 teaspoon salt
- 2 tablespoons chopped fresh basil
- 1 tablespoon chopped fresh flat-leaf parsley

Instructions

- Preheat nonstick pan on a hotplate
- Brush eggplant lightly with olive oil on both sides.
- Stir together remaining olive oil, garlic, and salt in a small bowl.
- Arrange eggplant slices on the preheated grill and cook, turning occasionally, until tender and browned, 3 to 4 minutes per side.
- Arrange grilled eggplant on a platter.
- Brush with olive oil and garlic mixture until eggplant has absorbed oil.
- Sprinkle with chopped basil and parsley and serve.

Grilled Sweet Potato Wedges



Difficulty Level:



Serves: 4

Cook Time: 30 minutes

Ingredients

- 2 medium sweet potatoes
- ¼ cup olive oil, divided
- ½ teaspoon smoked paprika
- ½ teaspoon salt
- ⅛ teaspoon garlic powder
- ⅛ teaspoon ground cinnamon
- ⅛ teaspoon cayenne pepper

Instructions

- Preheat nonstick pan on a hotplate
- Scrub sweet potatoes thoroughly under cold running water.
- Cut each potato lengthwise into 8 wedges.
- Place wedges in a bowl and toss with 2 tablespoons of oil.
- Combine remaining olive oil, paprika, salt, garlic powder, cinnamon, and cayenne in a separate small bowl.
- Place wedges on the grill perpendicular to the grates and reduce heat to low.
- Grill over low heat, turning occasionally, until potatoes are soft, 16 to 18 minutes.
- Brush wedges with oil mixture on both sides, and grill 1 to 2 minutes more, then transfer to a plate.

Mediterranean Rice Salad with Vegetables



Difficulty Level:



Serves: 4

Cook Time: 45 minutes

Ingredients

- 4 cups water
- 2 cups uncooked white rice
- 2 tablespoons extra-virgin olive oil, divided
- 1 teaspoon herb salt
- 1 tablespoon chopped capers
- 1 sprig fresh parsley, chopped
- ½ lemon, zested
- 3 zucchini, peeled and grated
- 2 carrots, peeled and grated
- ½ yellow bell pepper, cut into cubes
- ½ red bell pepper, cut into cubes
- 1 lemon, juiced
- salt to taste

Instructions

- Bring water and rice to a boil in a saucepan.
- Reduce heat to medium-low, cover, and simmer until rice is tender and liquid has been absorbed, 18 to 20 minutes.
- Remove from heat and pour enough cold water on top of the cooked rice to cover it.
- Stir to cool. Drain well; transfer rice into a bowl.
- Stir in 1 tablespoon olive oil and season with herb salt.
- Mix capers, parsley, and lemon zest in a small bowl; add to rice.
- Mix in zucchini, carrots, yellow bell pepper, and red bell pepper.
- Season with remaining 1 tablespoon olive oil, lemon juice, and salt.

Stovetop Granola



Difficulty Level:



Serves: 4

Cook Time: 20 minutes

Ingredients

- 1 tablespoon olive oil
- 2 cups rolled oats
- ½ cup butter
- 2 tablespoons honey
- ⅓ cup packed brown sugar
- ⅓ cup dried cranberries

Instructions

- Heat the oil in a large skillet over medium-high heat.
- Add oats then cook and stir until starting to brown and crisp, about 5 minutes.
- Remove from heat and spread out on a cookie sheet to cool.
- Melt the butter in the same pan over medium heat.
- Stir in the honey and brown sugar; cook, stirring constantly, until bubbly.
- Return the oats to the pan.
- Cook and stir for another 5 minutes or so.
- Pour out onto the cookie sheet and spread to cool.
- Once cool, transfer to an airtight container and stir in the dried cranberries.
- Any additional nuts and fruit can be stirred in at this time also.

One-Pan White Cheddar Mac and Cheese



Difficulty Level:



Serves: 6

Cook Time: 25 minutes

Ingredients

- 16 ounces uncooked elbow macaroni
- 2 ½ cups milk
- 2 cups water
- 1 teaspoon garlic salt
- ½ teaspoon salt
- ¼ cup margarine
- ¼ teaspoon ground black pepper
- 1 ½ cups shredded white Cheddar cheese
- ½ cup shredded Parmesan cheese, divided
- ¼ cup panko bread crumbs
- 1 tablespoon snipped chives

Instructions

- Combine macaroni, milk, water, garlic salt, and salt in a pan on a stovetop over medium-high heat.
- Bring to a boil, stirring occasionally.
- Reduce heat to a simmer and cook, stirring frequently so noodles don't stick to the pan, until noodles are soft and most of the liquid has been absorbed, 7 to 10 minutes.
- Remove pot from heat and stir in margarine and pepper until melted.
- Stir in Cheddar cheese and 1/4 cup of the Parmesan cheese until melted.
- Top pasta with bread crumbs, remaining 1/4 cup of Parmesan cheese,

Stovetop Dark Chocolate Popcorn



Difficulty Level:



Serves: 6

Cook Time: 15 minutes

Ingredients

- ½ cup unpopped popcorn
- ¼ cup vegetable oil
- ⅓ cup white sugar, or to taste
- 1 tablespoon cocoa powder

Instructions

- Heat a popcorn kettle or pot over medium heat.
- Add popcorn, oil, sugar, and cocoa powder to the kettle.
- Cook, turning the handle slowly, until popping slows to 3 seconds between pops.

One-Pan Mexican Quinoa



Difficulty Level:



Serves: 6

Cook Time: 40 minutes

Ingredients

- 2 teaspoons olive oil
- 3 jalapeno peppers, seeded and finely chopped
- 2 cloves garlic, minced
- 1 ¼ cups vegetable broth
- 1 (15 ounce) can black beans, drained and rinsed
- 1 (14.5 ounce) can diced tomatoes with juice
- 1 cup quinoa
- 1 cup frozen corn kernels
- ½ teaspoon kosher salt
- ⅓ cup chopped fresh cilantro
- ¼ lime, juiced

Instructions

- Heat oil in a saucepan over medium-high heat.
- Saute jalapeno peppers and garlic in hot oil until fragrant, about 1 minute.
- Pour vegetable broth into the saucepan.
- Stir black beans, tomatoes, quinoa, corn, and salt into the broth.
- Bring to a boil, reduce heat to low, and simmer, covered, until the liquid is fully absorbed into the quinoa, 20 to 25 minutes.
- Fluff quinoa with a fork.
- Stir in cilantro and lime juice.

Skillet Elote (Mexican Street Corn)



Difficulty Level:



Serves: 4

Cook Time: 20 minutes

Ingredients

- 2 tablespoons mayonnaise
- 1 tablespoon lime juice
- 1 ½ teaspoons chili powder
- 4 ears sweet corn, shucked and kernels cut off
- ¼ cup chopped cilantro
- 3 tablespoons cotija cheese

Instructions

- Whisk mayonnaise, lime juice, and chili powder together in a bowl until evenly combined. Set aside.
- Heat a large cast iron skillet over medium-high heat.
- Add corn and cook for 5 minutes without stirring.
- Toss around with a spatula and cook until corn has started to brown, about 3 minutes more.
- Remove from heat.
- Add reserved mayonnaise mixture and stir until evenly combined.
- Add cilantro and stir again.
- Transfer to serving plates and sprinkle cotija cheese over the top.

A decorative border surrounds the central white area, featuring stylized illustrations of various vegetables including tomatoes, mushrooms, and leafy greens in a repeating pattern.

APPENDIX

FOOD HANDLERS SAFETY TRAINING

Remember:
New Specialists must teach the
VEGETARIAN Food Explorers Curriculum
for at least 6 months before they are
eligible to take their Food Handlers
training course.

Food Handlers Training Website Link

- Select - Food Protection For Soup Kitchen and Summer Camp Workers
- Select - Register for this Class
- Select - Health Academy Training Courses
- Select - Food Protection For Soup Kitchen and Summer Camp Workers
- Complete registration information and submit.

**SUBMIT COMPLETED CERTIFICATES TO YOUR
PROGRAM DIRECTOR AND EMAIL TO
FOODEXPLORERS@NEWYORKEDGE.ORG
FOR APPROVAL.**

CHANGING YIELDED SERVINGS

Remember:
You must adjust the ingredients for the recipe to the number of students in your class.

If you neglect to adjust the amount of ingredients, you will not have the correct amount of final product to distribute to your class.

General Culinary Math:

Ingredient amount in recipe [divided by] number of servings = amount of ingredient per serving

Amount of ingredient per serving [multiplied by] the total number of students in your class = new ingredient amount.

Example:

The recipe calls for 2 bananas to yield 2 servings. We need 10 servings.

- 2 bananas [divided by] 2 servings = 1 banana per serving
- 1 banana per serving [multiplied by] 10 servings = 10 bananas.

SPECIALIST WAIVER FORM

Please use [THIS LINK](#) to access the
Specialist Waiver Form PDF.

- All Specialist teaching the FOOD EXPLORERS Curriculum is required to submit a Specialist Waiver Form.
- After the specialist has reviewed and signed their waiver form, please email it to foodexplorers@newyorkedge.org

Notes:

- You may not begin teaching this curriculum until the waiver form has been submitted.

ORDERING FROM FRESH DIRECT

REFER TO [THIS LINK](#) FOR THE
PROTOCOLS FOR ORDERING FROM
FRESH DIRECT.

Ordering Protocols

- You should carefully review the ordering and approval process, as well as the list of allowed and prohibited items.
- Also review the Payment Method information
- PMs are responsible for approving the orders and forwarding approvals to budget analysts

Note:

- To ensure that you are able to reserve your desired delivery time, please place your orders at least 5 days prior to the lesson.

DATA COLLECTION SURVEY

Pre and Post Season Surveying

- In an effort to gather data on how our program is performing, we are going to implement a pre and post test system for all participants.
- On the first day of the season, specialists will have their students take the pre-survey.
- On the last day of the season, specialists will have their students retake the same exam so we can compare their scores.

Surveying Timeline

- Season 1 - meet with specialists to gather information/benchmark questions
 - email to foodexplorers@newyorkedge.org
- Season 2 - Launch survey with pilot sites
- Season 3 - Compare data
- Summer - Revise survey and curriculum
- Season 1 (next year) - Launch with all food explorers Sites

LESSON TRACKER

Lesson Number	Date	Recipe #1	Recipe #2	Recipe #3	Recipe #4	Recipe #5
<i>Example: 0</i>	<i>9/12</i>	<i>Avacado Fries on 9/12</i>	<i>Brussel Sprouts on 9/13</i>	<i>Kale Chips on 9/14</i>	<i>Churros on 9/15</i>	<i>Flafel on 9/16</i>
1						
2						
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12						



FOOD EXPLORERS SPECIALIST EVALUATION TOOL

Criteria	Yes	No
Did the specialist begin the lesson with a previous lesson review?		
Did the Specialist review the Community Agreements with students?		
Before getting started, did the specialist verify that there were no allergies to foods presented in the lesson?		
Are all students and staff wearing gloves that are being changed between foods?		
Is the specialist wearing an apron, or clothing that is not excessively baggy?		
When preparing the recipe, did the specialist review, demonstrate and encourage the bear-claw cutting method?		
Did the Specialist follow food safety protocols?		
Did the Specialist check equipment for damage prior to use?		
Did the Specialists engage the students in the lesson? Did each student participate?		
Did the Specialist struggle to teach all the content in their lesson?		
Did the Specialist utilize the aid of their assisting staff in the classroom?		
Did the Specialist end the lesson with a recap of the information covered?		
Did the Specialist confirm that all students understood the information provided and answered any questions asked by the students related to the content?		